



AN INCLUSIVE CIVIC ENGAGEMENT TRAINING CURRICULUM

FACILITATOR'S TOOLKIT



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ACKNOWLEDGEMENTS

This manual was prepared by the National Democratic Institute (NDI or the Institute) with funding from the National Endowment for Democracy. NDI would like to acknowledge the key contributions by Kourtney Pompei for drafting the toolkit. Sarah Beckerman, NDI’s Advisor on the Middle East and North Africa team, managed and coordinated the development of this toolkit. Caroline Hubbard, NDI’s Senior Gender Advisor and Deputy Director for Gender, Women and Democracy (GWD) and Jossif Ezekilov, NDI’s GWD Program Officer, contributed their expertise and knowledge to help integrate the masculinities elements into the toolkit. Rachel Mims, NDI’s Senior Program Officer and Youth Specialist on the Citizen Participation and Inclusion team provided expert guidance and input to ensure the inclusive nature and tone of the toolkit. NDI’s staff in both its headquarters in DC, as well as in Lebanon, were essential to the development of the curriculum. Special recognition goes to: Maya Fawaz, Sarah Giordano, Kyle Herman, and Maya Saffieddine.

The Institute would also like to acknowledge the contributions of ABAAD in Lebanon for supporting it in adapting NDI’s *Men, Political and Power*¹ masculinities program to the local context, facilitating workshops, and providing feedback for the refinement of the toolkit.

1 Caroline Hubbard and Alan Greig, *Men, Power and Politics*, National Democratic Institute.

ABOUT NDI

NDI is a nonprofit, nonpartisan, nongovernmental organization that responds to the aspirations of people around the world to live in democratic societies that recognize and promote basic human rights. Since its founding in 1983, NDI and its local partners have worked to support and strengthen democratic institutions and practices by strengthening political parties, civic organizations and parliaments, safeguarding elections, and promoting citizen participation, openness and accountability in government.

With staff members and volunteer political practitioners from more than 100 nations, NDI brings together individuals and groups to share ideas, knowledge, experiences and expertise. Partners receive broad exposure to best practices in international democratic development that can be adapted to the needs of their own countries. NDI's multinational approach reinforces the message that while there is no single democratic model, certain core principles are shared by all democracies.

Over the past twenty years, and since formally establishing a country office in Lebanon in 2000, NDI has provided training and technical assistance to numerous issue-based organizations and political parties in order to help them engage citizens, particularly women and youth, in the democratic reform process. NDI has supported a wide range of local partners in Lebanon to improve citizen awareness of their rights and responsibilities, assist women to increase their ability and confidence as political and civic leaders, and support Lebanese to develop more issue-oriented policies, and bolster advocacy skills of civic groups fighting for better service provision.

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TABLE OF CONTENTS

| | |
|--|------------|
| INTRODUCTION | 08 |
| MODULE ONE: Masculinities and Gender Norms | 11 |
| MODULE TWO: Being A Change Agent | 22 |
| MODULE THREE: Democracy and Civic Engagement | 31 |
| Lesson 3.1: Introduction to Democracy | 32 |
| Lesson 3.2: Citizenship | 44 |
| Lesson 3.3: Rule of Law and Legal Frameworks | 55 |
| Lesson 3.4: National and Subnational Governance | 66 |
| Lesson 3.5: Democratic Actors | 75 |
| Lesson 3.6: Elections | 90 |
| Lesson 3.7: Media | 104 |
| Lesson 3.8: Violence Against Women in Politics | 115 |
| Lesson 3.9: Working Together | 125 |
| MODULE FOUR: Debate and Dialogue | 135 |
| Lesson 4.1: The Power of Diverse Voices and Perspectives | 136 |
| Lesson 4.2: Debate, Dialogue, and Negotiation | 148 |
| Lesson 4.3: How Debate and Dialogue Can Be Used to Spur Change | 156 |
| Lesson 4.4: What is Debate? | 164 |
| Lesson 4.5: What is Dialogue? | 175 |
| Lesson 4.6: Public Speaking | 181 |
| Lesson 4.7: Allies and Opponents | 188 |
| Lesson 4.8: Constructing and Defending Arguments | 194 |
| Lesson 4.9: Communication Strategies and Message Development | 204 |
| Lesson 4.10: Collaborating Together – Networks and Coalitions | 212 |
| Lesson 4.11: Consensus Building | 221 |

| | |
|---|------------|
| MODULE FIVE: Advocacy and Accountability | 228 |
| Lesson One: Awareness Raising, Advocacy and Accountability in a Participatory Democracy | 229 |
| Lesson Two: Introduction to Advocacy | 238 |
| Lesson Three: Developing an Action Plan | 250 |
| Lesson Four: Presenting Your Advocacy plan | 258 |
| Lesson Five: Civil Society as Watchdogs | 263 |
| Lesson Six: Legislative Monitoring, Campaign Monitoring and Shadow Reports | 270 |
| Lesson Seven: Budget Monitoring and Policy Implementation Monitoring | 282 |
| Lesson Eight: Presenting Your Political Process Monitoring Plan | 291 |
| Lesson Nine: Advocacy and Accountability for Action | 296 |
| | |
| APPENDIX I – TRAINING EXERCISES | 302 |
| | |
| APPENDIX II – HOMEWORK ASSIGNMENTS | 320 |
| | |
| APPENDIX III – MONITORING AND EVALUATION | 327 |

INTRODUCTION

This toolkit is about creating change through activism and accountability. It is about creating change at the individual, institutional, and socio-political level by providing young people with the knowledge and skills to help shape the future of their country. It was developed at a time when the Middle East and North Africa (MENA) was witnessing a second wave of mass protests movements led by youth and women. Specifically in Lebanon, youth have long been disillusioned with a political system dominated by patronage systems and patriarchal norms, and they have seized on the protests as an opportunity to garner systemic change and leverage the entry points created by the protest movements.

Purpose of this Toolkit

This civic engagement toolkit seeks to provide young Lebanese citizens with the tools and information to become more effective in holding the government accountable and pursue policy solutions grounded in data and research. The *Youth Activism for Lebanese Accountability (YALA!)* program aims to prepare Lebanese youth to effectively hold their government accountable through a training course on the principles of civic engagement, debate and dialogue skills, and conducting advocacy and accountability campaigns. This program follows a step-down training format, whereby NDI trains a set of civil society partners, who then facilitate training modules with cohorts of youth across Lebanon.

This toolkit is based on two major principles **empowerment** and **inclusion**. Based on NDI's youth political participation theory of change, the information and tools presented in this toolkit seek to address the barriers, including sociocultural norms and institutional practices, that prevent youth from influencing mainstream politics and decision making. Youth need real opportunities to participate in political decision making to help drive innovation and find practical solutions to a growing and complex array of development challenges. As such, this toolkit aims to provide youth with the technical know-how, confidence, and opportunities to effectively engage political institutions and provide space for young men and women to collaboratively work with government to advance inclusive and responsive policy solutions.²

Youth activists also need to think of themselves, their communities, and their countries as multidimensional to ensure all voices are heard. Adopting an inclusive approach to their activism means being explicitly oriented toward social justice as it seeks to identify pathways for broader inclusion and representation. The exclusion of key actors and different voices is consistently a critical factor in failed

2 NDI, Youth Political Participation Programming Guide. Available at: <https://youthguide.ndi.org/>

efforts. This can mean exclusion of women, minorities, young people, and other underrepresented communities in society. The masculinities workshop and content are part of a comprehensive effort to both make the program's content more inclusive, as well as to ensure youth participants are incorporating gender considerations into their civic engagement efforts.

How to Use this Toolkit

This toolkit has been designed to offer as much flexibility as possible. The five modules contained in the toolkit can be: used separately and individually, one topic at a time; put together in whatever combination of topics is suitable and desirable; or used as an entire package for a comprehensive training program on democracy and civic engagement.

The civic engagement curriculum is divided into five modules. Each module contains technical guidance for each lesson and a PowerPoint presentation (with the exception of Module 1: Masculinities and Gender Norms as training materials can be found in NDI's *Men, Power and Politics* manual). Additional instructions for more complex exercises, homework assignments, and monitoring evaluation guidance and tools have also been provided in appendices at the end of the toolkit. An annex of complementary handouts is also available in a separate annex in order to provide participants with additional information and resources on specific topics that could not be covered in the lesson.

- **Module 1: Masculinities and Gender Norms.** The aim of this module is to prepare young Lebanese men and women to identify, develop and advocate for priorities in a gender sensitive way by addressing the attitudes and beliefs rooted in patriarchal gender norms and masculinities. The themes and concepts of the workshop are reflected in all aspects of the toolkit with all the program's lessons incorporating gender considerations. Evaluation points have also been created to gauge whether participants are applying lessons from the masculinities workshops throughout the course, demonstrating changed attitudes, and/or acting on commitments made.
- **Module 2: Being a Change Agent.** The first step to becoming an agent of change is acknowledging the deeply-rooted values that motivates one's activism. This module is designed as a self-reflection exercise to help participants take stock of their personal situation and ground their actions so that they are reflective of their values, play to their strengths, and develop their capacities.
- **Module 3: Democracy and Civic Engagement.** The third module offers a deep-dive into civic engagement, examining the principles of democracy and how to identify entry points and leverage these principles to take action. By the end of the module, participants will develop an understanding of the relationship between citizens and elected representatives; the role of citizens, political parties, civil society, and media in a democracy; and individual and collective human rights in a democratic society.

- **Module 4: Debate and Dialogue.** During the debate and dialogue module, participants will focus on their public speaking skills, consensus-building techniques, and constructing and defending arguments. Deliberation and active listening skills will be a core component to increase participants' ability to analyze complex issues from different perspectives, negotiate, and begin to build consensus. Participants will apply and deepen their skills through simulated debates and dialogue exercises.

- **Module 5: Advocacy and Accountability.** The final module is designed to prepare participants to develop and implement well-researched advocacy and accountability campaigns. During this module, participants will determine whether they will pursue a strategy of awareness-raising, advocacy, or political process monitoring; map relevant communities and decision-makers for outreach; and develop action and communications plans.

The topics have been organized progressively, so that those wishing to deliver a holistic civic engagement program should start at Module 1 and work their way to Module 5. However, users of this toolkit can pick and choose the topics they think are most relevant to their own situation. In addition, while the training content has been contextualized to the Lebanese context, the curriculum can be easily updated to reflect any existing political system and context. The aim of the toolkit is to provide a framework and offer a pedagogical approach for how to implement a comprehensive youth civic engagement program.



MODULE ONE
MASCULINITIES AND GENDER NORMS



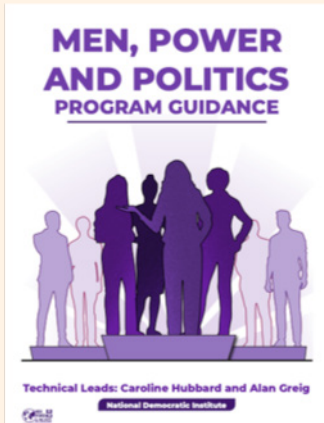


LESSON: PROMOTING SOCIO-CULTURAL NORM CHANGE IN POLITICS AND SOCIETY

Time Duration: 2 or 3 days (approximately)

This module provides foundational information and tools to implement a two- or three-day workshop on masculinities and gender norms. If your group or organization chooses to implement this workshop, it should be conducted prior to delivering the YALA modules as talking points and questions referring back to the masculinities workshop are integrated throughout the curriculum. These elements have been integrated into the YALA curriculum in order to provide multiple touchpoints for participants to reflect on how masculinities and gender norms shape all aspects of political and civic life. In addition, as part of the monitoring and evaluation framework for the YALA curriculum, key observation points to assess behavior and norm changes among participants are highlighted throughout the curriculum (see the monitoring and evaluation section of the manual for more information).

This module has been adapted from the National Democratic Institutes manual, *Men, Power and Politics* and is structured to provide a broad overview of the goals and purpose of the masculinities workshop, as well as guidelines for how to organize the workshop activities. However, it is strongly encouraged that the organizer and facilitator of the workshop reviews the *Men, Power and Politics* manual prior to implementation for specific information and instructions for how to deliver training sessions. Sample agendas and descriptions of activities are outlined below and additional details, such as materials needed, timing, training tips, talking points, etc., can be found in the *Men, Power and Politics* manual.



NDI’s *Men, Power and Politics* provides a new approach towards transforming the gender norms that presently underpin the gap in political empowerment between women and men. It does so by giving facilitators and program implementers the tools necessary to make male activists, political leaders, and civil society partners understand their own disproportionate power and privilege, and the impact this inequality has on themselves, their families and their communities. These tools will also provide these men with an opportunity to examine how they can use their power and privilege to promote gender equality and inclusive governance.³

- [Men, Power and Politics: Program Guidance](#) (for in-person implementation)
- [Men, Power and Politics Online Program Guidance](#) (for virtual implementation)

Introduction to Masculinities

Increasing political inclusion is a cross-cutting objective for democracy building, as democracy is more likely to develop resilience when all segments of a society are free to participate and influence political outcomes without suffering bias or reprisal. Political participation is a human, civic, and political right enshrined in legal frameworks and international mechanisms. However, in many democracies large portions of the population are excluded from politics based on their gender, ethnicity, religion, age, (dis)ability, and/or sexual orientation. The patterns and dynamics of women’s exclusion vary not only across and within geographic areas, but can be further impacted by women’s multiple and simultaneous identities. These compound the fear of violence and exclusion, vulnerability, and marginalization faced by women. Research shows that women’s inclusion and meaningful political participation leads to greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace.⁴ Women’s political representation is also correlated with reduced risks of conflict recurrence and higher levels of political stability.

One of the greatest obstacles facing women in politics are ideas about gender, and the social expectations and personal attitudes and behaviors to which these give rise. In many societies, it is still the case that power, and especially political power, is associated with men and masculinity; power

3 Caroline Hubbard and Alan Greig, *Men, Power and Politics*, National Democratic Institute, pg 3.
 4 See: Volden, Craig, Alan E. Wiseman and Dana E. Wittmer (2010) “The Legislative Effectiveness of Women in Congress,” <http://polisci.osu.edu/faculty/cvolden/VWWWomenLEP.pdf>.
 O’Connor, K. (Undated) “Do Women in Local, State, and National Legislative Bodies Matter?” The Women and Politics Institute, American University, <http://www.oklahomawomensnetwork.com/doc/Why%20Women%20Matter%20paper.doc>.
 The Institute for Inclusive Security (2009) *Strategies for Policymakers: Bringing Women into Government*. http://www.huntalternatives.org/download/1648_bringing_women_into_government_mar_09_final.pdf.

is masculinized. Based on this, it seems natural and normal that men should dominate political power and positions of authority. Dominant ideas and stereotypes about femininity also make it seem natural and normal that women only occupy 10 percent of leadership positions in political parties, even though they constitute about 50 percent of party membership worldwide, and are less than 25% of nationally elected parliamentarians worldwide. While authority is masculinized, subordination is feminized. If women are to increase their voice, visibility and power in political life, then ideas about masculinity and femininity that normalize men's dominance of political power must be challenged and changed.

Gender and Civic Engagement

For women, civil society and social movements have been a key channel for political engagement. Often broad-based and decentralized, movements tend to have lower barriers to participation than formal political groupings, including armed organizations or political parties.⁵ Women have spearheaded movements focused on gender inequities, such as the women's suffrage movement in the United States, and they have participated in movements focused on other social and political goals.⁶ However, progressive movements in general have a history of gendered exclusion, and women active in civil society face many of the same challenges as women in elected office

Although civil society can create spaces in which traditional gender roles can be challenged,⁷ it often reflects and reproduces gendered social hierarchies. This can lead to a severe lack of recognition of gender inclusion as a stand-alone goal necessary for social transformation of any kind, as well as low levels of women in leadership positions. Gender inclusion, however, is key for the success of social movements and civic activism. Empirical research has shown that when women have a role as activists and leaders in civil society, activism can more accurately represent a broader range of citizens and be a more legitimate change advocate. However, women active in civil society face many of the same challenges as women in elected office. Specific attention to gender, including male attitudes and perceptions about women's participation, is thus needed in order to engage women and ensure that the outcomes of civic activism address the needs of both men and women.

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- 5 Anne-Marie Codur and Mary Elizabeth King, "Women in Civil Resistance," in *Women, War and Violence: Typography, Resistance, and Hope*, edited by Mariam Kurtz and Lester Kurtz (Santa Barbara, CA: Praeger, 2015); and Marie Principe, "Women in Non-Violent Movements," United States Institute of Peace, January 2017, <https://www.usip.org/sites/default/files/SR399-Women-in-Nonviolent-Movements.pdf>.
 - 6 Codur and King, "Women in Civil Resistance," 414–15.
 - 7 Temma Kaplan, "Community and Resistance in Women's Political Cultures," *Dialectical Anthropology* 15, no. 2/3, (1990): 259–67; M. Bahati Kuumba, *Gender and Social Movements* (Walnut Creek, CA: Altamira Press, 2001), 16; Christine Mason, "Women, Violence and Nonviolent Resistance in East Timor," *Journal of Peace Research* 42, no. 6 (2005): 737–49; and Verta Taylor, "Gender and Social Movements: Gender Processes in Women's Self-Help Movements," *Gender & Society* 13, no. 8 (1999): 8–33.

Youth

Though they may not have the same degree of power as men in political leadership positions hold, young men nonetheless benefit and draw power from patriarchal gender norms relative to young women, and often replicate such norms as they enter the political space. Programs aimed at promoting youth civic engagement should therefore seek to increase consciousness around the negative impact of patriarchal gender norms on inclusive politics and endeavor to deepen young men's commitment to gender equality and women's empowerment. This should take into account the diversities of masculine identities, as well as how dominant forms of masculinity may serve to marginalize men along other aspects of their identity, including religion or race.

Work with young men should not be seen as separate from work with young women; rather this work should be done as a holistic approach for preparing *all* youth to be civically engaged in a way that is accountable to the women's rights agenda. This will ensure that activism by young people serves as a springboard for gender equality and women's political empowerment as opposed to reproducing unequal power structures.

Workshop Approach

The approach on which this workshop is based comprises three linked understandings of how gender norms can be changed:

1. **Personalize:** Men are rarely engaged in discussions regarding gender equality and often lack awareness of patriarchal gender norms; they often associate the term "gender work" as work done by, with, and for women. Therefore, men must first be given an opportunity to reflect on patriarchal gender norms and connect emotionally and personally with issues of gender. This entails understanding how gender norms serve to privilege men over women, as well as some men over other men.

Through interactive discussions and activities, men can raise their consciousness around the impact of patriarchal gender norms on the lives of women and girls who are close to them, but also to deepen men's awareness of the impact of these norms on their own lives. This approach also takes into account diversities of masculinities, as well as how dominant forms of masculinity may serve to marginalize men along other aspects of their identity.

2. **Politicize:** It is equally important to build on this personal connection by strengthening men's understanding of the broader contexts and dynamics of gender norms, as they affect the organizations they work in, the communities they live in, and the societies to which they belong. This broader political perspective is needed in order to manifest change to broader social norms, and not merely individual attitudes and behaviors. Changing gender norms involves work for

social change, and this inevitably involves politics. This political dimension is especially important in engaging men to work on change within the political institutions and processes within which they operate, particularly as it concerns identifying the specific issues of political will, space, and capacity to make change.

3. **Strategize:** After personalizing and politicizing issues of gender norms, particularly as they affect political institutions and processes, men must then engage in efforts to collectively strategize how to change them in ways that are accountable to women. This will include strategies for personal, organizational, and social change. Creating such strategies requires a process of envisioning the change that is possible given the capabilities of the individual and/or organization undertaking the change. This work necessitates mechanisms for ensuring strategies that remain accountable to women and broader gender equality efforts in general. Lastly, men must make commitments to pursue the change they have identified and engage others to do the same, think through specific strategies, and commit to specific actions for change.

The workshop objective is to shape political actors and organizations to take action to promote and support women's greater political participation. Thus, the intended outcomes are:

1. **A heightened concern about, and deepened consciousness of, the actions required for women's greater political participation;**
2. **An improved analysis of the problems which such actions must address; and**
3. **A strengthened capacity for and commitment to taking action to promote and support women's greater political participation.**

Specifically, by the end of the workshop, participants will:

1. Have a better understanding of the personal impacts of patriarchal gender norms on their own lives and on their families, communities and the communities and organizations to which they belong;
2. Be able to reflect on and describe the ways patriarchal gender norms may be reflected within organizing activities, limiting young women's voice and participation in activism;
3. Be able to identify the range of personal and political motivations for young men to support young women's greater participation and leadership in activism
4. Be able to describe how activism strategies and individual actions can challenge patriarchal gender norms and promote young women's participation within the community.
5. Make a personal commitment to taking specific action to challenge patriarchal gender norms and promote young women's participation within activism efforts.

SAMPLE AGENDA

Two-Day Masculinities Workshop

Day One

- **Opening of the workshop (30 min).** Here the participants will be welcomed to the workshop, introduce themselves and their interests for participating in the workshop, working agreements for the workshop will be collectively decided, and a brief overview of the workshop agenda will take place.
- **Gender and Me activity (60 min).** The aim of this session is to enable participants to share and reflect on important influences that shaped our understandings and experiences of masculinity and femininity growing up and to agree on a common understanding of the terms “masculinity” and “masculinities.” See pages 43–44 in *Men, Power and Politics* for specific instructions.
- **Gender Norms and Pressures: Gender Box activity (75 min).** The aim of this session is to understand better the impact of masculinity and femininity norms on the lives of men and women and to identify the ways in which these gender norms affect women’s political participation. See pages 52–56 in *Men, Power and Politics* for specific instructions.
- **Do More/Do Less activity (35 min).** The aim of this session is to discuss perceptions of progress being made on women’s political participation within the organization and identify particular aspects of organizational operations that need to be addressed in order to make more progress on women’s political participation. See pages 71–73 in *Men, Power and Politics* for specific instructions.

Before the closing of this day of the workshop participants will be given homework in order to prepare for the Culture of Accountability activity.

Day Two

- **Why Men Should Change activity (45 min)**
- **Gender at Work activity (60 min).** The aims of this session are to review the ways in which masculinities and femininities affect the culture of the political organization and to identify actions that can be taken in response to specific incidents of harmful behavior within the organization in order to change its culture. See pages 58–59 in *Men, Power and Politics* for specific instructions.

- **Culture of Accountability activity (60 min).** The aims of this session are to understand the concepts of “impunity” and “accountability,” to understand why these terms are important in any discussion of challenging masculinities and to practice skills in holding men accountable in order to challenge the culture of impunity. *See pages 69–71 in Men, Power and Politics for specific instructions.*
- **Commitments to Action activity (30 minutes).** The aim of this session is for participants to have committed to taking specific actions to make the culture of the political organization more supportive of women’s political participation. *See page 74 in Men, Power and Politics for specific instructions.*
- **Closing of the workshop (10–15 min).** Any remaining questions or pending discussions will be discussed and next steps within the YALA program will be highlighted.

SAMPLE AGENDA

Three-Day Masculinities Workshop

Day One

- Opening of the workshop (30 min)
- Gender and Me activity (60 min)
- Do More/Do Less activity (35 min)

Before the closing of this day of the workshop participants will be given homework in order to prepare for the Why Men Should Change activity.

Day Two

- Gender Norms and Pressures: Gender Box activity (75 min)
- Why Men Should Change activity (45 min)

Before the closing of this day of the workshop participants will be given homework in order to prepare for the Culture of Accountability activity.

Day Three

- Gender at Work activity (60 min)
- Culture of Accountability activity (60 min)
- Commitments to Action activity (30 minutes)
- Closing of the workshop (10–15 min)

Key Concepts for Implementation⁸

There are a number of key concepts that facilitators should be well acquainted with prior to implementation. These include definitions, key principles that guide the approach, the importance of understanding organizational change and the overall program theory of change, and potential challenges to achieving organizational change. For the purposes of this training manual, the following definitions are used:

- **Sex** is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including chromosomes, hormones, internal reproductive organs and genitalia.
- **Gender** is the socially-defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies, as well a broad spectrum of identities that do not conform to this binary. The definition and expectations of what it means to be a woman/girl or man/boy, and sanctions for not adhering to those expectations, vary across cultures and over time, and often intersect with other factors such as ethnicity, class, age, and sexual orientation. Inequalities between men and women are one of the most persistent patterns in the distribution of power.
- **Gender identity** refers to an individual's own perception, acceptance, and expression of their gender and the social constructs therein. A person's gender identity may correspond to that of the sex that they were born with, or it may differ, or not conform to any gender construct. "Male" and "female" are the two universally accepted gender identities due to a historical, patriarchal conflation with sex. However, there is a broad spectrum of identities recognized across cultures that do not conform to this binary¹⁰. Social punishments related to non-conformity are rooted in the idea that everyone should conform to the gender binary, and those who do not should be punished.
- **Gender norms** are social rules and expectations that govern the attributes and behaviors that are valued and considered acceptable for males and females within a given culture or social group. Norms are learned and reinforced from birth to adulthood through observation, instruction, positive and negative sanctioning, education, the media, religion, the law, and other social institutions. At times, norms can be so pervasive that individuals mistakenly assume that they are "natural" and thus cannot be changed, even though they are "continuously negotiated, resisted and redefined in everyday interactions."⁹
- **Gender equality** refers to the goal of achieving equal rights, responsibilities and opportunities for all people. Gender equality means that the different behavior, aspirations, and needs of males, females, and people of other gender identities are considered, valued, and favored equally. It does

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8 Hubbard and Greig, *Men, Power and Politics*, pgs 12-13.

9 Lancet 2019; 393: 2550-62.

not mean that women and men are the same, but that the rights, responsibilities, and opportunities of individuals will not depend on whether they were born male or female.

- **Gender equity** is the process to overcome cumulative and persistent economic, social, and political disadvantages that prevent people of all genders from operating on a level playing field.
- **Masculinities** are the range of roles, behaviors and attributes that are associated with maleness and considered appropriate for boys and men in a given society. Masculinities are defined against and valued more than femininities. They are expressed personally through behavior, and propagated culturally through images and stories and institutionally through laws, policies and procedures.
- **Patriarchy** is a social, political, cultural and economic system defined and ruled by men. When the gender order privileges men, the social acceptance of male domination and female subordination may be sustained by many formal and informal institutions and practices, including politics.
- **Patriarchal masculinities** are ideas and practices of masculinity that emphasize the superiority of masculinity over femininity, and the authority of men over women. The practice of patriarchal masculinities aims to maintain gender inequalities, with violence against women and girls being its most extreme expression.

Who can serve as the masculinities partner organization

It may be difficult to find a local organization that has worked previously in democracy and on engaging men and boys for gender equality. Talking with men about patriarchal masculinities in any context can be very difficult. Therefore, an organization with experience in gaining men's trust, and helping them feel at ease in sharing experiences, reflecting on behaviors, asking questions and expressing themselves openly is essential for good workshop facilitation.

Depending on the context, the implementation team must decide if the facilitation team will be made up of all men or a combination of men and women. In many settings, men prefer to interact with a male facilitator who can manage the sessions and, at the same time, serve as a role model. However, pairing a male and female facilitator (when appropriate) works well and provides an opportunity to demonstrate how men and women can work together with equality and respect. It is advisable to take into account the facilitation team's ethnicity, religion and age.

Political life is by definition partisan, and in many settings, highly polarized. It is important to select organizational partners and facilitators which are not overly associated or identified with a particular political party.¹⁰

.....
¹⁰ Hubbard and Greig, *Men, Power and Politics*, pgs 23.

Designing for Change: Case Study from Lebanon

Changing patriarchal attitudes and behaviors must start from within. Before initiating a masculinities and politics program, organizations themselves must commit to the goals and principles set out in this program guidance. The best way to do so is by organizing internal workshops with the organization(s) before undertaking masculinities programs.¹¹

In NDI-Lebanon, prior to implementing the masculinities workshop with program beneficiaries, the Institute organized a pilot masculinities session with its partner organizations implementing its YALA program. To facilitate the session with its partners and eventually program participants, NDI identified ABAAD, a local Lebanese organization that aims to achieve gender equality in the Middle East and North Africa. This workshop helped program partners not only understand the concepts and exercises that YALA participants would be engaging with -- which also supports monitoring and evaluation -- but most importantly it provided them with a platform to delve into broader power dynamics present within Lebanon.

In addition, NDI-Lebanon identified a local staff member in its country office to serve as a co-facilitator alongside ABAAD. As many local organizations that specialize in gender do not often have a background or experience in democracy and governance programming, utilizing NDI's in-house expertise of a local staff member allowed for the grounding of conversations and building connections throughout the YALA program between masculinities and gender norms and democracy and governance. This also contributed to further building institutional capacity to deliver masculinities trainings beyond the scope of the YALA program.

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11 Ibid.



MODULE TWO
BEING A CHANGE AGENT





MODULE TWO

BEING A CHANGE AGENT

Time Duration: 2 hours (approximately)

Slide 1: Module One: Being a Change Agent

Facilitator instructions and talking points for the slide:

- *In-Person Training:* Only hand out each paper when it is actually time to fill out the paper. Explain each section first then hand out the paper for them to fill out.
 - *Online Training:* Share the handout packet in advance but instruct participants not to look through and that the trainer will instruct them step-by-step how to fill out each page.
 - Allow for space and time to think. No need to rush through. Only move on to the next section when everyone is complete. Before moving on to the next section ask if anyone needs additional time. Do not move on until everyone is ready.
1. Say to participants:
 - The work you are undertaking this year in this program will be very high level, challenging, and hopefully fulfilling and transformative. This exercise will hopefully help you understand your role in this program and where your civic and political activism can contribute to change in Lebanon.
 - You are here because you want to bring about change in your communities and your country, and this exercise will help you define in more concrete ways how you can contribute, but most importantly why you want to contribute.

- This is a personal thought exercise, everything you write down on these papers is just for you, and you do not need to share with the group unless you are comfortable.

Slide 1: Rule #1

Facilitator talking points for slide:

1. Say to participants: This is an exercise to think big and be creative, but be realistic and honest. There is no wrong answer but you really need to think about each answer and choice you make, asking, am I being honest with myself with this answer?

Slide 2: Rule 2

Facilitator talking points for slide:

1. Say to participants:
 - It's easy to tell us what you do. **Being a change agent is a process of understanding why you do it.** It requires looking inward to reflect on values, your strengths, your weakness, and your priorities.
 - It is also a time to reflect on our community and the society that has shaped our norms and values. **Social norms are usually defined as internalized beliefs** about social expectations of acceptable or appropriate behavior in a given community -- what people think other people expect them to do or not do. As such, it is often helpful when uncovering how you might over/underestimate others due to bias/sexism
 - Social norms change often begins with a small core group, who then spread the message to the broader 'community.' Targeting a core group to spark critical reflection on norms -- such as patriarchal norms -- and then mobilizing them to diffuse the message to their peers has proved to be an effective approach. By starting out the Change Agent reflection with some self-investigation on one's own bias or perception of expectations that influence how they estimate themselves and others is a good starting point.

Slide 3: Rule 3

Facilitator talking points for slide:

1. Say to participants: You will have to make some tough choices during this exercise. You are here because you are ambitious and have great goals in life, but being a change agent is also about being realistic about what and when change is possible.

Slide 4–5: Values

Facilitator instructions and talking points for the slide:

1. Say to participants:
 - First, you will start off by reflecting on your values. Turn to the first page in your packet “Handout 1 – Values” and select 10 values off the list.
 - Gender norms also impact what we value about ourselves, or see as valuable traits, as well as what we value or see as valuable traits in women/men.
2. After all the participants have completed the first page, instruct them to “Handout 2 – Core Values” to narrow the top 10 to five that they hold most important, ranked in order of importance.
 - Once everyone has completed the handout you can ask if anyone would like to share their list of top five values.
 - Here you can ask some probing questions on gender:
 - In what ways do social expectations of femininity and masculinity impact what you value in yourself as a man? In what you value in yourself as a woman? In what you value in other men and women?
 - In what ways do social expectations about femininity and masculinity impact how you treat or perceive women?

Slide 6–7: Strength

Facilitator instructions and talking points for the slide:

- Instruct participants to “Handout 3 – Strengths” and ask them to select the skills they excel at. They can add other skills that are not there.

Note to facilitators: Because gender norms impact what characteristics are more or less valued by society, and these traits are almost always those that the masculine gender identity holds, they are often what is most valued and seen as desirable by men.

- Once everyone has completed the handout you can ask if anyone would like to share their list of strengths. Here you can ask some probing questions on gender:
 - Ask participants to also reflect on whether women and men choose “gendered” characteristics when they describe their strengths.
 - In what ways are gender norms/expectations limiting what men value in themselves (i.e. don’t value their creativity as much as their power); same for women.
- Next, flip to slide 9 and note that there are “gendered strengths.” Facilitators should also emphasize that, since we prioritize strengths based on gender, this often means there is bias to our perceptions of these strengths, and that we often prioritize the characteristics we associate with men as superior. The facilitator should talk about how all the values we discuss are themselves not limited to one gender (men can be caring, women can be strong etc.) and all equally valuable.
 - This can be highlighted by looking at how we view leadership, by talking about how sometimes we view “masculine” qualities like confidence and aggressiveness as preferred leadership skills, even though they may not always mean that the leader is competent.
 - On the other hand, the traits we see as “feminine” (empathy, patience, relationship-building) are actually valuable leadership skills that provide results.

Slide 8–9: Priorities

Facilitator instructions and talking points for the slide:

- Instruct participants to “Handout 4 – Priorities” and ask them to select the priorities at this point in their life. They can add priorities that are not there.

Slide 10–11: Core Priorities

Facilitator instructions and talking points for the slide:

- Say to participants: As Edward Hallowell writes in *Crazy Busy*, “Being too busy, which can seem necessary and unavoidable, can become a habit so entrenched that it leads you to postpone or cut short what really matters to you, making you a slave to a lifestyle you don’t like but can’t escape. You can be so busy that you don’t even take the time to decide what actually does matter the most to you, let alone make the time to do it.”
- Instruct participants to “Handout 5 – Core Priorities” and in the left column, rank the five priorities they selected by order of importance. Then in the right-hand column, list priorities according to which ones you are actually spending the most time on.
- Next, instruct participants to “Handout 6 – Repriorizing.” This is a space for participants to think about why the two columns may or may not align. There are promoting questions on the handout:
 - Are the things you would like to prioritize aligned with what you are actually spending your time on? If so, what decisions or circumstances are allowing you to succeed? If not, what are the decisions or circumstances that are preventing you from doing so?
 - What challenges and obstacles could potentially throw you off course?
 - Are there ways that societal expectations for being a woman/man impact what you prioritize? If so, how/in what ways?

Note for facilitator: This is an opportunity to continue to build awareness that gender norms influence how men and women prioritize things in their life; social expectations for what women should achieve versus what men should achieve influences what they prioritize. Does not have to be in a judgemental way, should be done in a curious way. We are just asking them to think about it and if they think it might be true and if so, how.

Slide 12–13: Writing Your Statement of Purpose

Facilitator instructions and talking points for the slide:

- Say to participants: HOW we accomplish our purpose is as important as WHAT we try to accomplish. How can you achieve your purpose in life in a way that maximizes your personal strengths, values, and priorities?
 - So now you will spend the next 20 minutes writing your Statement of Purpose. This statement will try to answer the questions: What is it in life that you are committed to achieving? How will you utilize your core values, core strengths and priorities?
 - This will be an evolving statement. Don't get frustrated if it isn't perfect.
 - You can also ask if any of the participants want to share their personal statements (only if they volunteer). This could be an opportunity for participants to provide feedback and offer support. This should not be a critique of their statement, but rather an opportunity to offer encouragement and find ways the women can be support systems for each other throughout the year.
- Instruct participants to “Handout 7 – Statement of Purpose.” Participants will spend the next 20 minutes writing out their statement of purpose using their core strengths, core values, and priorities

Slide 14–15: Goal Setting

Facilitator instructions and talking points for the slide:

- Say to participants: What are three realistic things you can achieve this year toward achieving your Purpose Statement? What opportunities can you take advantage of to implement your values?
- Review SMART Goals:
 - **Specific:** What do I want to accomplish? Why is this goal important? Who is involved? Where is it located? Which resources or limits are involved
 - **Measurable:** It's important to have measurable goals so that you can track your progress and stay motivated. How much? How many? How will I know when it is accomplished?
 - **Attainable:** Your goal also needs to be realistic and attainable to be successful. How can I accomplish this goal? How realistic is the goal, based on other constraints, such as financial factors?

- **Relevant:** A relevant goal can answer “yes” to these questions: Does this seem worthwhile? Is this the right time? Does this match our other efforts/needs? Am I the right person to reach this goal? Is it applicable in the current socio-economic environment?
 - **Time-Bound:** A time-bound goal will usually answer these questions: When? What can I do five months from now? What can I do six weeks from now? What can I do today?
- Instruct participants to “Handout 8 – Goal Setting” to write down THREE SMART goals.

Slide 16–17: Challenges

Facilitator instructions and talking points for the slide:

- Instruct participants to “Handout 9 – Challenges” to write down some key challenges they might face when trying to achieve their goals.

Slide 18–19: Benchmarks

Facilitator instructions and talking points for the slide:

- Instruct participants to “Handout 10 – Establishing Benchmarks” to write down some key benchmarks they would need to achieve in order to fulfill their purpose. Ask them to think about what steps they will take, who they might need to meet to help them, or what resources they might need to acquire.

Note to facilitators: If there is interest, ask about the way social expectations impact their ability to achieve things? Elevate the issues that surround expectations for men versus those for women so there is an ongoing element of awareness around this.

Slide 20: Success (~5-7 minutes)

Facilitator instructions and talking points for the slide:

- Instruct participants to “Handout 11 – Success” to write down what success can look like. Ask them to think about how they would define and measure success. In 1-2 sentences describe what success looks like for you by the end of 2020.
 - Facilitators can also talk about how, as they are moving forward with the activities of the YALA program and beyond, they should take care to ensure that the actions they take to realize the change they want to see and bring forth does not recreate the biases discussed in the training.
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MODULE TWO END

Thank You

- At the end of the session, you can ask participants to share thoughts on this exercise.
 - Have they ever thought about these things in such a structured manner? Was it helpful to reflect AND write these things down? Why, yes or no?



MODULE THREE
DEMOCRACY AND CIVIC ENGAGEMENT





LESSON 3.1

INTRODUCTION TO DEMOCRACY

Time Duration: 1 hour (approximately)

Slide 1: Lesson 3.1: Introduction of Democracy

Slide 2: Lesson Objective: To understand the basic concepts of a democratic system and society

Facilitator talking points for the slide:

1. Say to participants: In this session, we will take a journey through the building blocks of a democratic society. We will be introduced to the concepts of:
 - Democratic institutions;
 - Fundamental freedoms and human rights;
 - Rule of law
 - Separation of powers; and
 - Direct and representative democracy.
2. Say to participants: We will explore many of these concepts in more depth in future sessions of this module.

Slide 3: What is Democracy?

Facilitator talking points for the slide:

1. Ask participants these two questions: Ask question 1 first and give participants time to respond before going to the second question:
 - What is democracy?
 - What are the necessary elements for a democracy to exist?
2. Probe participant responses and interject the following if it does not come up:
 - Government by the people
 - Rule of the people by the people
 - Human rights
 - Free and fair elections
 - Party pluralism
 - Informed and active citizenry
 - A society that is inclusive and treats everyone equally
 - Party pluralism (multiple political parties that can actively compete with one another)

Note to facilitator: It is possible that participants might question the “human rights” elements as a necessity for democracy to exist in the practical world. The facilitator should be prepared for questions related to existing democracies in the world of global politics that do not fully support human rights initiatives around the globe in their actions and their foreign policies. The positionality and experiences of youth in Lebanon, especially regarding the Palestinian situation, may lead many of the participants to be critical of the practical application of this concept. This is also the case for the point about treating everyone equally. I think that this is important as many youth or individuals whom the youth participants may encounter, will be skeptical unless such honesty and transparency is accentuated (concerning ‘democracy’) from the beginning of the trainings. Therefore, the facilitator could mention that democracies theoretically must contain these elements, and that existing democracies can be criticized/evaluated according to these crucial elements.

Slide 4: Why is democracy important?

Facilitator talking points for the slide:

1. Say to participants:
 - Creates an opportunity for citizens to express concerns on issues that affect their daily lives
 - Creates an opportunity for elected officials to engage citizens to find appropriate solutions to those issues
 - Democracies are rarely politically violent. Tend to use far less violence against their citizens than non-democratic regimes.
 - Provides stability by giving regular opportunities for change of political leaders

Note to facilitator: It is possible that participants might question that democracies are “less violent” than non-democratic regimes, especially as the systemic racism and sexism that exists in many democracies around the world has been effectively brought to light by the recent global reach of movements such as “Me Too” and “Black Lives Matter”

Slide 5: What is inclusion?

Facilitator talking points for the slide:

1. Ask the question: **What is the importance of equitable inclusion in a democracy?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Inclusive democracies are more likely to flourish and endure.
- Inclusion helps sustain peace and reduces social tensions and conflict, which can exacerbate civil and political violence.
- Inclusion of diverse groups helps create governing bodies that better represent the communities they serve.
- Inclusion of diverse groups in political processes ensures that everyone’s voice is counted and represented.

- Inclusion reduces inequalities and marginalization which can contribute to a more equitable distribution of power.
- Inclusion creates democratic dividends that benefit all of society, not only one particular group.

2. Ask the question: **Why are women essential to a democracy?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Women make up 50% of the population, so they need to be equitably participants in order for a government to be democratic
- Women in leadership roles provide higher standards of living for all
- Including women means the concerns of marginalized voters represented
- Women have more collaborative leadership styles
- Women are more apt to work across party lines
- Women are key to peacebuilding
- Women tend to make better decisions
- Women are agents of change

Note to facilitator: In order for participants to adequately comprehend these statements they must acknowledge and understand the historical marginalization and discrimination against women and girls. In order for these statements to not give the impression that our notions of gender are essentialist, the facilitator can refer to the gender socialization that was taken at the beginning of the YALA trainings (during the masculinities session) to highlight how men are generally socialized to see violence as a viable solution for conflict where as women are not.

Slide 6: What does democracy look like in Lebanon?

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Facilitator instructions for the slide:

1. Ask the question: **What does democracy look like in Lebanon?** and write responses for use in future reflections. Encourage participants to write down responses as well for future reflections.

Note to facilitator: Allow participants to brainstorm but if needed, you can probe further with additional questions:

- If democratic institutions and practices are in place in Lebanon, are they functional? Why or why not?
- Do institutions follow democratic standards? Why or why not?

Note to Facilitator: This next question will explore concepts learned during the masculinity training. Help participants explore how the current political system in Lebanon favors particular view points and excludes others.

2. Ask the question: **Does democracy in Lebanon favor one group over another?** This could be male/female, elders/youth, urban/rural dwellers, highly educated/less educated

Note to Facilitator: Be prepared for the possibility of comments regarding the preference or privilege of certain religious sects or confessions in response to this question. In group/out group processes in Lebanon are highly dependent on these identities, and the facilitator must be prepared to navigate the conversation without violence or negative tension should these dynamics be brought up. Sexual identities and racial/ethnic identities are other possible groups that may come up.

The facilitator should be prepared to handle these questions (especially those of sexual orientation and expression, gender identities, and ethnic identities concerning refugee populations) with knowledge of the heterosexism that exists in Lebanon and the 'religiously validated' nature of those viewpoints and the political and social discourse concerning refugees. For example, Lebanese women are not able to give their nationality to their children. The underlying reasons for this are a mix of sexism, nationalism (fear that Lebanese women would nationalize refugee populations), and sectarianism/confessionalism (fear that the number of one sect/confession will greatly outnumber another and thus have greater political and social influence and power).

3. Ask the question: **Is Lebanon a direct democracy or a representative democracy?**

- Direct Democracy means the people directly deliberate and decide on new laws and policy.
- Representative Democracy means the people elect representatives to deliberate and decide on legislation, such as in a parliamentary or presidential system.

4. **Why do you think you representativeness and deliberation are important elements of democratic governance?**¹²

- **Better policy outcomes because deliberation results in considered public judgements rather than public opinions.** These processes create the spaces for learning, deliberation, and the development of informed recommendations, which are of greater use to policy and decision makers.
- **Greater legitimacy to make hard choices.** These processes help policy makers to better understand policy priorities, the values and reasons behind them, to identify where consensus is and is not feasible, and to overcome political deadlock.
- **Enhance public trust in government and democratic institutions by giving citizens an effective role in public decision making.** People are more likely to trust a decision that has been influenced by ordinary people than one made solely by the government or behind closed doors. Trust also works two ways. For governments to engender trust among the public, they must in turn trust the public to be more directly involved in decision making.
- **Signal civic respect and empower citizens.** Engaging citizens in active deliberation can also strengthen their sense of political efficacy (the belief that one can understand and influence political affairs) by not treating them as objects of legislation and administration (see Knobloch et al., 2019).
- **Make governance more inclusive by opening the door to a much more diverse group of people.** With their use of random selection and stratified sampling, they bring in typically excluded categories like youth, marginalized groups, women, or other minorities into public policy and decision making.
- **Strengthen integrity and prevent corruption by ensuring that groups and individuals with money and power cannot have undue influence on a public decision.** Key principles of deliberative good practice are that the process is transparent, visible, and provides an opportunity for all stakeholders to present to the participants. Participants' identities are often protected until after the process is over to protect them from being targeted by interest groups.

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12 Adapted from: OECD, Innovative Citizen Participation and New Democratic Institutions: Catching the Deliberative Wave, 2020. Available at: <https://drive.google.com/file/d/1kA5v0ettSuPxLlx-s6DUG1HL9D6f7rx7/view>

Slide 7: Building Blocks of Democracy: Democratic Institutions

Facilitator talking points and instructions for the slide:

1. Ask the question: **Can you name the democratic institutions in Lebanon? Let's have a quick brainstorm of what they are?**
2. Write down responses in case they are needed for future sessions.
3. Here is an illustrative list, you can fill in any that participants may not list:
 - Legislative bodies: parliament, provincial or municipal councils
 - Elections
 - Political parties
 - Independent Judiciary
 - Independent Media
 - Informed citizens

Note to Facilitator: Although Lebanese law states that the media should be independent, in actuality the major media institutions are largely influenced if not outright owned by politicians or political parties. While most participants would say how biased the media are, it should be noted that Lebanese laws pertaining to media are quite progressive. This can help highlight the difference between the theoretical, or even what is stated through policies and legislation vs the practical application of those concepts when discussing democracy.

Slide 8: Building Blocks of Democracy: Human Rights

Facilitator talking points and instructions for the slide:

1. Ask the question: **What are human rights?**
2. If participants need prompting, or if not mentioned, you can offer the following:
 - Human rights are the basic rights and freedoms that belong to every person regardless of race, sex, nationality, ethnicity, language, religion, or any other status.

- Everyone is entitled to these basic rights, without discrimination. They apply regardless of where you are from, what you believe or how you choose to live your life. They are universal.
 - Human Rights should never be taken away, although they can sometimes be restricted. For example if a person breaks the law, or in the interests of national security.
 - These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law.
 - Lebanon is a signatory to the Universal Declaration of Human Rights (UDHR).
3. Ask the question: **Can you name specific human rights that you have heard previously learned about?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Freedom of speech
- Freedom of assembly
- Freedom of association
- The right to equality and freedom from discrimination.
- The right to life, liberty, and personal security.
- Freedom from torture and degrading treatment.
- The right to equality before the law.
- The right to a fair trial.
- The right to privacy.
- Freedom of belief and religion.
- Freedom of opinion.
- Freedom of mobility (visa-vie

Note to Facilitator: This next question will explore concepts learned during the masculinity training. Help participants explore how the current system in Lebanon may favors particular viewpoints and/or excludes others.

- **Observation point:** Evaluate how participants respond and recall the masculinities training when discussing the next question.

Ask the question: **Does everyone in Lebanon fully enjoy their human rights? Is everyone treated equally and the same or are some treated differently?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

Women's Nationality rights (ability to give nationality to children)

- Domestic Violence Laws in Lebanon (It is also worth noting that Marital Rape is not recognized in Lebanese Law)
- Personal Status Laws in Lebanon
 - Men have greater privilege and power than Women with respect to
 - Inheritance
 - Custody of Children
 - Divorce
 - There are differences in these laws among Lebanese Citizens depending on their Religious Sect and Confession (18 different confessions that are currently legally recognized)
- Palestinian Refugees
- Syrian Refugees
- LGBTQI+ individuals ("unnatural" (Mostly applied as non-heterosexual) forms of sex or sexual acts are illegal in Lebanon)
- Migrant Domestic Workers

Slide 9: Building Blocks of Democracy: Power, Politics, and Women

- Politics is about power and social norms are at the root of women's experience of disempowerment and they directly impact the privileged position of power that men have in politics

Facilitator talking points and instructions for the slide:

- Say to participants: The social norms that impact the ability of women to participate in politics are rooted in gender inequality and they show a worrying “universality and resilience” to change. They include:
 - 2/3 of illiterate adults are women
 - Globally, women’s wages are 70–90% those of men, meaning women are also more likely to live in poverty. In Lebanon, it is expected that men serve as the primary breadwinners making women financial beholden to men.
 - Perceptions that a woman’s role should be restricted to the private domain (home and caretaking)
 - The notion that politics are not relevant to the daily lives and needs of women, that women are incapable and ineffective leaders, or that politics are corrupt or dirty, perpetuating negative perceptions of women who participate.
 - Rates of physical violence towards women vary from several percent to over 59%
 - There is a digital divide amongst genders, with women having less access and less digital literacy

Slide 10: Building Blocks of Democracy: Rule of Law

Facilitator talking points and instructions for the slide:

1. Ask the question: **What does rule of law mean?**
2. If needed, can offer:
 - Rule of law is a principle under which all persons, institutions, and entities are accountable to laws that are enacted by the government.
 - Rule of law means the legal framework of the country should be equally enforced, independently adjudicated and consistent with international human rights principles.
 - The rule of law is so valuable precisely because it limits the arbitrary power of those in authority.
3. Say to participants: We will revisit the Rule of Law in lesson three.



Slide 11: Building Blocks of Democracy: Separation of Powers

Facilitator talking points and instructions for the slide:

1. Ask the question: **What is separation of powers?**
2. If needed, you can offer the following to participants:
 - An independent legislature, executive and judiciary. They all act independently of one another and have specific roles and functions assigned to them through the constitution.
 - This is also known as the system of checks and balances, because each branch is given certain powers so as to check and balance the other branches.

3. Ask the question: **Is there a separation of powers in Lebanon? Why or why not?**
 - Record answers, as they may be relevant in future sessions.
4. Ask the question: **How would separation of powers strengthen democratic practices in Lebanon?**
 - Record answers, as they may be relevant in future sessions.

LESSON 3.1 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on democracy. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.

LESSON 3.2

CITIZENSHIP

Time Duration: 1 – 1.5 hours (approximately)

Slide 1: Lesson 3.2: Citizenship

Slide 2: Lesson Objective:

To understand the concept of citizenship in a democracy, to explore the value of equality before the law in a democratic system, and to examine the possibilities for citizen input and participation in the decision-making processes

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about citizenship — what it is, why it is important, and how being an active citizen is a critical part of a democracy. Some of what we will discuss in this lesson includes:
 - Civic values;
 - Types of rights;
 - Equality before the law;
 - Responsibilities of citizens;
 - Citizen participation in a democracy; and
 - Agency

Slide 3: What is Citizenship?

Facilitator talking points for the slide:

1. Ask the question: **What is citizenship?**
2. Probe participant responses and interject the following if it does not come up:
 - **Citizenship** refers to membership of an individual in a group or community that involves certain rights and responsibilities as a result of this membership:
 - The **first** is citizenship as legal status, defined by civil, political and social rights.
 - The **second** considers citizens as political actors, participating in a society's political institutions and affecting or attempting to affect the values of the community.
 - The **third** refers to citizenship as a sense of belonging to a political community that has a distinct identity.

Slide 4: Exercise: What makes a good citizen?

Facilitator instructions for the exercise:

- Use the “Good Citizen” exercise to prompt participants to identify for themselves what makes a good citizen and what citizens can do to encourage good citizenship.
- Allow participants no more than 10 minutes to write down what they think and then you can ask each to share, encouraging participants to not repeat answers already provided.
- The exercise includes possible responses, but other qualities associated with being a **good citizen** include:
 - Respect — for others, the rule of law, etc
 - Listening to others opinions even if you disagree with those opinions
 - Seek out information to be well informed
 - Helps others who may not be in a position to help themselves
 - Any other ideas?

Slide 5: Civic Values

Facilitator instructions for the slide:

1. Say to participants: Every society is held together by certain values. These values are often the glue that binds people, motivates them to engage one another, and helps to ensure some form of communal order.

Say/ask participants: With that as an overview, **what are some values that could be considered 'civic values'?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Respect
- Responsibility
- Service
- Honesty
- Be informed/educated
- Participate
- Inclusive

Slide 6: Civil and Political Rights

Facilitator talking points and instructions for the slide:

1. Say to participants: Individuals in a democracy enjoy two types of rights: civil and political. Citizens also enjoy economic rights, and you can find more information about that in your handout for this lesson.

Civil rights may include:

- The right to freedom of expression and opinion
- The right to liberty as long as its exercise does not violate laws and does not conflict with the freedom of others
- The right to peaceful assembly

- The right to justice and equality before the law
- The right to life and not to be subjected to torture or to ill-treatment or cruel and inhuman punishment
- The right to an identity, belonging and acquire a nationality

Note to Facilitator: Note that the discrimination against women with respect to their rights to pass on nationality to their partners or children into the discussion if not brought up by the participants.

Political rights may include:

- The right to participate in peaceful societies with others
- The right to membership in parties, organize movements and groups and attempt to influence the political decision
- The right to a peaceful demonstration
- The right to hold public office in the country

Note to Facilitator: In Lebanon, specific public offices are only available to individuals from particular religious sects or confessions as per the Taif Accord that ended the Civil War. For example, the President has to be a Maronite Christian and the Prime Minister has to be a Sunni Muslim. This should be mentioned in any discussion of how political rights may be constricted in the Lebanese political system which is based on sectarianism and confessionalism.

2. Ask the question: **Are there any civil or political rights that we haven't mentioned?**

Note to Facilitator: You can take about 5 minutes to have participants brainstorm other rights as the list above is not exhaustive. The next question will help participants explore the concepts learned in the masculinities workshop. Help participants explore how the current political system in Lebanon favors particular viewpoints and excludes others.

→ **Observation point:** Evaluate how participants respond and recall the masculinities training when discussing the next question in terms of how participants think about who is marginalized. Ideally, as a facilitator what you will want to see from participants is a recognition of how patriarchal norms prevent women from enjoying these rights. They can be prompted with examples ranging from how male privilege is assumed in most aspects and especially in politics to violence against women/politics as the most extreme examples of this. It should be noted if prompting is necessary

In discussing other identities, the facilitator should remind participants of intersectionality and that the combination of different identities create multiple barriers.

3. Ask the questions:

- **Does everyone in Lebanon fully enjoy their civic and political rights?**
- **Does citizenship in Lebanon favor one group over another?** *This could be male/female, elders/youth, urban/rural dwellers, highly educated/less-educated, disabled/non-disabled?*
- **Are there any existing cultural and/or religious factors or norms that impact women's situation and their ability to participate as citizens in the same capacity as their male counterparts?**

Slide 7: Do Different Groups Have Different Rights?

Facilitator talking points and instructions for the slide:

1. Say to participants: So as we just discussed, not everyone is treated the same in Lebanon. Different people have different levels of citizenship and equality before the law based on their identity and particularly their gender
2. Ask the questions:
 - **What are the gendered implications for citizenship in Lebanon?**
 - **What are the ways women participate versus men in Lebanon?**
 - **What are the ways in which younger people participate versus older generations in Lebanon?**
 - **How are persons/people with disabilities able to participate? How might it be different for people who are non-disabled versus someone with a disability (Types of disability include: physical; intellectual; low to no vision; deaf; or psychosocial) ?**
 - **What are the factors that contribute to this difference?** *This may be autonomy, wealth, power, agency.*
 - **What obstacles exist for these groups with respect to their ability to enjoy their full rights as citizens?**

Slide 8: Responsibilities of Citizens

Facilitator talking points and instructions for the slide:

1. Ask the questions: **What responsibilities do citizens have?**

Note to Facilitator: You can take about 5 minutes to have participants brainstorm. If they need assistance, a short list of responsibilities includes the following. This list is not exhaustive.

- Stay informed of the issues affecting your community.
 - Participate in the democratic process.
 - Respect and obey laws.
 - Respect the rights, beliefs, and opinions of others.
 - Participate in your local community.
 - Pay taxes honestly, and on time, to designated authorities.
2. Important concepts about citizen responsibilities include the following. Depending on the level of interaction with the group, you can mention some/all of the points below and encourage a brief discussion on how this applies in Lebanon.
 - **Citizenship is the social and legal link between individuals and their political community.** Citizenship requires that very important responsibilities and duties must be fulfilled; if they are not, democracy is disabled. As a result, the role of the citizen in a democracy differs from other forms of government not only because citizens of a democracy have more rights, but also because they have more responsibilities.
 - **Oftentimes, citizens are more likely to guard their rights rather than focus on their responsibilities.** For example, citizens may closely guard their freedom of speech, without focusing on the responsibility to speak in a way that respects the rights of others to also be heard. In addition to responsibilities that all citizens share, regardless of the political system, such as paying taxes or, in some countries, mandatory military service, citizens in a democratic system have the added responsibilities of being informed, engaged and active citizens.
 - **The rights and responsibilities of citizenship are not afforded equally across all groups.** Citizenship can be a source of exclusion and for some groups citizenship can be a strategic necessity for survival, recognition, and visibility. Embracing the rights and responsibilities of citizenship also means the acceptance and inclusion of individuals and groups from different backgrounds and cultures, including those who experience marginalization.

- For a democracy to work, citizens must be partners with their government and participate in ways that promote the public good and the respect of human rights. If citizens are not informed and fail to participate actively, there is a danger that they will become subjects rather than participants in the governing processes.

Slide 9: Citizen Participation in a Democracy

Facilitator talking points and instructions for the slide:

1. Ask the question: **What are the ways that citizens can participate in their democracy?**

Allow participants to brainstorm, but if they have any difficulty or don't say the following, feel free to list these as examples:

- Voting
- Public supporting a political party or candidate
- Writing letters or make phone calls on behalf of issues you care about
- Visiting an elected or government official his or her office
- Inviting elected or government officials to meet with a group of constituents
- Publishing editorials and writing letters to the editor of a newspaper
- Circulating petitions
- Collective action, such as advocacy or community organizing

2. Ask the question: **Besides voting, what are the ways that citizens participate in Lebanese democracy?**
3. Ask the question: **Can anyone name the most effective way, besides voting, that citizens can participate in their democracy?**

Note to Facilitator: Give participants 1 minute to provide an answer. They may or may not mention 'working together for a specific goal' or something similar. If they do not, read the following:

- One of the most effective methods for individuals to make their views and opinions known to their leaders is by **coming together in groups to make their voices heard**. By forming or joining community organizations and political parties, individuals can more effectively exert the power that they hold over their representatives. There is power in numbers, and a group of citizens is more likely to influence matters than an individual.

4. Ask the question: **Recent protests were led by young people and women.**
 - What might this mean for the women's movement and an increase in exercising their rights in Lebanon?
 - What might this mean for youth inclusion and an increase in exercising their rights in Lebanon?

Slide 10: Being an Informed Citizens

Facilitator talking points and instructions for the slide:

1. Say to participants: In order to be an informed citizen, one should read, watch, or listen to a variety of sources from the media. An informed citizen would listen to several different perspectives, regardless of their level of agreement or not, in order to fully understand different perspectives about a particular issue.
2. Ask the question: **Why is it important to be informed?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To understand the context of what is going on
 - To be informed opinions about the political discussion
 - To more effectively carry out your duties and responsibilities as a citizen
 - To be more knowledgeable in order to vote on issues you care about and which parties or candidates more closely align to your beliefs.
3. Say to participants: Being informed on issues is one of the primary responsibilities of a citizen in a democratic society and is essential for effective citizen participation. Informed citizens are less likely to be manipulated by their leaders and can more easily separate rumors and gossip from facts.
 4. Ask the question: **What are the ways or steps that you can take to be an informed citizen?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Following the news media (newspapers, radio, television, etc.)
 - Attending public meetings in one's community.
 - Requesting specific information from their representatives and other government officials through phone calls, e-mailing or letters.
 - Visiting their representatives in their office with questions.
 - Inviting Municipal Council members to meet a group of constituents and answer questions.
 - Discussing issues with fellow citizens.
5. Say to participants: One of the most important skills for citizens to develop while seeking to become informed on issues is to separate fact from opinion. In this sense, they must learn to critically analyze what they hear from the media or on the streets.
6. Ask the question: **Does anyone know what active listening is and why it is important to practice this skill as a citizen?**
7. Say to participants:
- Another important skill for citizens to develop is active listening. Active listening is when you are fully hearing, questioning, and thinking about things they hear from their leaders or in the media.
 - Let's do a quick exercise. Let's have a brief discussion on one of the topics we discussed early in this session.

Note to facilitator: Here are the brief instructions for the group:

- Return to the question above: 'Does everyone in Lebanon fully enjoy their civic and political rights? Is everyone treated equally and the same or are some treated differently?'
- Ask the group to discuss this again for 5-10 minutes. Stop the discussion without warning and then call on different participants.
- Ask participants:
 - What were some of the points their fellow classmates made?
 - Did they get the points correct according to the person that said them?
 - Did they miss anything important according to the speakers?
 - Did male participants give the floor to any female participants to answer the question?
 - Did female participants feel their points were clearly heard and understood by male participants?

→ à **Observation point:** Evaluate how participants respond and recall the masculinities training when discussing these questions, particularly if female participants felt heard and understood.

Notes to Facilitator: Active Listening

From: Changing Political Masculinities Technical Guidance, Draft v5: May 2020

By, Alan Greig, NDI Consultant

Active listening is a basic skill in any process of change. It means helping people feel that they are being heard and understood. Active listening helps people share their experiences, thoughts, and feelings openly. It is a way of showing others that their own ideas are valuable and important when it comes to solving their problems.

Why listen well? Listening well is about paying attention and respect. This is important in any human interaction, but especially in any process of organizational change where people may have different views about the issues being discussed. Mutual learning happens best in situations where people feel heard. This may be particularly important when talking with men about issues of patriarchal masculinities, issues about which they may feel defensive or ashamed.

How to listen well: Active listening encourages a more open communication of experiences, thoughts and feelings. Active listening involves:

- Using body language to show interest and understanding. In most cultures, this will include nodding your head and turning your body to face the person who is speaking.
- Showing interest in and understanding of what is being said. This may include looking directly at the person who is speaking. In some places, such direct eye contact may not be appropriate until the people speaking and listening have established some trust.
- Listening not only to what is said, but to how it is said, by paying attention to the speaker's body language.
- Asking questions of the person who is speaking, in order to show that you want to understand.

Masculinity/femininity and listening/speaking: In many cultures, men are accustomed to speak and be listened to, especially by women. In many cultures women are expected to listen more and speak less, especially in the company of men. This sense of entitlement that men can feel to speak and be listened to is an important aspect of patriarchal masculinities. By the same token, the lack of entitlement that women may feel when it comes to speaking openly about issues affecting them is an important aspect of subordinate femininities.

Culture and listening/questioning: This activity invites participants to think in broad terms about how 'body language' can be used to show that you are listening carefully to someone. None of these approaches to listening are culturally 'neutral'. In some cultures, making clear eye contact while listening may be interpreted as a sign of rudeness or intimacy, for example. The meaning of particular practices may be affected by the relative status of the people involved; a younger person maintaining direct eye contact with an older person while speaking may, once again, be interpreted as being disrespectful. It will be important to discuss these cultural aspects of active listening in ways that are specific and relevant to the context in which you are working.

Slide 11: Active Listening

Facilitator talking points and instructions for the slide:

1. Say to participants: We just practiced active listening. Here are some principles of active listening.
 - **Active listening involves:**
 - Using **body language** to show interest and understanding. In most cultures, this will include nodding your head and turning your body to face the person who is speaking.
 - **Showing interest** and understanding of what is being said. It may include **looking directly at the person** who is speaking. In some communities, such direct eye contact may not be appropriate until the people speaking and listening have established some trust.
 - Listening not only to what is said but to **how it is said**, by paying attention to the speaker's body language.
 - **Asking questions of the person who is speaking**, in order to show that you want to understand.
-

LESSON 3.2 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on citizenship. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.
3. **Homework:** Revisiting the Change Agent workshop. Review handout with participants.



LESSON 3.3

RULE OF LAW AND LEGAL FRAMEWORKS

Time Duration: 1 – 1.5 hours (approximately)

Slide 1: 3.3: Rule of Law and Legal Frameworks

Slide 2: Lesson Objective:

To understand the relationship between citizens and their elected officials and the process for creating political accountability through a system of checks and balances.

Facilitator talking points for slide:

1. Say: In this session we will learn about the rule of law and legal frameworks in Lebanon — what it is, why it is important and how the rule of law is critical for a properly functioning democracy. Some of what we will discuss in this lesson includes:
 - Human rights
 - Legal framework for Lebanon,
 - Equal protection under the law,
 - Pluralism and competition,
 - Judicial independence and due process, and
 - Citizen review/input.

Slide 3: What is Rule of Law?

Facilitator talking points for slide:

1. Ask the question: **From lesson 1, does anyone remember what rule of law means?**
2. Probe participant responses and interject the following if it does not come up:
 - Rule of Law is the concept that laws prevail above any institution or individual.
 - Laws set limits on the behavior of governments, individuals and organizations and they do so fairly and equally.

Slide 4: Eight Conditions for Rule of Law

Facilitator talking points for slide:

1. Say to participants: The following eight elements of law are recognized as necessary to institute the rule of law:
 - Laws must exist and those laws should be obeyed by all, including government officials.
 - Laws must be published.
 - Laws must be forward-looking so that the effect of the law may only take place after the law has been passed. For example, you can't be convicted of breaking the law if the law was not in place at the time the incident happened.
 - Laws should be written with reasonable clarity to avoid unfair enforcement.
 - Law must avoid contradictions.
 - Law must not command the impossible.
 - Law must stay constant through time to allow the formalization of rules; however, law also must allow for timely revision when the underlying social and political circumstances have changed.
 - Official action should be consistent with the declared rule.

Note to facilitator: The implementation of laws that have passed, or lack thereof, is a major issue in Lebanon. This has often been an important discourse when discussing new domestic violence laws that have been passed in Lebanon

Slide 5: Legal Framework for Lebanon and the Role of the State

Facilitator talking points and instructions for slide:

1. Ask the question: **What are the major laws and decrees in Lebanon that govern society?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- The Constitution
- Laws/Decrees on:
 - Election law
 - Political Party Law
 - Telecommunications
 - Penal Code
 - Taxation
 - Property/Land Rights
 - Personal Status Law (marriage, divorce, inheritance)
 - Opening a business

2. Ask the question: **What role does the state have in creating rule of law?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Developing and passing laws and decrees
- Enforcement
- Ensuring implementing agencies are properly resourced and funded
- Respecting judicial decisions about laws
- Ensuring all Lebanese citizens are treated and protected equally under the law

Following this discussion, ask the question: **What role do citizens have in protecting the rule of law?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Holding the government accountable to injustices through advocacy and awareness raising.
- Demonstrating solidarity and allyship with groups, such as women and other marginalized groups, who are negatively impacted by government action.

Say: Leaders in any democratic government, regardless of the system, may attempt to extend their powers outside the law, may act arbitrarily or unjustly, and may attempt to establish rule by an individual instead of rule of law. A democratic system of government, however, provides many forms of protection against such violations. A primary form of protection is the right of citizens to protest against government action and the right of citizens to vote leaders out of office. Citizens may also challenge government decision making through the courts. This right is also a responsibility that citizens can use to try to influence positive change on a regular basis.

Slide 6: Exercise: Culture of Accountability

Facilitator talking points and instructions for slide:

1. Say to participants: You may recall from the masculinities workshop that it is important that we are all accountable for our individual and collective behavior, the decisions we make and how it affects others. This may mean holding each other or other members of our own group accountable to commitments they have made. This could also mean that any work we are doing to promote justice for other groups, such as women (or an ethnic minority), must prioritize their view of their priorities and needs and be accountable to them. Let's do a quick exercise to think about accountability and rule of law and what role we can play in holding ourselves and others accountable to justice and equality etc.

Note to facilitator: Identify three examples or scenarios where a man is behaving patriarchally. Describe each example and after each example, ask the following before moving to the next example.

- **Observation point:** Evaluate how participants respond and recall the masculinities training when discussing these question

- Can someone identify the patriarchal behavior?
- How could we hold this man accountable?
- What could he have done which would have been more equitable and treated each person in the scenario more justly and fairly?
- Thinking about the other people in the scenario – how could they have been more accountable for the man’s behavior? What is their individual accountability here?
- With these revisions, could you see this happening in Lebanon more frequently instead of the patriarchal scenario?

Slide 7: Equal Protection Under the Law

Facilitator talking points and instructions for slide:

1. Say to participants:

- Lebanon has a constitutional government.
- A constitutional government is organized to prevent any one individual or institution from becoming too powerful and prevailing on all issues.

Note to facilitator: With the above point, you could remind participants about the checks and balances they learned about in Lesson One.

- A constitutional government is inclined organizationally and procedurally to make decisions that benefit society, rather than a particular individual.

2. Say to participants: In lessons 1 and 2, we talked extensively about if everyone is treated equally and in the same manner or are some treated differently relative to civil, political, and human rights, as well as citizenship. Ask the question, **based on the topic of this lesson – rule of law – does the constitution protect the rights and privileges for everyone, equally?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below point do not come up:

- LGBTQ citizens do not enjoy their rights fully in Lebanon with Article 534 of the penal code being used to prosecute consensual same-sex conduct and Article 521 criminalizing transgender citizens.

Slide 8: Gender Equality

Facilitator talking points and instructions for slide:

Note to Facilitator: These next two questions will explore concepts learned during the masculinity training. Help participants explore how the current political system in Lebanon favors particular groups and excludes others. This may be a lively discussion. Allow up to 10–15 minutes if participants are engaged. Help them explore how men and women may be treated differently or how youth may be treated differently.

1. Say to participants: We also started to touch upon this in lesson 2 when we discussed if there are any gendered implications to citizenship in Lebanon. And the answer is yes. **Equal protection under the law differs for men and women here in Lebanon.**

Ask the question: **Can anyone name how women and men are treated differently under the law here?**

Note to facilitator: Participants may need to be steered towards thinking about the law specifically, as opposed to rights more generally as in previous discussions.

- **Observation point:** How participants discuss treatment under the law (and relative to human rights) should be observed.
2. There are several components of the Lebanese legal framework that puts in place power structures and decision-making processes that disadvantage or leave out women, and that broader treatment of female citizens and their government officials (majority men) is impacted negatively.

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Personal status laws
 - Custody tends to favor men over women
 - Inheritance
 - Divorce
 - Nationality for the spouse and children passed on through men, not women.
 - Marital Rape is unrecognized as a crime in Lebanese Law
3. Ask the question: **Does this provide for or undermine their full and equal protection under the law and status as a citizen able to act in their own right and voice?**

Slide 9: Gender and Government Accountability

Facilitator talking points and instructions for slide:

1. Say to participants: **Let's think about how the government of Lebanon considers gender in practice.**
2. Let me ask a few questions to help us think more specifically about this?
 - Do legal and policy documents that govern public institutions state concrete objectives for **integrating gender perspectives in policies and services?**
 - Have institutions developed action plans (without complimentary budgets) at the institution level to implement the **government-wide gender equality policy** and monitor organizational performance?
 - Do institutions have the **capacity, support mechanisms** (e.g., gender advisors, gender focal points, gender units), and **resources to integrate gender equality** perspectives in their daily policy and program-related activities?
 - Does **the government hold itself accountable through equal representation** of women in within in its members or quotas in order to achieve that goal after historical systemic discrimination against women with respect to political participation, or through internal policies to prevent and respond to instances of discrimination or violence against women?
3. Ask the question: **What could the government do differently to be more accountable on gender specific issues and concerns?**

Slide 10: Pluralism and Competition

Facilitator talking points and instructions for slide:

1. Say to participants:
 - As we have discussed so far, the rule of law permits participation, promotes cooperation and protects the fundamental principles of a democratic society.
 - Part of that includes a political landscape that includes multiple political parties that represent different political, religious and ideological views.
 - It also includes nongovernmental groups and organizations that comprise civil society, including charitable organizations, trade unions, advocacy groups, the media and religious organizations.
 - These groups are necessary to foster pluralism and create competition among ideas and alternatives. Democratic governance provides a way of organizing competition and participation.
 - This includes the interaction between the state, citizens, and all civil society. The ability of a democracy to organize relationships depends not only on the democratic principles of rights, equality, limited government and pluralism, but also on a system of law and justice.
2. Ask the question: **Given this definition of pluralism, do you think Lebanon has these qualities?**

Slide 11: Judicial Independence and Due Process

Facilitator talking points and instructions for slide:

1. Say to participants:
 - Most democratic governments also include an independent judicial branch that is responsible for review to ensure that its laws and actions of government are consistent with the spirit of the constitution.

- The judiciary is also responsible for applying the law in a fair manner, also known as due process. This process of judicial review is essential because it prevents legislatures and parliaments from making laws that violate individual rights and prevents the executive from enforcing laws in an arbitrary way.
 - Judges have the obligation not only to serve as an independent check on other branches of government, but to conduct themselves in a transparent manner that respects laws and citizen rights in the judicial process.
 - The nature of the judicial system is critical to the rule of law. Judges should be impartial of any political, religious, social or economic bias in their rulings.
 - The judiciary's independence allows judges to make lawful decisions, even if such decisions contradict the government or powerful parties involved.
 - This independence and perception as a non-political entity gives the judiciary its true power. The independence of the judiciary in a democracy serves as a safeguard of people's rights and freedom.
 - In addition to the judges, the rules governing the operation of the courts, their jurisdiction, and the procedures used, all affect the vitality of the rule of law.
2. Ask the question: **Given this definition of an independent judiciary, do you think the Lebanon court system is independent of influence and fair in its decision-making?**

Slide 12: Citizen Review and Input

Facilitator talking points and instructions for slide:

1. Say to participants:
 - Leaders in any democratic government, regardless of the system, may attempt to extend their powers outside the law, may act arbitrarily or unjustly, and may attempt to establish rule by an individual instead of rule of law. A democratic system of government, however, provides many forms of protection against such violations.
 - We mentioned previously that to be a functioning democratic political system, there needs to be a pluralistic society — this includes an active civil society and citizenry.

- A primary form of protection of government abuse is to provide for the right of citizens to protest against government action and the right of citizens to vote leaders out of office. Citizens may also challenge government decision making through the courts. This right is also a responsibility that citizens can use to try to influence positive change on a regular basis.
2. Ask the question: **Given this idea of citizen review and input, other than elections, how can citizens engage their government here in Lebanon? Have any of you done so in the past (other than through the ballot box)? Can you give any examples of this?**
 3. After participants are done discussing these questions say the following:
 - As you might recall in Lesson 1 – Introduction to Democracy, we briefly discussed the concepts of *direct* and *representative democracy* (which was further expanded on in the handout). As a reminder:
 - Direct Democracy means the people *directly deliberate* and decide on new laws and policy.
 - Representative Democracy means the people elect representatives to deliberate and decide on legislation, such as in a parliamentary or presidential system.
 - Activities where citizens can directly participate in representative deliberative processes can include public surveys, public consultations, town hall meetings, and roundtable discussions.
 - Different types of deliberative forums can provide a space for citizens to express their voice, and engage public officials and political leaders. When organized with purpose, these spaces can help shape patterns of participation and political relationships. Inclusion in these forums can be achieved by considering which groups are underrepresented, what are the barriers keeping them from participating, and what changes can we make that would increase their participation?
 - Additionally, deliberative mechanisms, such as citizen assemblies or participatory budgeting, are a form of direct democracy and can provide a space for citizens to discuss complex societal problems and devise solutions that eventually become public laws or policies. The demographic make-up of citizens participating in these mechanisms should match the demographic profile of the community and include the widest possible range of perspectives.
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LESSON 3.3 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on rule of law. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.



LESSON 3.4: NATIONAL AND SUBNATIONAL GOVERNANCE

Time Duration: 1.5 hours (approximately)

Slide 1: Lesson 3.4: National and Subnational Governance

Slide 2: Lesson Objective:

To understand the different roles and functions the national and subnational governments play in Lebanon

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about the national and subnational government structures in Lebanon. Some of what we will discuss in this lesson includes:
 - Good governance principles
 - National level government positions and bodies
 - Governorate level government positions and bodies
 - Roles and responsibilities of each position and body
 - Decentralization
 - Where citizens can engage at the different levels of government

Slide 3: Good Governance

Facilitator talking points for the slide:

1. Ask the question: **What does the term 'governance' mean?**

Note to facilitator: Allow participants to brainstorm, but if they have any difficulty or don't say the following, feel free offer:

- The act or process of governing
 - The process of decision-making and the process by which decisions are implemented (or not implemented)
 - Words that 'governance' make us think of: authority, accountability, control
2. Say to participants: We often hear the term 'good governance' in relation to what a government should be doing to serve its citizens.
 3. Ask the question: **Can anyone offer the group values or actions that would indicate that there was good governance in a country?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- **Participation:** To encourage all citizens to exercise their right to express their opinion in the process of making decisions concerning the public interest, both directly and indirectly.
- **Rule of Law:** To realize law enforcement which is fair and impartial, without exception, while honoring basic human rights and observing the values prevalent in society.
- **Transparency:** To build mutual trust between the government and the public through the provision of information with guaranteed easy access to accurate and adequate information.
- **Equality:** To provide equal opportunities for all members of society to improve their welfare.
- **Responsiveness:** To increase the sensitivity of government administrators to the aspirations of the public.
- **Vision:** To develop the region based on a vision and strategy geared towards full citizen participation in all processes of development, so that they acquire a sense of ownership and responsibility for the progress of their regions.
- **Accountability:** To increase the accountability of decision-makers with regard to all decisions involving the public interest.

- **Supervision:** To increase the efforts of supervision in the operation of government, as well as the implementation of development through increased involvement by the private sector and general public.
- **Efficiency and Effectiveness:** To guarantee public service delivery by utilizing all available resources optimally and responsibly.
- **Professionalism:** To enhance the capacity and moral disposition of government administrators so that they are capable of providing easy, fast, accurate, and affordable services.

Slide 4: Inclusivity and Good Governance¹³

Facilitator talking points and instructions for slide:

1. Ask the question: **What can be done to make a system of government more inclusive? How could a more inclusive system of government increase good governance?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- More women in positions with decision making authority
- Women and youth ministries
- Diversity and inclusion policies that are actually implemented
- Can improve socio-economic statuses of women
- Policies and laws that reflect the needs of diverse communities
- Can ensure the implementation of laws — such as related to domestic violence, economic security and improved service deliveries
- Gender responsive budgeting
- Improve responsiveness of local government
- Increased citizen participation

2. Ask the following questions:

- **In Lebanon, is the government inclusive of a variety of voices — including women and youth? What about other groups?**
-

¹³ The scenarios for this exercise can be found at the end of the toolkit.

- Are women well represented at the national level? Are women well represented at the subnational level — either at the governorate or municipal level?
 - What works well and what could be improved?
3. Say to participants:
- Now that we've discussed some of the core principles of good governance, we are going to break up into small groups to review some scenarios good vs improvable vs less desirable governance.
 - You will spend about 5–10 minutes in each group discussing the scenarios and we will come back to plenary to report back.
4. When participants return to plenary have one person report back on behalf of the group addressing the questions discussed in the breakouts:
- Is this an example of good governance?
 - What are some positive aspects of governance in this scenario? What makes those good aspects?
 - What are some negative aspects of governance in this scenario? What makes them negative aspects?
 - What could be different in the scenario to illustrate better governance decisions/outcomes?

Slide 5: Features of a Centralized System of Governance

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Facilitator talking points and instructions for the slide:

1. Ask the question: **Can anyone describe what a centralized system of government looks like?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Rule from the center
- Center usually refers to the country's capital or seat of political power
- All political, economic and administrative decisions are made from the central level
- Authority and all government control is usually within the hands of a few
- Governance outside of the capital is done at the specific instruction of the central authorities — such as through municipalities or mayors

- Rationale for a centralized government is that it will ‘provides security and stability’ to the population
2. Say to participants: There are a few specific features that are characteristic of a centralized government.
 - The **functional management for all government decisions in the hands of central authorities:** This feature is achieved when the administrative departments of a state alone are authorized to give the final determination in all matters.
 - **There is a specific administrative hierarchy.** This means that all public administrations and interests are combined under one administrative system. This system is arranged in the form of a ladder or pyramid.

Slide 6: Features of a Decentralized System of Governance

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Facilitator talking points and instructions for slide:

1. Ask the question: **Can anyone describe what a decentralized system of government looks like?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Politics, economic and administrative decisions making authority is at both a national/capital level but also at a regional or municipal level.
- Decentralization devolves decision making from the center (national level) to the regions (governorate and district level).
- Reduces the ‘distance’ between citizens and state, where citizens will feel closer to where decisions are being made and where they may interact more frequently with decision makers.
- Promote a sense of responsibility which increases accountability and transparency.
- Enhances transparency in decision making.
- Encourages people in decision making positions to know more about citizen’s concerns’ and thus respond to their needs in an efficient way.
- Provides equal opportunities to all citizens across the country.

2. Say to participants: There are two specific features that are characteristic of a decentralized government.
 - The state is responsible for determining **which services are national and which services are considered local**. In order for a local administrative unit to manage its own affairs it must have staff, an independent budget, properties, and legal personality.
 - Governing local councils are elected by voters in the same region.
3. Say to participants: It is important to note that in a decentralized system, all local administrations and bodies should not be working under strict control or oversight of the central administration.

Slide 7–8: Which is better?

Facilitator talking points and instructions for slide:

Note to facilitator: Use the following to lead participants through a discussion on pros and cons. You can ask them for their ideas first and then supplement with the below if you choose.

Centralized Government – Advantages:

- Helps a modern state **establish and install the authorities** of the government,
- **Strengthens political unity**,
- **Unifies** the administrative techniques used in the state,
- **Eases coordination** between the administrative body throughout the country.

Centralized Government – Disadvantages:

- **Slow and inefficient** work,
- Administrative **bureaucracy**,
- **Lack of availability of information**,
- **Concentration of power**.

Decentralized Government– Advantages:

- **Alleviates the burden** on departments in the central government.
- Administrative work is less time-consuming and **more efficient**.

- Fosters **better coordination** between the state and regions.
- Motivates employees by allowing them **to participate in decision-making** processes.
- Trains the directors in the regions and provinces by **delegating authority**, thus opening the way to increasing their experience and learning through work.

Decentralized Government- Disadvantages:

- **Weakens the central authority**, which will lead to a weakening of coordination between the central authority and the regions, and among the regions themselves, which are the responsibility of the central administration.
- The local authorities and local administrations **will contravene the plans of the central authority**, which will be reflected in the weakening of the implementation of the general policies of the state.
- **Increasing the financial burden** due to the recurrence of some units, such as the legal and administrative units, at the local level.
- The need to **tighten control over the activities at the local level**.
- The **desire for independence**, especially if the decentralized region is accompanied by feelings of national, religious, or ethnic hostility.

Slide 9: Roles and Responsibilities at the Municipal Level in Lebanon

Facilitator talking points and instructions for the slide:

1. Say to participants:

- Municipalities in Lebanon represent the smallest unit of governance in Lebanon.
- The municipal law issued in 1977, defines municipalities as “a local administration, which practices power given to it by the law. Municipalities have financial and administrative autonomy in this law” (Article 1).
- Mandates of Municipalities are social and economic, as it is considered administrative units, and can organize the life of its citizens each within its specific “borders”.
- Municipalities also have municipal councils, a 9–24 member body elected for a 6 year term.
- The municipal council has two main roles: decision making on one hand, and execution powers on the other hand, lead by the president of municipality and supported by the staff.

2. Ask the question: **What powers do municipalities have? What issues do they oversee? Can you provide any examples?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Fixing the road and collecting wastes
- Public health: such as putting out fires, rescuing, etc..
- Urban Planning: Roads, gardens
- Developing the infrastructure: Lighting of roads, sewage
- Services: Public Transportation, clinics and hospitals, and other social services
- Education: Establishing schools, supporting education, etc.
- Environmental issues: sustaining the environment in geographical area
- Establishing Cultural centers, theatres, museums

Slide 10: Citizen Engagement

Facilitator talking points and instructions for the slide:

1. Say to participants:
 - Citizens play a critical role in advocating and helping to make public institutions more **transparent**, **accountable** and **effective**, and contributing innovative solutions to complex development challenges.
 - **Citizen engagement** is a form of interaction between citizens and their governments at any stage of the development or implementation of government policy and the delivery of public services. Citizen engagement can also be triggered by events in local areas. It can lead to a range of outcomes, including more effective services and more responsive and accountable states.
2. Ask the question: **How can citizens engage with decision makers on the national and/or local level?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Elections
- Drafting sample legislation
- Meeting with government officials
- Prepare and present policy recommendations

- Organize and host forums with decision makers
- Attending parliamentary sessions/municipal council meetings
- Monitor government implementation of issues citizens care about

Note to Facilitator: This next question will explore concepts learned during the masculinity training. Help participants explore how the current political system in Lebanon favors particular view points and excludes others. When discussing youth, refer back to intersectionality and how people have different identities. If possible/occurring, talk about how activism may be marginalizing women, and how this might take away from the intended impact. If these connections are made, it should be noted.

3. Ask the following questions:

- Do some people/groups in Lebanon have easier access to decision makers? Why is that?
- Are there differences in how young men and young women engage in politics and activism in Lebanon? Why is that?
- What types of activism are occurring among both young women and young men as they seek to influence politics and decisions in their communities?

LESSON 3.4 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on governance. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.



LESSON 3.5: DEMOCRATIC ACTORS

Time Duration: 1.5 -2 hours (approximately)

Slide 1: Lesson 3.5: Democratic Actors

Slide 2: Lesson Objectives:

- To understand the roles and responsibilities of the different actors in a democracy;
- To explain the ways in which democratic actors can affect the policies of government;
- To discuss the formal and informal rules and practices

Facilitator talking points for slide:

1. Say: In this session, we will learn about political parties and civil society here in Lebanon. Some of what we will discuss in this lesson includes:
 - Power and politics
 - Roles, responsibilities and behaviors of political parties;
 - Roles, responsibilities and behaviors of civil society;
 - Women, youth and other underrepresented groups in politics

Slide 3: Understanding Power and Politics

1. Say to participants:
 - As a person who wants to make change in your community, it is important to illuminate the many ways in which powerful interests shape the way we live.

- We also need to uncover how citizens can work together to develop a different kind of power to make the changes we want to see.
- It is important to realize that the reason why things are the way they are is often because it is in the best interest of powerful people or groups. There are many ways that they may try to maintain power—control of government, demonstrations of force, and access to money or wealth are a few obvious ones.

Note to facilitator: As a reminder, handle these conversations with care. The complicated history of Lebanon during and after the civil war can make these conversations very challenging given the multiple viewpoints and positionalities of peoples who live through them. The conversation must have a goal of transparency, yet with caution and respect towards the other participants in the group and their personal viewpoints toward this issue.

2. Ask the question: **What are the sources of power in Lebanon?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Physical force – control over the military or militia
 - Wealth
 - State action – laws that dictate daily lives
 - Social norms – influence behavior
3. Say to participants: It can be helpful to consider three different forms that power can take — visible, hidden and invisible. You may encounter one or all three types of power in politics:
- **Visible power** refers to contests over interest which are seen in public spaces or formal decision-making bodies. This includes decisions made in legislatures, local government bodies, local assemblies or consultative forums.
 - **Hidden power** is used by actors to maintain their power by creating barriers to participation and excluding the public arena. Examples of this type of power include decisions made by elites or political leaders behind ‘closed doors’, without public consultation.
 - **Invisible power** goes a step further than hidden power and is about how dominant ideologies and values affect people’s awareness of their rights and interests. This refers to contexts

where people may be unaware of their rights or ability to speak out, and may come to see dominant forms of visible and hidden power as natural, which therefore go unchallenged or unquestioned.

Slide 4: Exercise: Feeling Powerful and Powerless

Facilitator talking points and instructions for slide:

Note to Facilitator: This exercise may take more than 30 minutes. Moderate discussion on earlier slides in order to allow enough time in this lesson to complete this exercise.

1. Ask participants to get a sheet of blank paper, similar to an A4 size.
2. Have them draw a vertical line down the middle of the paper.
3. On the top of left side column, have them write 'A situation that made me feel powerful'
4. Give them approximately 5 minutes to complete the assignment. Participants may ask/try to write a situation. Encourage them to draw the situation instead.
5. Once they have the left side complete, have them write 'A situation that made me feel powerless' on the right side column
6. Give them approximately 5 minutes to complete the assignment. Participants may ask/try to write a situation. Encourage them to draw the situation instead.
7. Have each person share their powerful and powerless drawing. As they describe each one, you as a facilitator write down words they use and look for trends or patterns.
8. Once you have everyone present, discuss the common words that emerged as they described their powerful/powerless situations.
9. Reflectively ask the participants: How many of these words demonstrate visible power? How many of these words demonstrate invisible or hidden power?
10. As participants discuss the words and how they make them feel, help them address topics and ideas that were a part of the masculinity workshop. Some questions you can ask:

- How do the words or situations women describe vary from those of men?
- How might that manifest in terms visible or invisible power?
- How is it different for youth?
- What role did men play in each shared situation that could have given power or taken away power?

Notes for Facilitator: Dealing with Power Dynamics

From: Changing Political Masculinities Technical Guidance, Draft v5: May 2020

By, Alan Greig, NDI Consultant

This self-awareness is linked to an awareness of power dynamics within the training, both among participants and between the facilitator and participants. So much of the conversation about patriarchal masculinities is about expectations and uses of power. Any training event or workshop using this Technical Guidance must be designed and facilitated in ways that are able to challenge patriarchal attitudes and behaviors that may get expressed in the room. This starts with recognizing the importance of creating a learning environment that is respectful, supportive, non-judgmental, and non-violent. This should be an environment committed to learning from the rich life experiences and knowledge of all participants. Everyone can be a teacher and a learner simultaneously.

Fostering such an environment involves encouraging and listening respectfully to diverse views and using dialogue to build a shared understanding of the implicit and explicit ways in which patriarchal systems are maintained. Views that perpetuate inequalities and discrimination should be discussed and challenged.

The following four-step approach to challenging bias and discrimination as a facilitator is helpful:

1. **Detect:** Learn to detect the influence of stereotypes and biases in what participants are saying or how they are behaving in the training setting.
2. **Reflect:** Once you identify such stereotypes and biases being used, take a moment with the group to reflect on the source of the stereotype and how it may affect those to whom it is applied.
3. **Reject:** With the group, reject the stereotypes and biases as being abusive and discriminatory.
4. **Replace:** Then discuss with the group ways of speaking and behaving in the room that promote respect, equality and inclusion.

Slide 5: Democratic Actors Behavior: Power in Politics

Facilitator talking points and instructions for slide:

1. Say to/ask participants: **Now that we thought about power in relation to ourselves, how does power manifest itself in a democratic system? Is it always visible or is some of the power hidden?**

Allow participants to brainstorm, but if they have any difficulty or don't say the following, feel free to add the following:

- Relationships: with allies and opponents
- In setting the political agenda
- In utilizing the media
- In providing access to decision-making forums for some groups and not others
- In raising the voices of some groups and silencing others
- In a lack of transparency

2. Say to/ask participants: **How can political parties or civil society have power?**

Allow participants to brainstorm, but if they have any difficulty or don't say the following, feel free to add the following:

- Raising public awareness
- Advocating for issues
- Engaging decision makers
- Working together
- Effectively communicating
- Having clear goals and desired outcomes
- Identify hidden or invisible power and help balance it

Slide 6: Political Parties

Facilitator talking points for slide:

1. Say to participants: Now that we've started to reflect on power relations within politics, let's dive into how democratic actors -- political parties, civil society, syndicates -- influence democratic development.
2. Ask the questions: **What is a political party? What is the role of a political party in a democracy?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Political parties are essential institutions of democracy.
- Political parties are organizations that bring together groups of people with common beliefs about the way society should be structured, the role that government plays and the way that government and citizens should relate to each other.
- Political parties compete for governmental power or influence over the decision-making process in order to implement their ideology.
- Through their choices of candidates and policies, they provide citizens with options for governance.
- Political Parties can strengthen national political institutions when they present these choices at elections and seek to mobilize citizens behind their vision of the national interest.
- Parties can exist outside a democracy while a democracy can't exist without parties.
- By competing in elections parties offer citizens a choice in governance, and while in opposition they can hold governments accountable. When citizens join political parties, volunteer their time, donate money and vote for their leaders, they are exercising their basic democratic rights.

Slide 7: Political Parties — Roles and Responsibilities

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Facilitator talking points for the slide:

1. Say to participants: In this slide, we can see the different roles that political parties have in an effective democracy.
2. Say/ask participants: In addition to the role they serve, they have several responsibilities. **Can anyone name some of the responsibilities political parties have?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Parties provide a means to compete peacefully for political power.
- Parties mediate between citizens and government by developing and promoting policy options
- Parties promote coordination within government
- Parties represent collective interests
- Parties also perform critical functions between elections that serve to promote genuine multi-party systems, support the development of effective sustainable political institutions and contribute to healthy and vibrant democracies.
- Parties serve as either a gateway or barrier into elected office

As follow-up questions, you can also ask: **are there specific parties in Lebanon fulfilling their responsibilities? or what are some examples of ways parties do not fulfill their responsibilities?**

Slide 8: Political Parties and Women

Facilitator instructions for slide:

1. Ask the question: **Why do women need parties?**
 - Gateway to political leadership
 - Inform the policy agenda
2. Say to participants: Why focus on political parties? Parties are the most important institutions that affect the political participation of women. In most countries they are responsible for candidate recruitment and selection, and decide on which issues are placed on the policy agenda. So it's important because of the influence of parties.
3. Ask the question: **Why do parties need women?**
 - To gain party supporters
 - To help develop a platform that includes interests of all voters. In order to more effectively represent the needs and perspectives of a historically marginalized group that accounts for half of the population.
 - To win elections!
4. Say to participants:
 - But it's not just about having more women in the institutions for their benefit-- it also benefits parties. **Why do political parties decide to promote women's political participation?** Political parties that take women's participation seriously stand to gain on a number of fronts.

- Appealing to women is one way to gain party members and supporters. Including women in platform development will result in policies that better reflect the interests of a broader set of the electorate.
- Most significantly, women voters outnumber men voters in most countries simply because women tend to live longer. So, from a very pragmatic perspective, women voters have the potential to deliver the margin of victory in elections.
- Lastly, a democracy that fails in properly representing the needs and rights of ALL of its citizens fails in the fundamental goals of instituting a democracy.

Slide 9: Political Parties: Behaviors and Power Dynamics

Facilitator instructions for the slide:

1. Ask the question: **Why does a party's behavior matter? Can anyone name an example of the type of behavior that you would want to see in a political party?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Responsive
- Representative
- Interested in citizens' concerns
- Accessible
- Successful
- Approachable
- Accountable

Note to Facilitator: This next question will explore concepts learned during the masculinity training. Help participants explore how the current political system in Lebanon may favor particular points of view and excludes others.

2. Ask the questions:

- Are parties representative in Lebanon?
- Are all voices represented by at least one political party?
- Do you think the origins of Lebanon’s political parties have any influence on how they treat women? If yes, in what ways? Does this create a barrier for women’s participation in politics?

3. Ask the question: **How can political parties create paths for women?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- **Leadership must commit** to including women, youth and other underrepresented groups in order to ensure there are pathways and opportunities for their participation
- **Organizational structures must exist** in the party for women to advocate their concerns.
- **Women must have a seat at the table.**

4. Ask the question: **How do political parties create barriers for women’s participation?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Male leadership domination continues
- Implementation of inclusivity mechanisms is slow
- Gender norms and attitudes are slow to change
- Socio-economic barriers persist, including discrimination and violence against women

Slide 10: Political Parties: Behaviors and Power Dynamics (cont’d)

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1. Ask the question: **How do political parties create barriers for youth participation?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Political parties are often reluctant to share power with youth, whom they see as inexperienced, apathetic, unable to lead or a threat to their own power
 - Young women are commonly perceived as further incapable of political participation due to discriminatory gender norms.
- Political parties don't give youth meaningful opportunities to lead, which could be done through the adoption of a youth quota or putting their names on electoral lists
- Young people are tokenized and used as political tools that are only engaged when it benefits the party, such as during elections, however, young people have no opportunities to give input on how they participate
- Political parties don't create mentorship or training opportunities for young people

Slide 11: Civil Society

Facilitator talking points and instructions for the slide:

1. Ask the question: **What is civil society?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- A group of people who come together around a common interest.
- Civil society expresses the interests of social groups and raises awareness of key issues in order to influence policy and decision-making.
- An ecosystem of organized and organic social and cultural relationships
- Civil Society refers to all groups outside government and family, such as community groups, trade unions, non-governmental organizations, labor unions, Indigenous Peoples' organizations, charitable organizations, faith-based organizations, professional associations and foundations.
 - Online groups and activities, including social media communities that can be "organized" but do not necessarily have physical, legal, or financial structures.
 - Social movements of collective action and/or identity, which can be online or physical.

Slide 12: Civil Society – Roles and Responsibilities

Facilitator talking points and instructions for the slide:

1. Ask the question: **What roles do civil society fulfill in a democracy?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Represent citizens interests in society
 - Provide an outlet/avenue/opportunity for citizens to work together on common interests
 - Provide an outlet/avenue/opportunity for citizens to engage government officials
 - To advocate to decision makers
 - Raise public awareness about government actions or decisions
 - To provide alternative perspectives and solutions on issues of concern to citizens
 - Provide independent research and policy positions
 - Serve as a watchdog to government
2. Say to participants: Important to note is that historically, civil society is a stronghold for representing interests of more traditionally marginalized populations: women, youth, people with disabilities, LGBTI, and the poor.
 3. Ask the question: **What responsibility does civil society have in a democracy?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To serve as a resource to citizens and government
 - A resource for citizens may be to provide access to information or to facilitate linkages to decision-makers
 - A resource for the government could be evidence-based research or policy recommendations
- To ask the hard questions of government when necessary

- Hold government accountable
- Demand transparency of government actors and of government decision making

Slide 13: Syndicates

Facilitator talking points and instructions for the slide:

1. Ask the question: **What roles do syndicates/unions fulfill in a democracy?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- They protect and advocate for issues and rights related to specific issues — whether labor or industry-specific.
- Working people can, by exercising their right to freedom of association by forming trade unions and democratic worker rights organizations, collectively improve their jobs and workplaces.
- Syndicates can call on their governments to uphold laws and protect human rights.
- Syndicates can be a force for democracy, social justice and inclusive economic development.

2. Ask the question to session participants: **How can syndicates help push issues forward in Lebanon?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Recent developments, similar to those with the Beirut Bar Association, indicates that syndicates can shift away from political party influence to advocate more neutrally for worker and industry issues
- Syndicates can press for greater government accountability and transparency on worker/industry-related issues
- Can engage in both advocacy and public awareness-raising

Slide 14: Youth in Politics

Facilitator talking points and instructions for the slide:

1. Say to participants: Now, let's take a bit of a wider lens to think more broadly about how different groups, particularly youth and women, engage in politics and interact with democratic actors.
2. Ask the question: **When using the term youth or young people, who does that include?**
3. Say to participants:
 - Young people are not a monolith and have diverse identities and starting points. Additionally, youth is not a permanent or fixed identity, however, being a woman or a member of an ethnic group are fixed identities.
 - This means other aspects of a young person's identity will also have an impact on their role in politics. This also means the interests and motivations of young people shift from generation to generation.
 - Here are some considerations when defining youth:
 - Age
 - Identity, including gender, disability, sexual orientation, ethnicity, and other characteristics
 - Location
4. Ask the questions: **What role do youth have in politics? How do age, identity or location impact the role young people have in politics? Why should decision-makers care about the opinions or concerns of youth?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

For the first question, you can offer the following if needed:

- Youth can be lead and be members of political parties, party youth wings, party caucuses or party working groups
- Youth can lead and be members of civil society organizations
- Youth can hold elected or appointed offices
- Youth can represent their communities, not only other young people

- You can work in government agencies
- Youth can be change agents and advocates for issues they care about
- Youth can raise awareness on issues of concern to their communities and fellow youth

For the second question, you can offer the following if needed:

- Young people who do not live in capital cities may have less access to civic and political knowledge
- Due to social and cultural norms, young women may be excluded from politics or they might have responsibilities that leave them with less time for political engagement
- Young people are often seen as good with technology and may be asked to help with social media or provide technology assistance
- Young people with disabilities may be considered incapable of taking on leadership roles
- A younger person (age 18–20) may be seen as less capable of holding elected office or leading an initiative than someone who is older (age 30–35)

For the third question, you can offer the following if needed:

- The decisions the government makes are not just for adults. Their decisions affect youth today and in the future.
- Youth have valid concerns that are often overlooked by decision-makers.
- Youth have a right to voice their opinion and have their concerns validated and addressed.

Slide 15: Women in Politics

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Facilitator talking points and instructions for the slide:

1. Say to participants: And we know that globally, women remain sidelined from the structures of governance that determine political and legislative priorities:
 - Only 24.3% of all national parliamentarians were women as of February 2019, a slow increase from 11.3% in 1995. As of February 2019, only 3 countries have 50% or more women in parliament in single or lower houses
 - As of June 2019, 11 women are serving as Head of State and 12 are serving as Head of Government.
 - Rwanda has the highest number of women parliamentarians worldwide, where women have won 61.3% of seats in the lower house.
 - Globally, there are 27 States in which women account for less than 10% of parliamentarians in single or lower houses, as of February 2019, including 3 chambers with no women at all.

2. Ask the questions:

- How does the ongoing discrimination and violence against women hinder their ability to fully participate in politics? How does this violence reinforce social norms of masculinity and patriarchy?
 - How do discrimination and violence impact specific groups of women differently, such as young women or women who belong to a particular ethnic group?
- What might be some ways to change this so that women are more fully able to participate?

3. Ask the questions:

- Why do you think recent protest movements, many led by women, have been successful?
- What did these women do, or what was unique to their issues, that contributed to their success?
- How can this be replicated throughout other sectors of political life to increase the participation of women, youth and other underrepresented groups?

LESSON 3.5 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on democratic actors. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.

LESSON 3.6: ELECTIONS

Time Duration: 1 – 1.5 hours (approximately)

Slide 1: Lesson 3.6: Elections

Slide 2: Lesson Objectives

- To help inform participants/electorate of the importance free and fair elections;
- To explain how elections are a fundamental and necessary tool for change in a democracy;
- To expose the participants on all the various components of an electoral system;
- To help participants understand the impact of elections on their own citizenship

Facilitator talking points for slide:

1. Say to participants: In this session we will learn about elections in Lebanon. Some of what we will discuss in this lesson includes:
 - Guiding Principles of Elections
 - Elements of an election
 - Electoral systems
 - Media and elections
 - Inclusivity and equality
 - Accessibility

Slide 3: Elections

Facilitator talking points for slide:

1. Ask the question: **Who has participated in an election?**
2. Say to participants:
 - As we are aware, elections are a process where people make important decisions about how they want to be governed by electing their representatives.
 - In a free and fair election all people can choose which politician and political party they trust to speak on their behalf and to deliver what the people want if the party becomes the ruling government.
 - Article 21 of the Declaration of Human Rights states:
 - Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
 - Everyone has the right of equal access to public service in his country.
 - The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.
 - In addition, there are international human rights law and gender equality mechanisms, which explicitly address the right to equal participation by women in political and public life, including elections, the most famous once being the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Declaration and Platform for Action.

Slide 4: Guiding Principles of Elections

Facilitator talking points for slide:

1. Say to participants:

- **Representation** is when citizens cast their vote for a candidate, they are giving that person the right to represent their interests in government. This right is not given without responsibilities. The right is given under the assumption that the individual in government will act responsibly and will to the best of his/her abilities truly represent the constituent's interest.
- It is important that the mechanisms of the electoral system be as **transparent** as possible and known to both voters and political parties and candidates well in advance in order to avoid confusion and distrust in the results they produce at elections.
- There should be a **competition** of ideas, typically found through a plurality of political parties and candidates that voters can freely choose from.
- Elections should be well **regulated** through the existence of rules and institutions that govern the election that is known and respected by all participants and available to everyone.
- The electoral system will have a greater chance of being accepted as fair and legitimate if it is considered to work in an **inclusive** manner.
- Elections should be held at **regular intervals** as prescribed in the electoral law.
- **Genuine elections** presuppose that the electoral process will be conducted in an accountable and transparent manner and will provide a real and informed choice for voters, thereby ensuring the overall confidence of the electorate.
- **Fair elections** should ensure equal conditions for all participants in the election process. The legal framework should reflect the universal elections principles and standards, and all election-related laws should be implemented and enforced non-selectively.

2. Say to participants: **Here is how we describe gender equality within these factors:**

- A democratic election must first be **inclusive—that** is, all citizens, regardless of their gender, must be able to exercise their full and equal right to participate as voters and candidates, as well as election officials and administrators.

- Likewise, **transparency** is an essential component of a democratic election, and is also based on internationally-recognized human rights. All steps of an election must be open for scrutiny and verification, showing citizens that it is being conducted honestly, that it accurately reflects their choices, and that any hidden barriers to women's or men's participation are brought to light and addressed.
- **Accountability** is critical in democratic elections: governments must be accountable to their constituents, and elections are a key mechanism for creating this accountability. Elections themselves must also be accountable, and reflect the will and equal participation of women and men. Violations of citizens' electoral rights must be identified and addressed in a timely manner, both in the short and long term, and perpetrators must be held accountable for their acts. This becomes particularly important when incidents of violence against women in elections occurs: often, violence against one woman or group of women can have a far wider effect, discouraging other women from being active in politics or elections.

Slide 5: Elements of an Election

Facilitator talking points for slide:

1. Say to participants: There are six core elements that every election must have in order to be considered competitive, open and regulated:
 - An **electoral system**
 - The **electorate** are the people who enjoy the right to vote according to the laws and the constitution.
 - **Political parties and candidates** are those the electorate is voting to represent them in government. Most candidates contest the election under the banner of a certain party. Many political parties field several candidates across the country in almost each district, whereas candidates with no specific party affiliation run as independents.
 - **Electoral districts** are territorial divisions where citizens reside that a political party and its candidates will represent if elected. The group of citizens in a district is considered the constituency to those elected officials.
 - The **media** play a central role in influencing public opinion and thus affects the electoral process. Different media outlets (radio, television, newspapers, magazines and new digital media) are fundamental to the election in order to ensure that voters are clear about election procedures and are informed about party and candidate platforms.

- Having a well laid out **legal framework** is an important element to an election as it provides the rules, regulations and procedures all must comply with for an election to take place. The two documents that regulate elections in Lebanon are the Constitution and Law 44 (June 2017)

Slide 6: Electoral Systems

Facilitator instructions for slide:

1. Say to participants: With the passage of Law 44 (June 2017), Lebanon had a new electoral system.
2. Ask the question: **Does anyone know what the current electoral system is?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- The current system, as outlined in Law 44 (June 2017) established Lebanon's electoral system to be proportional representation.
 - Previously Lebanon had a majority electoral system.
3. Ask the question: **What are the differences between those two systems?**
 4. Say to participants: Here is a chart that can help us understand the difference between the three main types of electoral systems. This is important as Lebanon recently switched systems. The chart can also be found in the handout for this lesson.

Note to Facilitator: Take about 10 minutes to talk through this chart with participants. It is important for them to understand proportional representation as it will affect not only how they decide to choose parties, but how they will interact with parties and elected officials in their work going forward.

| Electoral System | Pros | Cons |
|------------------------------------|--|--|
| Majority | <ul style="list-style-type: none"> ● Geographical Representation ● Accountability and keeping track are easier ● Simple and easy to understand ● Gives voter clear choices ● Motivates a presence for a strong opposition ● Encourages that governments receive support in a majority parliament | <ul style="list-style-type: none"> ● Alienates and keeps small parties away ● Minorities have a less chance of becoming representatives ● A lot of votes are lost ● Usually leads to a lot of supplementary elections ● Usually needs redistricting |
| Proportional Representation | <ul style="list-style-type: none"> ● Proportionality of results ● Multi-party presence ● Minorities get representation ● Little lost votes ● No need to redistrict ● No need for supplementary elections | <ul style="list-style-type: none"> ● Little geographical representation ● Little accountability ● Easier for extremist parties to reach parliament ● Political parties get too much power |
| Mixed System | <ul style="list-style-type: none"> ● Multi-party presence ● More accountability and questioning ● Little lost votes ● Leads to a need for supplementary elections ● Can lead to two different levels of elected representatives | <ul style="list-style-type: none"> ● More complex than others ● Needs redistricting |

Slide 7: Lebanon's Electoral Framework

Facilitator instructions for slide:

1. Say to participants: In 2017, Decree-law no. 44 provided a significantly reformed framework for parliamentary elections in Lebanon.

- For the first time in Lebanese history, the country employed proportional representation (while maintaining confessional quotas specific to each of the 15 electoral districts),
- Preferential vote for candidates on open lists,
- Allowability for out-of-country voting,
- Pre-printed ballots

2. Say to participants: Some positive changes that occurred based on the new law are:

- These reforms resulted in significant changes to the campaigning, voting, and tabulation processes. The law maintained the existing number of seats at 128, but reduced the number of districts from 26 to 15.
- Voting age in Lebanon is 21, and the minimum candidacy age is 25.
- Voters are automatically registered in their family’s historic residence of record. Upon registering a marriage, a woman’s residency is automatically changed to that of her husband’s family.
- Under the new election law, voters may select a single list running in their major district, and then cast a “preferential vote” for one individual candidate running on that list in the sub-district.
- The newly drawn districts are more representative of the population voting in each of them than they ever have been.

Some less positive changes include:

- However, critics of the new law suggest that boundaries have been gerrymandered to ensure the election of certain individuals.
- Seat allocation does not always correlate equally with the number of registered voters in the district.
- It has reduced the number of votes needed to win a seat.
- The size of constituencies remains unequal, creating significant differences across districts in the number of votes needed to secure a seat, and violating key election principles and international standards and commitments.

Slide 8: Media and Elections

Facilitator talking points and instructions for slide:

1. Ask the question: What should the role of the media be in an election?

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- by educating voters on how to register to vote and how to find their polling place;
 - by providing a platform for the political parties and candidates to communicate their message to the electorate;
 - by providing a platform for the public to communicate their concerns, opinions, and needs, to the parties/candidates, the electoral authorities, the government, and to other voters;
 - by hosting or airing debates between the parties and candidates;
 - by reporting results and monitoring vote counting;
 - by scrutinizing the electoral process itself, including electoral management, in order to evaluate the fairness and transparency of the process;
 - by providing information that aims to avoid inflammatory language, helping to prevent election-related violence.
2. As the question: **Does the media in Lebanon do those things? Does the media in Lebanon treat all candidates and political parties equally? In what ways do gender norms and gendered power hierarchies influence women and men’s treatment by the media?**

Note to Facilitator: This question explores concepts learned during the masculinity training about patriarchy, masculine gender norms, and power in order to explore the broader contexts and dynamics of gender norms as they affect politics etc/the political context, rules, processes, culture etc. Help participants explore how media in Lebanon favors particular viewpoints and excludes others. Transition to the next slide as necessary to further the conversation if it is lively or to ask additional questions to help participants explore more about inclusivity and diversity issues.

Slide 9: Inclusivity and Equality in Elections

Facilitator talking points and instructions for slide:

1. Say to participants: Democratic elections should be inclusive of all citizens legally eligible to vote and should include a diverse set of voices that represent all citizens interests – even those citizens that may not be able to vote (such as children or prisoners).

Note to facilitator: Refer back to the social norms conversation to link this back to the publics perceptions of women as leaders and how this impact voting and elections.

→ **Observation point:** Observe if participants readily accept this notion.

2. Ask the question: **Do you think the electoral system in Lebanon is inclusive of all people and does it include a diverse set of voices?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Are the political parties inclusive? Do they represent all parts of Lebanon? Regionally? Religiously? Ethnically?
- Are women, youth and LGBTI represented by the ideologies of the political parties? Are their women, youth and LGBTI in leadership roles in the parties?
- Are political candidates inclusive of all voices?
- Are the electoral authorities — those regulating and administering elections — inclusive of all Lebanese in who is on their staff and within their leadership?
- Does the media portray diversity and include a variety of voices in their news stories?

Note to the facilitator: As participants answer these questions, be sure to explore the 'why'? Why are some voices included and others not?

Slide 10: Women in Elections

Facilitator talking points and instructions for slide:

1. Ask the question: **Why should we care about gender and elections?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Democratic elections should be inclusive, transparent and participatory.
- Inclusive elections are ones that enable both men and women to participate equally.
- The principle of inclusion is not only about enabling but also taking positive action to address particular barriers women might face.

Note to the facilitator: When doing this type of discussion in a mixed sex group, look for opportunities to support men listening to their female colleagues, and conversely, mitigate/call out time when men might be talking over or sidelining women. It is critical as part of the overall masculinities approach that we do not let men tell women what women need or what their barriers are but ensure women's voices are heard and listened to. It is great when men can also answer these questions and understand the issues but men's voices should never replace women's and men should use their power to create space for women to take power and increase their voice. In a room of young men and women, the men enter the room with more power.

The facilitator should also be aware that women in some areas maybe hesitant to be fully vocal and transparent with their opinions if they feel there could be negative backlash against them. Leave a space for anyone who wishes to vocalize comments about these issues, but who do not feel safe expressing themselves in their wider group, to do so confidentially with the facilitator.

2. Say to/ask participants: We have talked a bit about women in elections. **How can and do women participate in elections in Lebanon?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Becoming a member of a political party
- Running for elected office
- Joining a civil society organizations
- Volunteering on civic or political campaigns
- Working with other like-minded activists that care about the same issues.
- Holding government accountable to the concerns of women
- Voting

3. Say to/ask participants: Women are also voters. To ensure women are fully participating:

- Do they have equal access to registration and voting locations?
- Do they have equal access to the voter registration and verification process?
- Do they have equal access to the complaint process?
- Do they have equal ability to cast their own ballot?
- Do identification requirements have a negative impact on women?
- Is the voting or registration location accessible to women? Is it safe and secure?
- Is disaggregated data available to allow for a practical analysis of women's participation?
- Do women face threats of violence at registration?

Note to facilitator: Remind participants that violence is not just physical violence but can be social, psychological, verbal, or economical

Slide 11: Violence Against Women in Elections

Facilitator talking points and instructions for the slide:

1. Say to participants:

- In previous slides we have touched on barriers that exist for women’s political participation, including the violence women often face when they participate in politics.
- Violence against women is a targeted and destructive tool used in various ways throughout the electoral cycle to dissuade women from participating as candidates, voters, election officials, observers, poll-watchers or activists.
- This has critical implications for the integrity of the electoral process, because when women are prevented from participating fully and equally in elections, whether by voting, campaigning or otherwise exercising their political and civic rights, democratic processes are nullified.

2. Say to participants:

- Violence against women in elections can be defined as
- Any act of gender-based election violence that is **directed primarily at women**, and that is a **result of their aspirations to seek political office**, their **link to political activities** (for example, working as election officials or attending campaign rallies) or simply their **commitment to vote**,
- Any use or threat of force to harm persons or property **with the intention of influencing the electoral process** that has a disproportionate or different impact on women because of their marginalized and vulnerable status in society.

3. Say to participants:

- There are a number of factors that contribute to violence against women in elections:
 - Opposition to women’s leadership

- Women’s economic dependency, illiteracy, limited family support, lack of education or access to education, lack of access to information or their burden of responsibilities at home
 - Discriminatory social and cultural attitudes, a society’s culture of violence or impunity (particularly political violence) or the absence of supportive administrative and judicial structures, including inadequate rule of law and governance institutions.
4. Say to participants: This is an extensive topic that can have an entire lesson dedicated to it. As an additional reference, you can check out the PowerPoint presentation included in your reading packet to learn more about violence against women in elections

Slide 12: Youth in Elections

Facilitator talking points and instructions for the slide:

1. Say to/ask participants: We learned that voting age is 21. **How can and do youth participate in elections in Lebanon?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Becoming a member of a political party
- Running for elected office
- Joining a civil society organizations
- Voting
- Volunteering on civic or political campaigns
- Being part of election administration, such as a polling official
- Working as an election observer
- Working with other like-minded activists that care about the same issues.
- Holding government accountable to the concerns of youth, including decisions that will affect them later in life.

Slide 13: Accessibility

Facilitator talking points and instructions for slide:

Note to Facilitator: Ask the below question before showing the images on the slide.

1. Ask participants the question: **What does an accessible election mean?**

Allow participants to briefly brainstorm, but if they need some prompting you can offer the following:

- A polling station is on the ground floor of a building so that someone with a physical disability can easily get into the polling station room.
- Ballots are written in languages all voters can read
- Braille ballots are available to voters who have low or no vision
- Voter information — including how to register, how to find your polling station and how to properly mark your ballot — is available to all voters in any language necessary, including braille
- Voter information is available for those that are illiterate. Accommodations may include pictures or verbal instructions provided by a trained poll worker
- Obtaining voter registration is available and easily attainable by all eligible voters

2. Ask participants the question: **Thinking about the elections you have participated in would you say they were accessible?**

Allow participants to briefly brainstorm, but if they need some prompting you can offer the following:

- What floor was the polling room on? Was there a curb that you had to step over to get into the room?
- When you voted, were there any voters with low or no vision or someone that needed assistance voting?
- Do you live near your polling station?
- Were polling station staff available to provide assistance to voters in a way that did not compromise the secrecy of the voters choice?
- Do political parties and candidates in Lebanon represent the interests of people with disabilities?
- Does the media cover accessibility issues in Lebanon?

Note to facilitator: Consider challenging participants to think about gender dynamics even one within these options. For example, does the staff include women and if not, do women feel comfortable around the staff? What measures are taken in order to ensure that staff or are fully aware of codes of conduct that would hold them accountable for unprofessional and sexist acts of violence against women such as sexual harassment?

3. Ask Participants the question: **What are the barriers for different populations in participating in elections as candidates or voters?**

Allow participants to briefly brainstorm, but if they need some prompting you can offer the following:

- Legal barriers
- Economic barriers
- Educational barriers
- Social/cultural/religious
- Time and space
- Physical security
- Lack of confidence

4. Say to participants: These barriers can exist for women, youth, economically disadvantaged groups, people with disabilities, LGBTI...any others?

LESSON 3.6 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on elections. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.



LESSON 3.7: MEDIA

Time Duration: 1 – 1.5 hours (approximately)

Slide 1: Lesson 3.7: Media

Slide 2: Lesson Objectives:

To provide an overview of the role of media in a democracy

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about the role of Media in a Democracy. We have touched on media briefly in previous lessons, but today, we will dig a bit deeper into media-specific topics. Some of what we will discuss in this lesson includes:
 - Role and responsibilities of media;
 - Roles, responsibilities, and rights of journalists;
 - Social media; and
 - Media’s responsibility to be inclusive

Slide 3: Roles and Responsibilities of Media

Facilitator talking points for the slide:

1. Ask the question: **Where do you get your news from? If you are interested in a topic, where do you go to find information?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Friends and Family
 - Social Media/the internet
 - Newspapers (printed or online)
 - TV news stations
 - Word of mouth
2. Say to participants: While media takes many different forms and has a range of audiences, there are some clear **roles** news outlets can play to support democratic development.
- A **forum for discussion** of important social, economic and political questions facing a society;
 - A **source of information on which citizens can base the decisions they make** about these questions and issues;
 - A **mediator between citizens and their elected representatives** by giving a venue for both to voice and express concerns, actions and positions on issues of common concern;
 - A **tool to create awareness** among a diverse and geographically dispersed society.
3. Say to participants: A free media in a democracy has the **responsibility** to:
- Keep the society informed
 - Report verifiable unbiased facts
 - Keep editorial comments separate from reported news

Slide 4: Media in a Democracy

Facilitator talking points for the slide:

1. Say to participants:
- Institutions as well as laws determine the way that the media operates in a democracy. Such institutions include courts, regulators, and the executive branch of government.
 - In Lebanon, the media is primarily regulated by:
 - Press Law of 14/9/1962 as amended by legislative decree no. 104 of 30/6/1977 and law no. 330 of 18/5/1994
 - Audiovisual Media Law no. 382 of 4/11/1994 (the “Audiovisual Media Law”).

2. Ask the question: **Do the citizens of Lebanon have freedom of expression and freedom of speech?**

Note to facilitator: Allow participants to discuss. Take notes as you will likely want to return to some of these ideas when you get to slide 8 about inclusivity in the media.

3. Ask the question: **What about freedom of information? Is there an Access to Information Law in Lebanon?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- The Access to Information Law was first developed in 2009 and eventually passed parliament in January 2017 (Law 28/2017).
- Compliance with the law has been spotty and the government has yet to establish a body designated to oversee the law's implementation.
- Freedom of Information is an important element to a democratic media landscape because the media often uses this information to hold the government accountable and to make government actions more transparent to the public.

Slide 5: Roles and Responsibilities of Journalists

Facilitator instructions for the slide:

1. Say to participants:
 - Journalists are individuals who serve as focal points for **investigating events in society** and **report to a wide, diverse audience**.
 - A journalists' work is **governed by laws** related to access to information, freedom of speech, and expression in a society.
 - These rights to collect and disseminate information can prove **hazardous** for journalists, particularly when they report on topics sensitive to the state or other power brokers in society.
2. Ask the question: **What responsibilities do journalists have to their readers/viewers/listeners/public?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To be unbiased
- Report facts or provide analysis based on factual evidence
- To provide a range of perspectives and voices in their reports
- To ask hard questions
- To provide information in a format many can access

Slide 6: Social Media

Facilitator talking points and instructions for the slide:

1. Ask the question: **What role does social media and online media outlets play in Lebanon?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Social media has provided a platform for citizens to organize, plan, and fundraise, and carry their message to the world.
 - Facebook and WhatsApp are the dominant social media platforms in the Middle East.
 - Social media news outlets: Political Pen, MegaPhone, Beirut Today
2. Say to participants: Let's discuss a few recent examples of social media in Lebanon.
 - **#Lebanense_Uprising.** The October 2019 uprising marked the beginning of a political turning point in Lebanon as citizens reached across the sectarian to demand an overhaul to the political system and repeating the slogan "all of them means all of them."
 - **#LockdownNotLockUp.** The 2020 campaign ABAAD launched to spread awareness of resources for victims of domestic violence
 - **#JusticeforGeorges.** The death of Georges al Reef in 2015, a video of which went viral, sparked public outrage and called for reform to the country's culture of corruption in the judicial system.

Slide 7: Media As a Voice for Everyone

Facilitator talking points and instructions for slide:

1. Say to participants:
 - Access to media outlets is prohibitive and costs a lot of money to run anything on media channels.
 - This often means media outlets are affiliated with a party or a particular political figure.
 - As a result, women and youth who have unequal financial status and have significantly lower access to media coverage.
2. Ask participants the question: **What television channels do they watch to get the news? What media outlets or public figures do you follow, why?**
3. Ask participants the question: **What is your experience with Lebanese media? Does the media represent balanced perspectives and viewpoints that are inclusive of all Lebanese?**

Note to facilitator: Probe further by asking the below questions. As participants answer these questions, be sure to explore the 'why'? Why are some voices included and others not?

- Do they represent all parts of Lebanon? Regionally? Religiously? Ethnically?
- Are women, youth, and LGBTI represented in the media — either as journalists, television presenters, editors, etc? Are there women, youth and LGBTI in leadership roles in the media?
- Are media outlets inclusive of all voices? Do you regularly see a variety of political perspectives? ethnic perspectives? youth perspectives? female perspectives?
- Are media houses inclusive of all Lebanese in who is on their staff and within their leadership?
- Does the media portray diversity and include a variety of voices in their news stories?

Note to Facilitator: These questions explore concepts learned during the masculinity training. Help participants explore how media in Lebanon favors particular viewpoints and excludes others. How does patriarchal power-over operate through laws, policies, budgets governing media and media access? As well as how women are targeted by violence in the media or the ways in which they are represented. Consider having an example ready of something that occurred in Lebanon. A similar question was asked in the previous lesson (on media coverage of parties and candidates in an election), but it would be good to see if the participants have any matured explanation as they have now gone through this lesson on media.

- **Observation point:** Note if participants are able to refer back to the social norms discussion with or without being prompted.

Slide 8: Responsibility of the Media

Facilitator talking points for the slide:

1. Say the following (before showing the below graphic):
 - Now that we have learned a bit more about the media, let's revisit the responsibility media, especially social media, has. We already discussed their responsibility to report facts, but what happens if some media outlets don't, or can't give the nature of how they function?
 - The emergence of social media signals a new age in the public sphere. This new public sphere provides opportunities to voices in society that previously did not have a platform to challenge the existing status quo of democratic governance.
 - Many, whose opinions were underrepresented earlier, learned to express themselves with the help of social media. These voices often go unregulated or unchecked in regards to the truthfulness of their claim.
 - The impact on public discourse, however, is still dominated by powerful actors, such as political parties, advertisers, and big media outlets. The likes and the shares of users who are susceptible to manipulation have been weaponized to serve particular interests, rather than the interests of the voters themselves.
 - While users feel empowered by the easy access to information and knowledge, and increasingly dissatisfied with the ruling political class, they also may feel excluded from meaningful participation in traditional decision-making processes.
 - This often leads to a shift in the type and quality of information presented to the public.

2. Next, review the following chart on the slide before asking the following questions:

| | Definition | Example |
|------------------------|--|---|
| Misinformation | When false information is shared, but no harm is meant | During the 2016 US presidential elections, a tweet about a 'rigged' voting machine in Philadelphia was shared more than 11,000 times. It was later established that the original tweet was a mistake made by a voter who had failed to follow the instructions exhibited on the voting machine. |
| Disinformation | When false information is knowingly shared to cause harm | During the 2017 French presidential elections, a duplicate version of the Belgian newspaper <i>Le Soir</i> was created with a false article claiming that Emmanuel Macron was being funded by Saudi Arabia. |
| Mal-Information | When genuine information is shared to cause harm | Examples include intentional leakages of a politician's private emails, as happened during the presidential elections in France. |

Source: Wardle, C and Derakhshan H. In *Information disorder: Toward an interdisciplinary framework* (2017).

3. Ask the questions:

- What responsibility does the media have in reporting facts versus opinions?
- How has the media contributed to the spread of mis/disinformation?

(Note to facilitator: Refer to definitions on the slide to guide participants responses)

- Does the media have a responsibility to not incite hate or violence?
- Do you think the media in Lebanon has contributed to any of these issues?

4. Ask participants the question: **Women, especially those in the political or civic space, are often victims of hate speech, discrimination and mis/disinformation. How could the media act more responsibly to help curb these violent acts?**

Slide 9: Gendered Disinformation

Facilitator talking points for the slide:

1. Say to participants:
 - While disinformation can vary based on the context or region where it occurs, it is increasingly clear that it often **explicitly** manipulates **socio-cultural norms, social cleavages and/or ideological divisions** to create desired political outcomes.
 - This need is readily understood when viewed through the deliberate use of **gendered disinformation campaigns** that target politically active women
 - **Gender norms, gender identities, and gender relations** are extremely resistant to change and shape every aspect of a country's landscape – from how labor and power are divided to characteristics of the ideal political leader
2. Say to participants: Online gendered disinformation campaigns have the potential to manipulate entrenched gender norms to do one or all of three things:
 - Cause some portion of half of the population – women activists, voters, party members, candidates, elected officials and members of government – to withdraw or feel hesitant of pursuing/engaging from politics or participate in ways directed by fear
 - Shift popular support of both men and women away from visible politically-active women, undermining a significant leadership demographic, and manipulating political outcomes
 - Gendered disinformation can be used to manipulate political outcomes by leveraging gender norms to influence the views of men and women on issues, policies, competing viewpoints, etc.

Slide 10: Real or Fake?

Facilitator talking points and instructions for the slide:

1. Say to participants: Now we're going to play a quick game to see if you can spot the difference between real news and fake news.
2. Ask participants to vote on whether the news was real or fake. Click to reveal if it was real or fake.

3. Say to participants: Fake. That is not how big the supermoon looked in Dubai but it is a great photoshop job!

Slide 11: Real or Fake?

Facilitator talking points and instructions for the slide:

1. Ask participants to vote on whether the news was real or fake. Click to reveal if it was real or fake.
2. Say to participants: It's true. In a small Greek town, cobwebs covered an area at least 300 yards long, according to Sky News. But if you're afraid of spiders, fear not. A molecular biologist told a Greek news outlet: "The spiders will have their party and will soon die."

Slide 12: Real or Fake?

Facilitator talking points and instructions for the slide:

1. Ask participants to vote on whether the news was real or fake. Click to reveal if it was real or fake.
2. Say to participants: It's fake! The World Wildlife Fund made a convincing hoax video to warn people about the dangers of ocean pollution. The video is fake, but the problem is very real.

Slide 13: Real or Fake?

Facilitator talking points for the slide:

1. Say to participants. Some things are easier to spot than others. That is why it is so important to check the source and other news outlets to determine if something is real or fake, especially before sharing it with others directly or on social media. We all have a role to play today in stopping the spread of fake news which can cause harm and misrepresentation. To spot fake news, ask yourself:
 - Who is telling the news?
 - What is the evidence?
 - Where did the information come from?
 - When was the information reported?
 - Why is the information being reported?

Slide 14: Media as Agents of Change

Facilitator talking points for the slide:

1. Say to participants:
 - Before you started this module, you completed a workshop on being a change agent.
 - In that workshop, you developed a statement of purpose, identified goals, and well as challenges, you may encounter as you seek to reach those goals.
 - You were asked to revise your change agent statement after you completed the Citizenship lesson.
 - Now let's think about some of the values, goals, and challenges you listed for yourself and how they relate to a democratic society.
2. Ask the question: How can the media be a change agent?

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- They can provide information and analysis that can help citizens make more informed decisions as they try to reach their goals
- They can serve as a voice for citizens
- They can serve as a link between citizens and decision-makers
- They can ask tough questions that others may not be in a position to do
- They can help their viewers/readers think more critically about the world around them.

Note to facilitator: Be sure to end on that last bullet point, as it is the segue into the homework assignment about media, critical thinking and bias.

LESSON 3.7 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on media. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.
3. **Homework—Analyzing the News.** Provide participants the handout ‘Analyzing the News’ Worksheet. Ask them to listen to pick one topic and write it down. Then have them listen/read three different news sources over the next two days to see how those news sources report on the same issue. Have them fill out the worksheet for each news source and have them send a summary of the similarities or differences that they found across all three networks covering the same issue.

LESSON 3.8: VIOLENCE AGAINST WOMEN IN POLITICS

Time Duration: 1–1.5 hours (approximately)

Slide 1: Lesson 3.8: Violence Against Women in Politics

Slide 2: Lesson Objectives:

- To Increase understanding around Violence Against Women in Politics, in particular, online Violence Against Women in Politics (online VAW-P)
- To provide an overview of various forms of online VAW-P and how they affect women's political participation.

Facilitator talking points for the slide:

1. Say to participant:

- We discussed briefly in Lesson 6 about violence against women in English. In this lesson, we will discuss more broadly the what, why, where, when, and what forms violence against women occurs.
- Violence against women in politics (VAW-P) is a serious issue for politically active women around the world.
- It is a barrier for women's political participation regardless of any specific region or country, or of a woman's own identity or background.
- In June 2016, British MP Jo Cox was murdered by a man who waited for her to emerge from a regular open meeting with her constituents. An elected leader's life should not be the cost of doing politics. Tragic events like these discourage women and men from engaging in politics -- and we know they have a particularly deep impact on young women's aspirations.

2. Say to participants: This presentation will illustrate some of the core concepts that define VAW-P and provide real-world examples of violence against politically active women.
3. Say to participants: Some of what we will discuss in this lesson includes:
 - What VAW-P is and why it is happening
 - Where and when VAW-P occurs
 - What forms can VAW-P take

Slide 3: What is violence against women in politics?

Facilitator talking points for the slide:

1. Say to participants: But before we set out to complete the goals of the workshop, let's make sure we all have an understanding of violence against women in politics as a broader issue. What do we mean by VAW-P? What does it look like? What are some ways it can be addressed?
2. Say to participants:
 - Violence against women in politics (VAW-P) encompasses all forms of aggression, coercion, and intimidation against women as political actors **simply because** they are women
 - It is designed to restrict the political participation of **women as a group**
 - VAW-P does not only encompass physical violence, but can also be sexual, psychological, economic violence, or threats and coercion.
 - VAW-P has effects not only on individual victims but also on women overall: it fundamentally reinforces traditional stereotypes and roles given to women, using domination and control to exclude women from politics. It sends a clear message that women's "place" is not in public life or in the political world.
 - These stereotypes undercut the idea of women's competence and reinforce the status quo that shuts women out of positions of power and decision-making.

Note to facilitator: Consider challenging participants to see how comments and critiques against women politicians may seemingly irrespective of the fact that they are women, however this comments or critiques maybe this disproportionately aimed at women politicians when compared to their male counterparts. Furthermore, as this conversation arose during the masculinities training, participants must see that one female politician are critique for their style of dress, appearance how much makeup they wear, weight loss or gain, if she is 'feminine' enough, etc. This is a form of discrimination against women since male politicians are not criticized in the same manner. Finally, any comments allude to the opinion that female politicians are ineffective mothers is another form of discrimination against women that must be abolished if women are to be able to overcome their historical marginalization from the world of politics.

Slide 4: What is violence against women in politics? (cont'd)

Facilitator talking points for the slide:

1. Say to participants: VAW-P is used in various ways throughout the political or public sphere to stop or influence the participation of women as:
 - activists
 - civic leaders
 - voters
 - political party members
 - candidates
 - elected representatives
 - appointed officials
2. Say to participants: It's true that political violence can be experienced by both men and women -- but VAW-P has three particular characteristics that set it apart:
 - It targets women *because of* their gender (i.e.) they are targeted simply because they are women)
 - it can be gendered in its *form*, exemplified by sexual violence or sexist remarks
 - its impact is to discourage *all* women from political activity -- not just individual women who are targeted directly

Slide 5: Why does VAW-P matter?

Facilitator talking points for the slide:

1. Say to participants: **VAW-P fits the international definition of violence against women:**
 - The 1993 UN Declaration on the Elimination of Violence against Women defined violence against women as a range of gender-based harm that can occur in the private or public space and is “one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.” VAW-P fits easily within this definition
 - Too many women who experience violence are told that these acts are “just the price of politics.” But violence should not be the “cost of politics:” in fact, it **costs** us the benefits of the sustainable and democratic governance that an inclusive political space can create.
 - Women are cautioned against speaking out in case they are seen as liabilities rather than assets; they stay silent rather than risk being labeled unreliable colleagues. Such acts would not be tolerated in other contexts and are explicitly prohibited under many legal frameworks and workplace codes of conduct. The same scrutiny should be applied to women’s experience of engaging in the political sector, which should lead by example in defending democracy, gender equality, and the human rights of all citizens.
 - Women are also deterred from participating in political activities (especially as leaders) very often because they will be seen as bringing shame or embarrassing their families and social networks.

Slide 6: Why does VAW-P matter (cont’d)?

Facilitator talking points for the slide:

1. Say to participants:
 - By preventing women from participating in political life (directly or through their chosen representatives), VAW-P denies them their full civil and political rights
 - The impact of VAW-P can be particularly strong on young women. After attacks on high-profile women politicians (for example, sexist attacks on Julia Gillard in Australia), young women have reported that they are *less likely* to consider political engagement or running for elected office at all.

- Quote on Picture: “I will not be lectured about sexism and misogyny by this man. I will not. And the Government will not be lectured about sexism and misogyny by this man. Not now, not ever. The Leader of the Opposition says that people who hold sexist views and who are misogynists are not appropriate for high office. Well, I hope the Leader of the Opposition has got a piece of paper and he is writing out his resignation. Because if he wants to know what misogyny looks like in modern Australia, he doesn’t need a motion in the House of Representatives, he needs a mirror.”

Note to facilitator: Backstory of Julia Gillard’s “Misogyny Speech.” The Misogyny Speech was a parliamentary speech delivered by Australian Prime Minister Julia Gillard in 2012 in reaction to alleged sexism from opposition leader Tony Abbott. Prior to her speech, Gillard had received backlash from the Australian Media and members of the official Opposition Party that targeted her gender. Her personal life also faced scrutiny, particularly as she was unmarried and childless.

Gillard also faced criticism for her actions as leader, reportedly being “characterized as unseemly and unduly brutal for a woman.” There were also several instances of “hateful attacks from anonymous critics, as a plethora of pornographic and degrading images of the prime minister circulated on web sites, e-mail, and social media

The Opposition Leader, Tony Abbott, raised a motion in parliament to have Peter Slipper removed as Speaker over crude and sexist texts Slipper had sent to an aide. Abbott stated that every day Gillard supported Slipper was “another day of shame for a government which should already have died of shame.” Gillard made statements in support of Slipper said that “every day in every way” Abbott was sexist and misogynist.

Slide 7: Why does VAW-P matter (cont’d)?

Facilitator talking points for the slide:

Ask participants: **Why do you think politically active women experience higher levels of violence?**

1. Say to participants:

- VAW-P undermines the quality and integrity of democracy itself. It challenges the integrity of democratic practice and culture.

- The voices of all citizens are not heard, voters cannot select candidates representing the whole community and citizens can be denied the effective representation that they voted for, thereby costing politics the benefits of the sustainable and responsive democratic governance that an inclusive political space can create.

Slide 8: Why is it happening?

Facilitator talking points for the slide:

1. Say to participants:

- As we talked about in lesson five, politics is all about **power**. As more women enter politics and take their place, gaining positions of decision-making and power, there has been an increasing backlash.
- As women -- such as Honduran environmental activist Berta Caceres -- speak out about the issues that affect them, they are threatened or even killed, as she was.
- But this violence is not new. Indeed, the international day that marks the world's commitment to eliminate violence against women commemorates an act of political violence against women -- the 1960 assassination of the Mirabal Sisters under the Trujillo regime in the Dominican Republic. Yet, today, violence against politically active women continues to occur and goes largely uncounted.

2. Say to participants:

- Unlike men, women are more likely to experience **family** or social intimidation in the **private sphere** and violence and intimidation from members and leaders of their **own political party**.
- They are more vulnerable to sexual violence, non-physical harassment and intimidation than men.
- The goal of such violence is directly **aimed at upholding gender norms** and traditional female roles, dissuading women from participation in political processes.
- The violence done to women is less "visible"/less often viewed as violence or as political.

Slide 9: Where and when does it occur?

Facilitator talking points for the slide:

1. Say to participants:
 - Politically active women are targeted by violence no matter where they are or what their role is. VAW-P spans the globe.
 - The virtual world can be a huge platform for violence, though it's often taken less seriously and dismissed as being "just words."
 - These words are "more than mean." Online harassment, threats, and defamation have lasting effects on victims and their lives. For example, women are often attacked with "revenge" or "nonconsensual" "porn" -- the publication of sexually graphic images without the consent of the subject of those images -- but in most countries have no or limited recourse to laws to prosecute their attackers. They may not even know who their attackers are -- the internet grants anonymity. Even if they can seek justice, it is almost impossible to pull the images or videos, once published, out of the public eye.
 - If you're young, any kind of minority, marginalized in terms of voice, and/or geographically remote, violence has an outsized impact on women who face multiple barriers to their entry and participation in politics.

Slide 10: What does it look like?

Facilitator talking points for the slide:

1. Say to participants: Unlike other forms of political violence, perpetrators of VAW-P may include family and friends, or other members and leaders within women's *own* organizations and parties, and their colleagues in parliament; in addition to those from opposition; community and religious leaders; state security forces and the police.
 - **Physical violence:** Murder, assault, pushing, dragging:
 - In **Honduras** in 2016, environmentalist Berta Cáceres was murdered for her activism after receiving more than 30 death threats.

- In 2016, Hafsa Mossi, **Burundi's** representative to the East African Legislative Assembly, was shot to death by two unknown gunmen.
 - Women politicians in **Nigeria** have reported being beaten, slapped or assaulted.
- **Sexual Violence:** Rape, exploitation, harassment, extortion
 - A report from the Inter Parliamentary Union found that 44.4 percent of female elected representatives have been threatened in office, including threats of death, rape, beatings, or abductions. Another 65.5 percent said they had received “several times, or often” humiliating remarks of a sexual or sexist nature. Disturbingly, the remarks made in the “great majority” of cases came from male politicians in parliament—including those in their political party.
- **Psychological Violence:** Slander, character attacks, media or online harassment, equating women’s leadership with immoral practices, hate speech
 - In **Zimbabwe**, the first lady “expelled from ZANU–PF a vice president and war hero, Joice Mujuru, by accusing her of engaging in treason, practicing witchcraft and wearing short skirts.”
 - **Costa Rica**, 2010: The PAC party released a television ad portraying presidential candidate Laura Chinchilla as a marionette operated by then–president Oscar Arias. This conveyed the message that a woman candidate could not rise to power on her own.
- **Threats and coercion.** Threats, false accusations, intimidation, false assessment of the environment, blackmail, pressure
 - A woman MP from **Afghanistan** spent much of her tenure in hiding after she repeatedly criticized the presence of warlords in the 2005 Parliament.
 - In **Tunisia** in 2014, a female candidate for parliament was threatened by her fiancé with the end of her engagement if she did not give up her candidacy.
- **Economic Violence.** Economic control, denial or delay in providing financial resources, property damage
 - In **Pakistan** and in **Libya**, election posters with female candidates’ photos were destroyed, while posters with male candidates’ photos were undisturbed.
 - Targeted property damage further reduces economic resources available to women in politics, which has a direct impact on their ability to participate.

Slide 11: VAW–P in Political Parties

Facilitator talking points for the slide:

1. Say to participants:
 - As we learned and discussed in other lessons, violence against women is a common occurrence in all political sectors.
 - Given the range of organizational and contextual issues each of the four political sectors—civil society, parties, elections, and legislatures—each requires a focused approach to address the problem of violence and the barriers it creates to women’s full and equal participation.
 - However, because political parties are a **key gateway** for women to enter and participate in politics, we will focus on this sector for the remainder of the lesson.

Slide 12: VAW–P in Political Parties (cont’d)

Facilitator talking points for the slide:

1. Say to participants:
 - Political parties are a cornerstone of democracy and provide critical pathways for women to enter and participate in the political process.
 - Yet they also present significant challenges for women, who continue to be underrepresented in party leadership.
 - Women do not enjoy the same support as their male colleagues, and more frequently contend with outright resistance to their participation and leadership.
 - Where they do participate, they tend to be relegated to supporting roles, or are placed at the bottom of a candidate or party lists.
 - However, political parties are also “protected” public spaces, allowing and enabling VAW–P to take place within their ranks. But, they can be powerful forces to stop this violence from occurring.
 - Political parties, while they ultimately must answer to their citizen constituents, are **undermined by the lack of transparency** in their internal proceedings
 - The lack of transparency can also make it easier for corruption or outright violence to grow within party processes.

- For example, the exchange of material goods for positions of power within parties or elected bodies is often accepted as common, even though it is corrupt behavior. However, because for women, unlike men, the predominant demands are for sex or sexual favors instead of money, this extortion can be a form of violence against women. This type of extortion further pollutes a system's democratic culture: women learn that only by providing such "favors" can they move up the political ladder, and citizens' perceptions of women in politics are colored by the belief that any woman who advances must have performed such favors.
- Women may also face harassment, threats, or abuse within their own parties, whether for their political ambitions to rise within the ranks or simply for their participation.

2. Say to participants:

- Violence against women within political parties has an impact on women's participation in politics overall and undermines the strength of political parties
- But political parties can also be **powerful forces for positive change**
- Parties are at the core of participatory democracy and democratic functions and are essential in the work to stop VAW-P
- They can be important pathways to **address VAW-P at its roots, increase women's political participation and strengthen democracy overall**

LESSON 3.8 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on VAW-P. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.



LESSON 3.9: WORKING TOGETHER

Time Duration: 1.5 hours (approximately)

Slide 1: Lesson 3.9: Working Together

Slide 2: Lesson Objectives:

To introduce participants more fully concepts of working together to affect change in their community

Facilitator talking points for the slide:

1. Say: In this session we will learn how to utilize the principles of democracy to work together to create societal change — whether that is by demanding more inclusive representation by our elected officials or through seeking improved government services.
2. Some of what we will discuss in this lesson includes:
 - Leadership
 - Collaboration
 - Negotiation
 - Discussion
 - Group Formation

Slide 3: Scenario: Waste Management Crisis in Lebanon¹⁴

Facilitator talking points for the slide:

1. Say to participants:

- Up to now we have completed 8 separate lessons learning about the building blocks of a democratic society.
- In this lesson, we are going to start to think about how those different pieces fit together.
- I want us all to think about the current waste management problem we have here in Lebanon. We will use this as a real life example to draw upon across this lesson.

Note to facilitator: Depending on the size of the group, break up participants into groups. If there are approximately 12 people in the class, have them split into 3 groups of 4; if there are 20 people in the class, have them split into 5 groups of 4.

In addition, the facilitator of the should also be well-versed in the “You Stink” campaign that came out at the time of protest against politicians during this garbage crisis. The case study of this movement, and its subsequent failure, could be brought up and would be an interesting and realistic opportunity to discuss promising practices/challenges in working together to create social change.

2. Say to participants:

- Now that we are in small groups, read the scenario and work for the next 35 minutes to answer the following questions. You may need to do some online research on the topic of waste management in Lebanon in order to answer these questions. Use your time wisely as you prepare your responses:
- What specific issue, within the larger waste management issue would your group like to explore? Please be as specific as possible.
- For your chosen issue, what does your vision for success look like? What is the change that you would like to see for your specific issue?
- Who are the democratic actors that are important to your specific issue? Which ones are critical for you to achieve your vision for change?

¹⁴ The scenarios for this exercise can be found at the end of the toolkit.

- What may be some entry point for how you can engage these democratic actors on this specific issue. Entry points could be national level (parliament, ministries, agencies, political parties, elected officials, civil society, academics, media) or municipal level (municipal councils, political party branches, elected officials, community organizations, community meetings, citizens, media) or events (elections, legislative sessions, specific dates (earth day, etc)).
- Prepare your answers to present to the larger group and designate one group member to be the presenter. Your presentation should take no more than 3 minutes. You may provide your presentation orally or you can create a slide/document of your answers to share with the group (using the share screen function if virtual or flipchart of in person).

Group Report Backs

3. Say to participants: Each group has 3 minutes to report back of their answers.

Note to facilitator: The substance of each groups presentation is not as important to this lesson as their responses to the concepts on the following slides. Do take note of their issues for reference later. Also take note of who is the presenter (male/female) and if any team members interject while their designated team member is presenting.

Slide 4: Core Elements to Working Together

Facilitator talking points for the slide:

1. Say to participants:
 - **Leadership** is the art of motivating a group of people to act toward achieving a common goal.
 - **Collaboration** is the action of working with someone to produce or create something.
 - **Discussion** is the action or process of talking about something in order to reach a decision or to exchange ideas
 - **Negotiation** is discussion aimed at reaching an agreement
 - **Collective action** is action taken together by a group of people whose goal is to achieve a common objective, elevate their status and gain power

Note to facilitator: Remain on this slide and discuss each core concept with participants. Have this be a free flowing discussion, although depending on time, you can either call on participants to answer the questions or ask for volunteers. If you do, practice good inclusive and diversity techniques and be sure to call on a range of participants. Do not feel as if each participant needs to speak if time is short.

- Some probing questions that you can use to prompt discussion:
 - Did anyone in your group naturally emerge or was selected to be the group leader?
 - Even if this was the first time you worked together as a group, was collaborating together easy? What was difficult about it?
 - Did everyone contribute to discussions equally? Did everyone have an opportunity to express their opinions?
 - Think about all of the times you as a group had to negotiate with each other. Can you name a few specific instances?
 - In an earlier lesson, we practiced active listening. Did any of you notice if you put that into practice during this exercise? If so, describe what took place?
 - Was it difficult coming up with a shared vision for change (question 2 of the exercise)? What were the discussions like as you decided what to select?
 - When you identify entry points, you are actually starting to plan your solution to your issue by thinking about who, when and where you may act and seek change. Was it hard to identify entry points?
 - Thinking about the definition that we have on the slide for collective action, what was the hardest part about working together (*Note to facilitator: encourage responses beyond limited time and unfamiliarity with the topic*)? What was the easiest?
 - Did your resulting presentation appear to represent the different points of view made up by the collective identities in your group (ethnicity, religion, gender etc.)

Slide 5: Working Together: Leadership

Facilitator talking points for the slide:

1. Say to participants:
 - Now that we have gone through our scenario and discussed key elements of our plans, let us discuss some of the key concepts that go into ‘working together’
 - **Leadership** is the art of motivating a group of people to act toward achieving a common goal.

- Effective groups are comprised of people with **similar values and strong relationships**. As a leader, you have a responsibility to cultivate these relationships and help build other group leaders.
2. Say to participants: There are **five** leadership practices that can help you build the momentum necessary to begin to create change and reach your vision.
 3. Say to participants: The Five Leadership Practices
 - **Articulate a story** of why we are called to lead, a story of the community we hope to mobilize and why we're united, and a story of why we must act.
 - **Build intentional relationships** as the foundation of purposeful collective actions.
 - Create structure that **distributes power and responsibility** and prioritizes leadership development.
 - Strategize how your **resources create the power to achieve clear goals**.
 - Translate strategy into **measurable, motivational, and effective action**.

Slide 6: Working Together: Group Formation

1. Say to participants:
 - For our lessons' exercise, you were placed into groups. But in real life, people self-select the issues that they care about, and choose to join groups that are interested in the same issue or have similar, or related concerns.
 - When groups form, they go through five stages of development known as forming, storming, norming, performing and adjourning. Working with team members to develop a sense of shared leadership will be helpful in moving the group through these stages.
 - **Forming** is the process of putting the team structure together. The team looks to a leader for direction.
 - **Storming** is the process of organizing tasks. Leadership, power and structural issues dominate this stage.
 - **Norming** is the process of creating new ways of doing and being together. As the group develops cohesion, leadership changes from 'one' teammate in charge to shared leadership.
 - **Performing** is when teams become fully functional. The team is flexible as individuals adapt to meet the needs of the other team members.
 - **Adjourning** is when momentum starts to slow down, and team members are ready to leave causing significant changes to the team structure, membership and purpose.

Slide 7: Working Together: Group Power Dynamics

Facilitator talking points and instructions for the slide:

1. Ask the question: **Raise your hand if you've ever been in a meeting (professionally, in school, volunteering, etc.) where:**
 - One or a few people do the talking
 - You don't feel safe or empowered to share your thoughts, ideas, or questions
 - You don't feel the value of what you or others have to share is acknowledged by everyone
 - Some people feel that they can interrupt or talk down to people
 - Accessibility needs are not met for the group (in-person: time, location, handicap accessible / online: captions, large font, interpretation)
2. Say to participants:
 - First and foremost, it is important to remember that you are not helpless in these situations. You have agency to hold and participate in meetings that are more inclusive and accessible to all voices.
 - Being able to recognize these group dynamics and power relationships can impact collaboration.
3. Ask the question: **What are some ways to call attention to and manage power dynamics in a group and during group meetings?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- **Assume power dynamics are always present in meetings.** Design the meeting agenda to include multiple voices and perspectives. Lightly encourage people to step forward to lead and participate, especially if they are from a group that traditionally has less power due to age, sex, ethnicity, gender, or other factors. Encourage people with traditional forms of formal power to do more listening than speaking.
- **Build a culture of collaboration in meetings.** Think of meetings as an opportunity for a team to build relationships, learn leadership, design good processes, and counteract unhealthy uses of power. Design your meetings for relationships, joy, and creativity. Encourage honesty, vulnerability, and calling people "in" instead of calling people "out" by creating

openings for people to feel heard and noticed, and to experience a sense of belonging and interconnectedness.

- **Openly discuss power in meetings.** Discuss openly with your team the question, *what would be the benefits to our group if we shared power?* Remind them that power is not a finite pie; rather, it can be infinite, expanded, and shared among people and leaders. However, people/groups with more power or power over others, do need to relinquish some of their power so that others can participate on a more equitable playing field. While power can be shared, power holders must first acknowledge that this might reduce the amount of power they have as an individual, in order to increase their power as a collective.
- Ask participants: how can they share “power with” each other instead of “power over?”

Allow participants to brainstorm, but if they have any difficulty or don’t say the following, provide the following:

- Make a list of group ground rules that the group will use to share power. Ask people to monitor the ground rules and be brave enough to intervene if people are not practicing them.
 - Make a list of “power over” moves, so people learn the behaviors that reinforce dominant voices and power and exclude others.
 - Have people take mental note of who is speaking the most and who is not.
 - Make sure your discussions of power go beyond yourselves to the people or communities you serve. How are they “at the table?” How are their priorities, assets, and skills driving the discussion?
- **Remember that power is a social construct.** We can design spaces where individuals and groups experience their own and others’ power differently. Be proactive about ways to amplify the power of people who are typically at the margins of the conversation. Challenge the group to pay at least as much attention to the expertise that comes from lived experience as from formal theories and data. Ensure that people who are affected by the issues you’re working on are at the center of the conversation and have meaningful roles in the work over time.
 - **Use your role intentionally and thoughtfully if you’re the meeting facilitator.** Don’t dominate the discussion. Don’t come up with all the ideas. Stay as impartial as possible, even though you can never truly be completely neutral. If you want to contribute an idea or experience, tell the group you are switching from the facilitator role to express your view as an individual and then step back into your facilitator role. Examine who gets to facilitate meetings and who doesn’t. Meeting facilitators can change the outcome of the meeting just by how they design and run it. Rotating facilitation and supporting people to learn how to facilitate and run meetings distributes power and makes meetings more dynamic.

Slide 8: Working Together: Decision-making

Facilitator talking points and instructions for slide:

1. Say to participants:
 - When collaborating as a group, it is important to help the individuals involved to work well together. You will need to be able to communicate effectively and make decisions in a constructive manner.
 - Sometimes there will be moments when a disagreement between group members will arise. It is important to be ready for such a situation so you can address it constructively.

Note to Facilitator: Show graphic on slide and go through each type of decision making.

| Type of Decision Making | Description | Guidelines for Usage |
|--------------------------------------|---|--|
| Participatory Decision Making | Allows everyone in the group to play a part in making decisions and helps to ensure that decisions meet most needs of most people in the group. | <ul style="list-style-type: none">● All group members must agree to reaching consensus view● Process must be clear● Sufficient time should be allowed● Should be an important or substantial decision |
| Majority Decision Making | Members of the group take a vote and the majority choice becomes the decision. | <ul style="list-style-type: none">● Useful when decisions need to be made more quickly, but still benefit from group contribution. |
| Individual Decision Making | One person makes decisions on behalf of the group. | <ul style="list-style-type: none">● Useful for routine tasks● Useful when used sparingly in emergencies |

2. Ask the question: **Which of these types of decision making styles do you think would be best to encourage participants to work together? Why?**

Slide 9: Working Together: Building Inclusive Social Movements

Facilitator talking points and instructions for the slide:

1. Ask the questions: **What are social movements? How are movements different from spontaneous protests?**
2. Say to participants:
 - Social movements are broad combinations of groups and individuals acting purposefully, collectively and with continuity to promote change.
 - **Movements** that are focused on **creating change** emerge in response to situations of unmet social, political, economic or cultural demands.
 - Movements can be a significant force for **challenging inequalities and exclusions** in society and in proposing new models and **visions for more egalitarian and just social, economic and political power relations**.
 - Being inclusive in the creation and actions of a movement can help build legitimacy and create buy in, as many feel their concerns are incorporated into the movements work.

Slide 10: Working Together: Building Inclusive Social Movements (cont'd)

Facilitator talking points for the slide:

1. Ask the questions: **How can we ensure that the movements we create and the change we are seeking is inclusive of a variety of voices such as women, youth and other underrepresented groups?**
2. Say to participants: **To build inclusive and just social movements** consider these actions:
 - **Recognizing and transforming culture, power dynamics and hierarchies within movements.** By making visible the way that power is practiced can challenge the hidden power dynamics that make movement participation uncomfortable or unbearable for women, youth, LGBTQ, disables and other marginalized persons.

- **Support internal activism for change.** Getting behind initiatives to protect and expand the rights of others within the movement might involve supporting the collective power of a particular group (youth, women, LGBTQ) and individual change-makers, building leadership or developing platforms and caucuses on equality.
 - **Draw the line on impunity for gender-based violence.** Holding movement members to account for unethical conduct around gender relations includes issues such as domestic violence or sexual harassment, as well as challenging movement leadership to take a stand against discrimination or violence within movements.
 - **Develop the politics and make the arguments.** Taking a strong position on particular injustices might include making group rights and justice clearly visible in movements' agendas and creating spaces for discussions on what a gender, youth, disabled, LGBTQ, etc., focus will mean in different movement contexts.
 - **Build inclusive alliances and common cause.** Finding common cause between other social movement politics involves openness to critique and a desire to listen and to change. Intersectional analysis is a useful tool for movements to help identify how different axes of power intersect.
3. Ask the question: **Thinking of the times you have seen citizens working together formally — as part of a social movement or some other form of collective action — would you say they are inclusive of women, youth and other marginalized populations here in Lebanon?**
-

LESSON 3.9 END

Thank you

Facilitator talking points and instructions:

1. This concludes the lesson on working together. If there is time available, and participants are inclined, you could ask if they have any questions. If there is a future lesson on the topic, you could point them to it.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.



MODULE FOUR
DEBATE AND DIALOGUE





LESSON 4.1

THE POWER OF DIVERSE VOICES AND PERSPECTIVES

Time Duration: 1.5 hours (approximately)

Slide 1: Lesson 4.1: The Power of Diverse Voices and Perspectives

Slide 2: Lesson Objective: To learn the importance and impact having a diversity of voices and perspectives can bring to effective arguments, debates, and dialogues

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about including diverse voices and perspectives in your debates and dialogues. We will dig deep into the concepts of:
 - How diversity and inclusion expand and deepen democratic engagement
 - Power relationships;
 - Intersectionality;
 - Intentionality;
 - Building Agency;
 - Creating an enabling environment and a safe space for all voices; and
 - Building inclusive partnerships, networks, and coalitions

Slide 3: Diversity and Inclusion — Why Should We Care?

Facilitator talking points for the slide:

1. Say to participants:
 - In most of the lessons we have covered so far, as well as the masculinity workshop, we have asked how men, women, youth, and other traditionally underrepresented groups would intersect with those concepts.
2. Ask participants the question:
 - **Why is this important?**
 - **Why should we strive to be inclusive?**
 - **How can it help us push our own goals and issues forward?**
 - **How can robust discussions on issues we care about that include a range of voices help us be a more democratic society?**

Note to facilitator: Allow participants to brainstorm but after about 5 minutes of open discussion offer the below.

3. Say to participants:
 - This is a good conversation. Let us dive a bit deeper and explore other concepts of inclusion so we can better prepare ourselves and our activities to be more inclusive and, hopefully effective, when we engage in debates and dialogues.
 - Debating, open dialogues and the exchange of ideas is at the heart of a democratic society.
 - And the diversity we see around us – men, women, youth, elderly, rich, poor, disabled, immigrants and those of different faiths – all make up what is great about our society.
 - Including those voices in our open dialogues, debates and discussions only helps us create solutions that take into account everyone’s needs and is representative of our country.
 - Including different voices in these activities can also **shed light on the real and perceived power differences across different groups**. When you create spaces for groups to communicate across differences, you will run into questions of power.
 - As we discussed in module 2, power can be visible, hidden or invisible and can coalesce around gender, sect, race, sexuality, age, experience, class, education—and so much more!

- As an example, power comes into play when wisdom is seen as equivalent to age, or when and how a show of emotion redirects an entire meeting. Emotion can potentially redirect a meeting from a gender perspective. Is crying seen as inherently weak? Does a display of anger quiet opposition or alternative viewpoints?
- If you want to truly have effective conversations in your communities, you (and others) have **to set aside personal assumptions and biases to facilitate a process that addresses the concerns around power—real and perceived.**
- These conversations need to be a space where we try to confront unconscious biases or conscious biases and listen to the voices of those who feel unheard and respond in a way that serves the group and the purposes.

Note to facilitator: Note whether participants bring up considerations of patriarchal biases of power into discussion of debates and community conversations.

Slide 4: Intersectionality

Facilitator talking points for the slide:

1. Say to participants:
 - You may have heard the term ‘intersectionality’.
 - It is a buzzword that has been in the public discourse for a few years.
2. Ask participants the question:
 - **What do we mean by intersectionality?**
 - **Why is it important to the discussion about including diverse voices and perspectives into our preparation for debates and dialogues?**

Note to facilitator: Allow participants to brainstorm but after about 5 minutes of open discussion offer the following:

- Intersectionality is defined as the **interconnected nature of social categorizations** such as race, class, and gender as they apply to a given individual or group

- The concept of intersectionality also includes **overlapping and interdependent systems** of discrimination or disadvantage.
- Intersectionality recognizes that **identity markers (such as being a “woman” and “disabled”)** **do not exist independently of each other** and that each informs the others, often creating a complex convergence of oppression.
- **Intersectionality promotes an understanding that people and communities are multidimensional and recognizes the many intersections and interactions that exist across identities.**
 - For example, a woman who is a mother of four children, from a middle class family, whose first language is Persian and is of Ajam ethnicity, or a young man, who is the head of a displaced family, whose first language is Arabic and is of Assyrian ethnicity.
- The intersectional perspective provides activists with a tool to consider the diverse makeup of a society in order to identify gaps in information and the avenues by which to fill those voids with the voices of those often sidelined from the political process.
- The list below includes some of the main identities held by people or communities, but should not be seen as exhaustive as there are a whole range of others which should also be kept in mind: Age; gender; race; religion ; ethnicity; profession; physical, emotional, and developmental abilities; socio-economic status; educational level; marital status; parental status; political beliefs; sexual orientation; languages
- So why does this frame of thinking matter? It matters because depending on how these identities are formulated, **those combinations can sometimes lead to *privilege* and sometimes to *discrimination*.**
- In every society, there are identities that are valued as “normal,” while other identities are viewed as “others.” Those valued as “normal” are often held by those in positions of power or privilege and those viewed as “others” are often marginalized.
- To apply this frame of thinking requires practice. Like many qualities and skills of an activist, it is something that you must consciously be aware of throughout all stages of your activism. When going about your activities you always need to ask yourself:
 - What groups have been included and who has been left out?
 - How will interactions unfold when different groups come together, will it be positive, will it be negative?
 - What are the stereotypes or social norms associated with certain identity groups?

Note of facilitator: Note participants' responses on inclusivity and how it pertains to achieving goals, especially as it pertains to intersectional forms of oppression and/or differing masculine identities, especially young masculine identity.

Please also note that conversations about stereotypes, especially those directed to marginalized communities or populations must be facilitated with tactfulness and caution. Many stereotypes associated with underprivileged or discriminated against people are not only untrue, but may be insulting, harmful, and hurtful. As such, the facilitator should do their best to ensure that all participants do their best to maintain their workshop's culture of 'respect for one another' while discussing these topics. In Lebanon this may also include stereotypes about religious sects or refugees.

3. Ask participants the question:

- With these definitions, what might be some examples of intersectionality that you have seen in your life or here in Lebanese society?
- How can thinking about intersectionality in regard to the issues we care about matter? This could be the intersectionality of those the issue impacts, or the intersectionality of decision-makers and influencers, or even the intersectionality of those of us working on the issue.
- How can the inclusion of intersectionality in your activism lead you to see better how issues differentially impact those with intersecting marginalized identities? How can it help us strengthen our democratic engagement?

Note to facilitator: Allow participants to brainstorm but if they need prompting on this, you could have them think about intersectionality as it relates to any example or exercise, they have previously gone through. Such as the topic they selected for their Module 2 'Working Together' exercise.

In addition, the facilitator should consider having their own answers to share with the group as an example. It will also be important to point to participants out that we can't design programs that respond to each individual, however, isolating specific forms of oppression, discrimination and poverty for example, may be an easier way to think about program adjustments or interventions.

Slide 5: Intentionality

Facilitator talking points for the slide:

1. Ask participants the question: **What do we mean by intentionality?**

Note to facilitator: Allow participants to brainstorm but then offer the following points below:

- Being deliberate in our choices
 - Being purposeful
 - Making the decision to consciously do something
2. Say to participants:
 - Let's think about a window. We have all looked out a window, right?
 - Think about the building you are sitting in.
 - If you only looked out the window in the room you are sitting in right now, you would have a very specific view of the outside.
 - But if you looked out a window on the other side of the building or on a different floor of your building — your perspective might change about what the outside looks like.
 - This is what intentionality means in the context of inclusion and the power of diverse voices.
 - The more windows we have access to, and the more windows we look out of, the better our perspective is. This is because we have diversified our understanding of what is happening outside.
 - By including different windows or viewpoints, we can make more informed arguments for our debates or dialogues.
3. Say to participants:
 - **Considering intentionality** is also important when it comes to addressing the ways **unconscious bias** can compromise your efforts to be inclusive and response to diverse voices.
 - **Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair.** Biases may be held by an individual, group, or institution and can have negative or positive consequences.
 - There are types of biases:
 - **Conscious bias** (also known as **explicit bias**) and
 - **Unconscious bias** (also known as **implicit bias**)

- **Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.** Everyone holds unconscious beliefs about various social and identity groups.
- To be intentional, to be inclusive of different groups and perspectives, therefore means finding ways to confront your own biases.
- One way to do that is through discussions or open dialogues with others (especially those from socially dissimilar groups). Sharing your biases can help others feel more secure about exploring their own biases. It's important to have these conversations in a safe space—individuals must be open to alternative perspectives and viewpoints.
- On a personal level, the first step is self-awareness. Recognizing one's biases by taking a test -- there are many available online -- to assess your bias is the first step.

Note to facilitators: Note whether participants bring the concepts of accountability into discussion of intentionality

Slide 6: Building Agency

Facilitator instructions for the slide:

1. Say to participants:
 - **Agency** is the capacity of individuals to act independently and to **make** their own free choices. Agency is also the belief that your actions matter and can have a meaningful impact.
2. Ask participants the question: **How might this be relevant to the discussion in the concepts that we have been learning across the modules and lessons?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up

- To be more inclusive may mean we have to break current norms, practices, power structures, or traditions. An example could be ensuring there are opportunities for women to assume a large role in your work or including LGBT concerns as a core part of your approach. When taking these steps you will need to consider how this might impact your role. Would you be willing to let a woman be the speaker/co-leader if it meant you would have to give up or share space with her?
- Being more inclusive may mean that perspectives of people are incorporated into our work—and that may make decision-makers uncomfortable.
- Inclusion shows that those who would normally exclude certain perspectives that those traditionally excluded people have agency—they have a voice and they know how to use it.
- Being more inclusive, can often mean the need for those with power to cede it and create a space for those without as much power to have a voice/to be included.

Slide 7: Enabling Environments and Safe Spaces

Facilitator instructions for the slide:

1. Ask participants the questions:

- **What is the environment like for women and youth and other traditionally underrepresented people to participate in civic or political life in Lebanon? Do they have access to places where these discussions are taking place.**
- **Can they speak up and engage politicians without fear of harassment or retribution?**
- **Are they afforded the same level of respect as men or people in positions of power?**

Note to facilitator: Allow participants to brainstorm for a few minutes before moving to the next set of questions.

2. Ask participants the question:

- **Why might safe spaces for women, youth, or others to express their opinions and provide their perspectives be important?**
- **How can activists and organizations help create these safe spaces?**
- **How does that help to change the enabling environment for the better?**

- How can safe space help entrench deliberative democratic practices?

Note to facilitator: Allow participants to brainstorm and share their perspectives for a few minutes before moving to the last few points.

3. Say to participants:

- Creating a place where women, youth, and others can freely express their opinion and provide their perspectives is important.
- As we see above, it is often not easy for them to do so in the public arena without facing harassment or dismissals.
- By creating a place for them, and then helping to amplify their thoughts and ideas, we are changing the environment so that inclusion can become normalized.

Slide 8: Building Inclusive Partnerships, Networks, and Coalitions

Facilitator instructions for the slide:

1. Say to participants:

- First, to build inclusive partnerships, networks, and coalitions, we need to build a space in which different individuals, activists, and organizations that not only represent the interests of women, youth, and other traditionally marginalized groups can safely participate.
- To create a safe environment for engagement, we first need to understand what different groups need to feel safe, create opportunities to build trust, evaluate risk, and create safeguards.
- To get started, here are some steps developed by the NGO Initiatives of Change, that you can take to create a safe space for engagement:
 1. **Choose the physical space carefully.** It must guarantee the participants' physical safety, be in neutral territory and be appropriate to their cultural standards.
 2. **Make sure that the group is inclusive and diverse** in terms of gender, age, race, religion, political views and whatever else is important for the people in the room, so that a wide range of perceptions can be shared and acknowledged.
 3. **When designing the event or dialogue, plan the opening carefully.** It should be free from bias, using understandable, accessible and inclusive language and concepts which speak to the participants at a human level and actively include them from the start.

4. **Make sure you set ground rules or guidelines that are owned by the group.** It can be useful to keep four broad categories in mind: the mode of mutual interaction and communication, the way in which information is shared outside the group (particularly the understanding of confidentiality), practical aspects which will ensure an effective meeting, and the rules for decision-making.
 5. **Make sure that you provide enough time for your dialogue or event.** Time is needed for human relations to unfold and trust to be built.
 6. **Bring conversations onto the personal level** to avoid generalizations, allow for empathy and build awareness of human interconnectedness.
 7. **Create space to acknowledge history and accept responsibility for the future** so that participants do not get stuck in old paradigms and can move forward.
 8. **Ensure individual accompaniment of the participants before, during and after the event.** This means walking alongside another person over some time, creating space for them to reflect on their experiences and learning and to share feelings, ‘holding them’ in their struggles and celebrating successes together.
- Second, partnerships with different individuals, activists, and organizations that not only represent the interests of women, youth, and other traditionally marginalized groups can strengthen our networks and learning opportunities
 - Inclusive partnerships can expand out coalitions and allyships.
 - Inclusive partnerships can help us all mutually amplify our voices, our arguments, and our issues.
 - Inclusion provides additional perspectives and evidence that can help us strengthen the points we want to make to others in debates and dialogues
 - Inclusion brings more people together on issues. And that is a powerful force that is hard for decision-makers to ignore.
 - However, it is important to also recognize that some groups representing marginalized populations may find it challenging to collaborate. Sometimes these groups have a history of being forced to compete for limited resources, opportunities and power, so the work of bringing diverse voices together is not always easy but that does not mean it is not worthwhile and valuable.

Note to facilitator: In Lebanon, this could include the generational transmission of historical conflict that has been present since the Lebanese Civil War or one of the different various conflicts that have been played out in the Middle East and North Africa, such as the recent war in Syria. Also, the status with some refugee populations, or the legal discrimination and persecution of members of the LGBTQI+ population in Lebanon should be carefully considered in order to ensure both their inclusion and safety.

1. As participants the question:

- Can you think of any networks, partnerships, or coalitions here in Lebanon that are diverse in perspective or member groups?
- How easy is it for them to operate?
- What sort of struggles do you think they have?
- Have you seen them overcome these struggles to be successful?
- What might some of the challenges be in bringing together diverse groups? How can trust be established across groups that might not necessarily agree or who have never worked together before?

Slide 9: Wheel of Equality

Facilitator instructions for the slide:

1. Say to participants:

- We are going to do an exercise that brings together some of the concepts that we have just been discussing.
- I want you to think of our discussion in this lesson, as well as the masculinity training that you have already conducted.

Note to facilitator: Prior to starting the lesson, read the exercise handout for this lesson. Tailor for the number of groups you can create out of the participant in this lesson. Ideally, each group would have 4–5 participants. Allow as much time as you can — at least 30–45 minutes for the exercise and the report back/discussion. Tailor the instructions (maybe under step 4, you have groups only address 1 step instead of 2) to allow you to finish the exercise in the allotted time for the lesson. Follow instructions for the report back/discussion on the slide but feel free to also discuss group dynamics as learned in the last lesson of module 2.

LESSON 4.1 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on the Power of Diverse Voices. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON 4.2

DEBATE, DIALOGUE, AND NEGOTIATION

Time Duration: 1 hour (approximately)

Slide 1: Lesson 4.2: Debate, Dialogue, and Negotiation

Slide 2: Lesson Objective: To understand three different methods of bringing about change on an issue of concern

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn more about how debate, discussion, and negotiation can help bring about change on issues we care about. We will be introduced to the concepts of:
 - Debate;
 - Dialogue;
 - Negotiation;
 - When to use which one; and
 - What are the pros and cons of each

Slide 3: Debate

Facilitator talking points for the slide:

1. Say to participants:

- First, before diving into the specifics of what “debate” is, it is important to point out that there is a difference between formal debates in politics, such as a presidential debate during an election, and debates as a tool that can be used as part of a learning experience.
- Debate is an activity that teaches us that there is more than one side and perspective to most issues discussed in our society—whether a discussion takes place around a family table or in a national parliament.
- Debate also teaches us that disagreement is a natural part of making decisions by groups of people, no matter if these decisions pertain to what food should be served for dinner or what level of taxation should be introduced in a country.
- The most important lesson that debate teaches, however, is that no matter how much people disagree on issues and no matter how much their views and opinions differ from each other, it can still be possible for people to treat each other with respect.
- Debate is based on rational arguments and not on emotions. People who agree to debate with each other must understand that debate will require them to rely on reason, facts, and information that are credible and verifiable.
- Therefore, a good debate requires preparation time—sometimes as much as a few or more weeks—spent on thinking about a given issue, brainstorming arguments, and conducting research (reading newspapers, books, magazines, and various Internet resources).
- Debate is when you have a formal discussion with at least one other person on a topic.
- Debates have very specific rules and formats that must be followed.
- Typically, each participant assumes a specific position, often in competition or opposition to one another. You are either for something or you are against it.
- The goal of a debate is for one side to ‘win’ against the other opposing viewpoint. Which side makes the more convincing arguments? Not all debates are ‘winner take all’ and there is often compromise involved.
- Debate can also be used as a learning tool to generate effective critical thinking, confidence and support the exchange of contrasting ideas.
- Debate is often what is done on the floor of parliament when a law is being discussed (those for the law and those against).
- Debates can become heated and are often viewed as ‘antagonistic’, as participants may use aggressive or harsh language to make their case.

2. Ask the questions to participants:

- Who here has ever been in a debate or watched a debate?
- How did the debate make you feel?
- Were all perspectives given a chance to voice their opinions?
- Were all perspectives treated with respect even if their opinions were different?
- Are political debates typical to have in Lebanon? If not, why do you believe that is so? Do you believe there is a benefit to having public political debates centered around national issues or political platforms?

Note to facilitator: Allow participants to brainstorm these questions. Try to tease out issues learned in the masculinities training. Including the fact that debates between men and women may begin with an uneven power dynamic in place. Also, debates themselves and how they are organized in the US, which is often reflected/copied in other contexts, are inherently hypermasculine. Because men have always been president and because presidential candidates have overwhelmingly been men, that means men are still the default in politics. That can obscure how much of a role masculinity plays in political discourse.

As an example of a formal debate, you can also share this clip from Sar el Wa2et, a debate program on MTV Lebanon supported by NDI. A link to the video is also included in the PowerPoint presentation.

<https://www.facebook.com/watch/?v=662492454490833&extid=CQx23MqFpf1MrG3v>

Another example you can share is that of hypermasculinity from the 2016 debates when President Trump stood behind Hillary Clinton. A link to the video is also included in the PowerPoint presentation.

<https://www.youtube.com/watch?v=a0bULxydHXO>

Slide 4: Dialogue

1. Say to participants:

- Dialogue is when you have a formal or informal discussion about an issue or set of issues.
- Dialogues do not have to follow any specific format — they can be similar to a roundtable discussion, which can be large public events that encourage public participation.
- Typically, participants come together to hear other perspectives and learn what others think.
- The goal of a dialogue is to hear other perspectives, with the understanding that you may change your own thinking by the end of the session.
- In a dialogue, you may also learn something new!

2. Ask the questions to participants:

- We have all been in a dialogue in our life – whether at home, at work, or with friends. Think about those dialogues – how did they make you feel?
- Did you learn something from those dialogues?
- Was the experience positive or negative?
- Were all perspectives given a chance to voice their opinions?
- Were all perspectives treated with respect even if their opinions were different?

Note to facilitator: Allow participants to brainstorm these questions. Try to tease out issues learned in the masculinities training, including the difference between dialogue and debate in terms of power dynamics and inclusion. What does a non-winner-take-all format mean for increasing voices of those with less power? Ensure you acknowledge and call on a variety of voices from the sessions participants.

Also note whether or not participants recognize inequalities in the ability for women/young people to voice their opinions.

If there is time, you can show this YouTube video of Hong Kong leaders' first community dialogue. To turn on Arabic subtitles, click settings and auto-translate to find Arabic. The link to the video is also in the PowerPoint presentation. https://www.youtube.com/watch?v=6S6c_7sksKo&feature=youtu.be

Slide 5: Negotiation

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Facilitator talking points for the slide:

1. Say to participants:

- Negotiation is when you engage in a discussion in order to come to an agreement.
- Typically, participants come to the table to hear other perspectives but understand they may need to compromise in order to reach the agreement.
- Each side may not get all the things they want in a negotiation.
- The goal of a negotiation is to come away with an agreement that both sides can 'live with'. It may not be perfect or ideal but comes as close as possible.
- Compromise is at the heart of a negotiation? What are your red lines, but what can you give in on?
- There may be several rounds of negotiations in order to get to an agreement.

2. Ask the questions to participants:

- Can anyone here give an example of a negotiation they have been in? What were the issues on both sides and what was the agreement or outcome?
- Was the experience positive or negative?
- Were all perspectives given a chance to voice their opinions?
- Were all perspectives treated with respect even if their opinions were different?
- Did these negotiations include the perspectives, viewpoints, and needs of nationally and culturally marginalized groups?
- What was the outcome? Did you feel satisfied?

Note to facilitator: Allow participants to brainstorm these questions. Try to tease out issues learned in the masculinities training, including how power dynamics among negotiators may impact the negotiation. Ensure you acknowledge and call on a variety of voices from the sessions participants.

If there is time, you can show this YouTube video of this quick but efficient negotiation! To turn on Arabic subtitles, click settings and auto-translate to find Arabic. <https://www.youtube.com/watch?v=0CdixDzE710>

Slide 6: When do you use debate, dialogue, or negotiations?

Facilitator instructions for the slide:

1. Say to participants: In the previous slides, we touched on why we might want to use debate, dialogue, or negotiations.
2. Ask participants the questions:
 - Can anyone remind us what the goal of debate is?
 - Can anyone remind us what the goal of dialogue is?
 - Can anyone remind us what the goal of negotiation is?

Note to facilitator: Allow participants to brainstorm these questions. Encourage participants to come up with their own ideas, but as a reminder from previous slides:

- The goal of a debate is for one side to 'win' against the other opposing viewpoint. Which side makes the more convincing arguments? Not all debates are 'winner take all' and there is often compromise involved.
- The goal of a dialogue is to hear other perspectives, with the understanding that you may change your own thinking by the end of the session.
- The goal of a negotiation is to come away with an agreement that both sides can 'live with'. It may not be perfect or ideal but comes as close as possible.

Slide 7: What are the pros and cons of each?

Facilitator instructions for the slide:

1. Say to participants:
 - I am sure many of you have heard the expression 'there is a time and a place for everything,' correct?
 - As you know, that generally means that the context matters when you want to decide how to tackle or solve a problem or address an issue.
 - Let's look at the pros and cons of each of these concepts.
2. Ask participants the questions:
 - **What are good things (pros) about a debate? What are some negative things about a debate?**

Note to facilitator: Allow participants to brainstorm but can offer the following if needed.

- **Pros:** usually provided a dedicated time to present your side/arguments, outcome of debate is often determined by an outside factor (such as a vote if the debate is about a piece of legislation); can provide everyone an opportunity to speak if specific rules of debate are used; can be an opportunity to debate facts or hard evidence
- **Cons:** can create/worsen tension between each side, arguments can often devolve into opinions or subjective analysis. Can leverage systemic and unequal power balances between men/women or other populations.
- **What are good things (pros) about a dialogue? What are some negative things about a dialogue?**

Note to facilitator: Allow participants to brainstorm but can offer the following if needed.

- **Pros:** an opportunity to learn new ideas or perspectives, can be a more level 'playing field' for participants if moderated well
 - **Cons:** Not everyone may have an opportunity to speak and provide their perspective; if not moderated well, it is easy for participants to cut off others thoughts and ideas
- **What are the good things (pros) about a negotiation? What are some negative things about a negotiation?**

Note to facilitator: Allow participants to brainstorm but can offer the following if needed.

- **Pros:** You are most likely to walk away from a negotiation with something you want (although maybe not 100% of what you want);
- **Cons:** You may not 'get everything you want'; compromise will be necessary; could be a tense environment

3. Ask participants the questions:

- **Do you think it makes a difference if you are a man or a woman if you engage in any of these types of activities? What about a young person engaging an older person?**
- **How is it different if you are a woman? A young person? Is it harder? Do you face different challenges in debating or in a negotiation? How does power impact the dynamics in these types of activities?**
- **Which of these types of dialogue may be more advantageous if you are a woman or a young person?**
- **If you are a male participant in a debate, discussion, or negotiation — what can you do to level the playing field and make sure that all voices and perspectives at the table are heard, respected, and taken into consideration?**

Note to facilitator: Note how participants talk about gender power dynamics that inhibit productive dialogues or negotiations. Reflect more broadly on how participants are responding to the above questions through an intersectional lens,

LESSON 4.2 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on debates, discussions, and negotiations. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON 4.3

HOW DEBATE AND DIALOGUE CAN BE USED TO SPUR CHANGE

Time Duration: 1 hour (approximately)

Slide 1: Lesson 4.3: How Debate and Dialogue Can Be Used to Spur Change

Slide 2: Lesson Objective: To understand the role of constructive dialogue and debate to a democracy

Facilitator talking points for the slide:

1. Say to participants: In this session we will learn about using constructive dialogue to create the change our community and country are looking to achieve.

Slide 3: Creating Change

Facilitator talking points for the slide:

1. Ask the questions to participants: **Can anyone describe a change that they have personally made or contributed to? This may be a personal change (like creating a new habit or stopping a bad one) or something that affects others in society (like contributing to social change).**

2. Ask participants the question: **How did that change affect you? Did it have a small impact or a big one?**

Slide 4: What does change look like?

Facilitator talking points for the slide:

1. Say to participants:
 - Depending on the outcome you are looking to achieve — change will look differently.
 - Change can be incremental — such as getting a meeting with a politician who previously would not meet with you.
 - It can be historic — such as peace or political agreement.
 - It can be transformative — such as ensuring that women have equal rights as men.
 - Change can be highly visible and also invisible at the same time.
 - Change can be in behaviors, including your own and those in your community. Behaviors can be small acts with large implications and impacts, such as not abusing your wife or kids (mentally and/or physically) or going to vote for the first time.
 - Change could also be structural or systemic, such as the institution of a quota for political participation of women.
 - Change is also relational in terms of the cultural and power dynamics that exist between different groups or communities such as relationships between different religious sects, races, genders, or ethnicities.

Slide 5: Types of Change: The Iceberg

Facilitator talking points for the slide:

1. Say to participants:
 - We can use the image of an iceberg to convey the idea that there are both visible changes and invisible changes that take place.

Slide 6: Types of Change: The Iceberg

Facilitator talking points for the slide:

1. Say to participants:

- We can see that the visible changes usually include:
 - Agreements for change
 - New behaviors
 - New relationships, networks, alliances or partnerships.

- The change that is harder to see are:
 - Changes in thinking
 - Changes in attitudes
 - Changes in perceptions

- But usually, it is the hidden or invisible changes that have the biggest contribution to the overall outcomes we are looking for. Attitude and perception change leads to behavior change.

- As an example, for decades the feminist movement in Lebanon has diligently worked to decrease discrimination based on gender and sex and to raise awareness about women's human rights.

- Women started to organize themselves, create organizations to for women's rights, work with women to build their skills and capacities to give them access to more opportunities in which to utilize their individual and collective agency, enter the workforce in greater numbers, raise awareness about domestic and systemic violence against women, etc.

- While there is much work still to be done to end all forms of discrimination and violence against women in Lebanon, the work of these women's organizations has led to many changes in how Lebanese society regards woman's individual rights and agency in the public sphere.

- It is these long-term hidden or invisible and incremental changes that have led to many important outcomes with respect to women's rights in the past several years.
 - For example, in 2014 Lebanon celebrated their first law concerning domestic violence, penal code 293, and in 2016 parliament officially repealed penal code 522 which served to exonerate a rapist from their crimes if they agreed to marry their victim.

2. Ask participants the questions:

- In lesson 2 of this module, we discussed the power of diverse voices. Would you agree that there are some voices that are more visible than others?
- Are there correlations between culturally privileged groups (men, Lebanese, heterosexual, rich, religious Leaders, etc.) and whose voices are heard most often and have the most impact on Lebanese Society?
- Are the voices of individuals from culturally marginalized groups (women, refugee, migrant workers, LGBTQI+, poor, etc.) missing or even silenced? If so, why? If individuals from marginalized groups spoke out, would they risk being targets of discrimination or violence?
- Which voices are visible?
- Which ones are hidden?
- Does society play a role in that visibility?
- What can we do to make voices more visible?
- Could some of these hidden voices be used to our advantage in a debate, dialogue or negotiation?

Observation Point: Note participants' responses regarding the voices that are left out or hidden. Do participants recognize patriarchal social norms as impacting the marginalization of voices? Do they recognize those norms as ones that need to be changed? The facilitator should reference the masculinities training, specifically the activity on 'Gender Box' exercise.

Slide 7: How can a debate contribute to change?

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Facilitator talking points for the slide:

1. Say to participants:

- As a reminder:
 - Debate is when you have a formal discussion with at least one other person on a topic.
 - Typically, each participant has a different perspective, often in competition or opposition to one another. You are either for something or you are against it.
 - Debate is often what is done on the floor of parliament when a law is being discussed (those for the law and those against).
 - Debates are often high profile and public.
 - o Debates are meant to convince and inform.
 - o The best debates are centered around facts and evidence over opinions.

2. Say to participants:

- So how can they contribute to change:
 - Debates can quickly win you allies for your issues if they agree with your points, or it can make opponents if people disagree with you.
 - Debates can contribute to both visible and invisible change.
 - Convincing arguments made on the floor of parliament when a law is up for a vote can be the difference in a bill passing or not.
 - The allies you gain from your debate expand your networks and relationships with like-minded organizations, decision makers and citizens.
 - The arguments you make in your debate may begin to change how people think and perceive an issue.

Slide 8: How does dialogue contribute to this change?

Facilitator talking points for the slide:

1. Say to participants:

- In the last lesson, we also learned about dialogues.
 - Dialogue is when you have a formal or informal discussion about an issue or set of issues.
 - Typically, participants come to the table to hear other perspectives and learn what others think.
 - The goal of a dialogue is to hear other perspectives, with the understanding that you may change your own thinking by the end of the session.

2. Say to participants:

- Dialogues can contribute to both visible and invisible change.
- Dialogues provide an opportunity to bring together people of different perspectives who may or may not have specific ideas about the issue at hand.
- Participants in a dialogue come to learn and hear from others.
- Dialogues can be transformative. They can contribute to shifts in knowledge, attitudes and perspectives.
- Dialogues can be a place to share stories and experiences that can humanize issues and those that you may have at first, seen as an opponent.

Slide 9: Debates. Dialogue. You.

Facilitator talking points for the slide:

1. Say to participants:

- Debate and dialogue are essential to a democratic society.
- You may have heard the phrase ‘the marketplace of ideas.’
- Dialogue and debate is that marketplace – where people come together from different backgrounds, with different viewpoints to tackle common concerns.
- The concept that in a society, different beliefs can freely compete with one another in an open, transparent public discourse instead of being censored by the government or some part of society.
- Debate helps citizens become active participants in the decision-making process on issues that affect their lives and communities.
- Those who participate in debate and discussions on government policies are more likely to vote and participate in civic organizations and political campaigns.
- When more citizens participate in debate and embrace these norms, political leaders are obligated to respond.

2. Ask participants the questions:

- **How can citizens contribute to change by using dialogue and debate?**
- **Can citizens engage their government officials in a dialogue?**
- **Can women and youth use debate or dialogue to create change – such as policy reform?**
- **Can you use dialogue as a way to engage elected officials? What might some examples of that look like?**

Slide 10: Debates. Dialogue. You. (con’t)

1. Say to participants:

- Citizens do have a role in the ‘marketplace of ideas.’
- Here is a list of list of ten positive outcomes that flow from successful processes involving large numbers of ordinary citizens in public deliberation
 1. Closing the gap between ‘experts’ and the public
 2. Moving from distorted, simplistic understandings to revealing and accepting the complexity of societal challenges

3. Setting higher standards for public discourse
4. Shifting focus from competing interests to the common good
5. Strengthening the public's capacity for reasoned decision-making
6. Bringing values into deliberation and decision-making
7. Increasing citizens' sense of efficacy
8. Strengthening relationships among citizens, issues, institutions and the political system
9. Placing responsibility for public policy with the public
10. Creating opportunities for transformative learning and systemic change.

Slide 11: The Dialogic Moment

Facilitator talking points for the slide:

1. Say to participants:
 - The stories and experiences shared during dialogue events often are the triggers that cause real meaningful change on an issue.
 - A good example of this, one that you may have experienced or heard of here in Lebanon — is when a grieving family, who has lost a loved one due to a tragedy like war, is able to forgive the perpetrators because they realize they did what they did because they were ordered to or other societal norms or practices contributed to the loss of their loved one.
 - This is the transformative moment that often is at the heart of truth and reconciliation commissions — such as the ones in South Africa after apartheid.
 - The dialogic moment is when the dialogue itself, the story or the discussion shared between people (often in person or one-on-one) creates a moment where the transformation takes place. Opinions change and a breakthrough — whether one as emotionally charged as forgiveness, or as simple as truly understanding another's perspective — occurs.
2. Ask participants the question: **Have any of you ever taken part in a dialogue or discussion — or even just heard a story — that changed your opinion of something that you felt very strongly about before you heard the story?**
3. Ask participants the questions:
 - **Similarly to what we discussed on the last slide: How could we use diverse voices -- women, youth or others – to amplify or strengthen your dialogue or discussion?**

Slide 12: Exercise: What does your iceberg look like?

Facilitator talking points for the slide:

1. Say to participants: You have an exercise!
 - Break into groups of 3–5 (note to facilitator: this is dependent on number of participants in the lesson)
 - As a group, you will create your own Iceberg of Change.
 - Identify an issue that is important to your group. It can be anything—social, political or personal.
 - Identify the following:
 - What are the visible changes you expect to see as you work with your group members on your issue. Be very explicit about the changes. For example, if you want to see a new policy or law—what is the law or policy? If you expect to build new relationships—with whom do you expect to build those relationships with?
 - What are the invisible changes you expect to see as you work? Be very explicit about the changes. For example, if you expect to change behaviors—how do you anticipate the behaviors to change (from this behavior to that behavior).
 - Place your changes onto the image of the iceberg and send back to the lesson instructor after the allotted work time (approximately 30–45 minutes that can be done within the lesson time or as homework after the lesson).

Note to facilitator: During the debrief and feedback session, note if participants apply concepts of gender equality into their icebergs. For example, do they recognize the patriarchal norms as “hidden.”

LESSON 4.3 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on how debate and dialogue can spur change. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.



LESSON 4.4: WHAT IS DEBATE?

Time Duration: 1.5–2 hours (approximately)

Slide 1: Lesson 4.4: What is Debate?

Slide 2: Lesson Objective: To understand the mechanics of debate and persuasive arguments as a tool to bring about change

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about debates. We will be introduced to the concepts of:
 - Types of debates;
 - Debates and democracy;
 - Debate formats;
 - Rules of debates
 - Preparing for a debate
 - Elements of a debate: communication, expression; argumentation and evidence; rebuttals/ responses

Slide 3: What is a debate?

Facilitator talking points for the slide:

1. Ask the questions to participants. **In a previous lesson in this module, we discussed what a debate was. Can someone give us a refresher? What is a debate?**

Note to facilitator: Allow participants to brainstorm but offer the following if not provided in participant responses.

- A debate is a formal discussion on a particular topic in which opposing arguments are put forward
 - A debate is a discussion that whose goal is to convince and inform, including defending viewpoints
 - A debate has specific rules
 - A debate has a 'winner' that is decided by an audience or a vote
2. Ask participants the question: **Why are debates important? Why might we want to hold a debate with someone?**

Note to facilitator: Allow participants to brainstorm but offer the following if not provided in participant responses.

- Debates help us use and develop **oral and written communication skills**
- Debates help us use and develop **critical thinking skills**
- Develop effective tools for **research, organization, and presentation.**
- Develop strategies to overcome fears of **public speaking**
- Debate sharpens your ability to research and analyze problems
- Debates give participants an opportunity to **express opinions in a logical and persuasive manner**
- Debates can build **self-confidence**
- Debates help us develop good **teamwork** experiences
- Debates provide an opportunity to hear viewpoints different than your own, which can lead to **greater tolerance and respect for difference**
- Debates provide an opportunity to **discuss contradictory ideas** in a rational and logical manner

Slide 4: Types of Debates

Facilitator talking points for the slide:

1. Say to participants:
 - There are two types of debates: **formal** and **informal**
 - **Formal debate:**
 - Is usually conducted with two participants (one on each side of the issue) or by a team or club.
 - Is held at a specific time and place and is governed by specific rules
 - The issue or topic is predetermined
 - There is a designated time for speeches
 - One party argues for a subject or an issue and the other argues against
 - There is a judge who determines the winner and loser of the debate. This is done either by a professional judge or by the audience. Sometimes, voters are the judge.
 - **Informal debates:**
 - Are general ones aiming to raise awareness of a specific issue or to convey each party's point of view
 - Have less stringent rules regulating format, time, and place.

Slide 5: Debates and Democracy

Facilitator talking points for the slide:

1. Ask participants the question: **Now we know a little more about debates. What does debate look like in Lebanon?**
2. Ask participants the question: **How might Lebanon be able to use debate more effectively?**
3. Ask participants the question: **How might debates be used to amplify voices that may not always be included? How can debates be used to marginalize certain voices?**

Note to Facilitator: This next question will explore concepts learned during the masculinities training. Help participants explore how the current political system in Lebanon may favor particular viewpoints and exclude others.

Slide 6: Debate Formats

Facilitator talking points for the slide:

1. Say to participants:

- Debates, whether formal or informal, have a specific structure.
- Part of the structure is the people involved:
- Moderator
- Participants (either individuals or in teams)
- Audience and/or Judges
- Timekeeper
- Debates also have a specific structure in terms of rules. For example,
- The order of speakers is typically pre-determined
- Each speaker is given a specific amount of time to make their argument or present their case or ideas
- In some debates, there are rules that govern the 'for' and 'against' arguments as well as rebuttals
- There are rules that regulate how long and how many rebuttals each side gets to have, as well as who has the 'last word'
- There are rules that inform how arguments should be weighed or judged.

2. Ask participants the questions:

- **How might the rules of debate help to “level the playing field” so everyone can participate equally and participate?**
- **How might women, youth, or other traditionally marginalized voices use a debate to amplify their voices?**
- **How might a formal debate be used to continue to suppress certain voices?**

Note to Facilitator: Note whether or not participants identify inequalities that can marginalize women/ young people in debates. This next question will also explore concepts learned during the masculinities training. Help participants explore how the current political system in Lebanon may favor particular viewpoints and exclude others.

Slide 7: Preparing for Debates – The Power of Research

Facilitator instructions for the slide:

1. Say to participants:

- How you prepare for a debate is just as important as the debate itself.
- First, it is important to consider strategic advantages of choosing whether to debate a topic or to engage in dialogue about a topic.
 - Where there is a diverse and equal amount of perspectives or a vast amount of culturally relevant research and information pertaining to a particular topic, the format of a debate may be advantageous to enter into.
 - If however the topic lacks studies, research, and facts or if the topic is one that is considered culturally taboo with many viewpoints and perspectives of marginalized groups that are underrepresented, it may perhaps be better to enter into dialogue.
 - Considering that first debates have a win or lose nature about them and since the outcome is decided upon by external forces and audiences, in a highly patriarchal setting, the patriarchal norms may be so deep seeded that even when someone excellently debates an alternative, they are still unable to persuade the majority of listeners as the transformative process of changing gender norms is one that takes much time.
- If you decide to move forward on a particular topic to debate, the first step you need to take to be successful, is to become very knowledgeable on the subject of the debate.
- And to be knowledgeable, you have to do a lot of research.
- The most successful debates include lots of facts, statistics and evidence. All of which should come from credible sources.
- Through your research, you will be able to **gather the information** that will help you prepare your argument.
- This research will help you **generate ideas** that can be used for your arguments and supporting statements.
- You can better organize your ideas and possible arguments by sorting your research into categories and themes.
- This can highlight where you may have an abundance of supporting evidence for your argument, and where you may not have enough!

Slide 8: Preparing for Debates – Developing Your Case

Facilitator instructions for the slide:

1. Say to participants:

- Now that you have completed your research, and organized your ideas, it is time to begin to build your case.
- Your arguments are **typically framed in as for/against** a specific topic.
 - For example, your topic may be about environmental waste. One side of the argument may be to have waste management be a direct government service. The other side may argue that waste management should be privatized (or against government being directly involved in the service delivery of waste management).
- The best debaters do research and **build a case that can address concerns and arguments from both sides of the topic.**
- If you are on the ‘for’ side (so in this example, for government delivery waste management services), you would want to develop a debate case that includes **your strongest arguments** in order to make your case.
- But you also want to be able to **develop rebuttals** to anything your opponents may say.
- **Refutation and Rebuttal:** Refutation is the process of answering an opponent’s argument. **Rebuttal** is the process of defending one’s arguments against an opponent’s attacks. Debaters will find themselves doing both **refutation** and **rebuttal** in every **debate** round, and the line between the two will often blur
- You may need to conduct research, gather evidence, and develop arguments that help you **provide a solid rebuttal argument.**
- The best debaters think of **all the possible positives and negatives** to their position so that they are prepared for anything their opponents may say to win their side of the argument.
 - It is important to keep in mind that during debates about gender equality and human rights there may be many assumptions made based on patriarchal norms and structures. When preparing for these debates, it is important to ready responses with an aim at deconstructing and disproving the nature of patriarchal assumptions using research, facts, and statistics.
- Research helps them do that.
- **A strong debate case will include arguments, backed up by solid evidence, and prepared rebuttals for any counterargument your opponent may make.**

Slide 9: Arguments and Evidence: A Winning Strategy

Facilitator instructions for the slide:

1. Say to participants:
 - It is important to think more deeply about arguments and evidence since they are so central to a successful debate.
 - There will be an entire lesson dedicated to constructing and defending arguments, but let's take a moment to talk about the relationship between **arguments** and **evidence**.
 - Both help to:
 - Convince your opponent or judge or audience
 - Justify your arguments by providing the audience with reasons that support them
 - Helps your present your arguments in a simple and clear manner
 - Explains how the evidence supports your statements
 - Using the previous example: You may want specific evidence to prove why the government would be a bad choice for delivering waste management services.
 - A good debater starts with a statement and then presents evidence and examples to support that statement.
 - You can present more than one piece of evidence to make sure the audience understands the idea.

Slide 10: Elements of Debates – The Power of Words

Image for the slide: Use bolded phrases below.

Facilitator instructions for the slide:

1. Say to participants:
 - If you recall in module one, we learned about active listening.
 - A part of active listening is to take in someone's body language and facial expressions in order to really understand what they are talking about.
 - The same is true for debates!
 - In a debate, your **tone of your voice**, the **language or words** you use, making **eye contact** all matter.
 - It is also important to determine if it is appropriate to use **formal speech** or **humor** or both as part of your approach.

- Although arguments, reasoning and strong evidence are central to good debates, debaters should not forget about the power of language to move and persuade both the judges as well as their audiences. **The words you use and the way you say them matters.**
- This is particularly true of public debates where there may be various expectations of the audience with regard to debate: more members of the audience **may be interested in vivid and humorous language than hearing a lot of statistics and facts.**
- A good debate, no matter whether competitive or public will try to achieve a **mixture between the content and how it is presented.**
- Arguments and the way in which they are presented complete each other — **clear, vivid and emotive language**, good organization of the speech, support the message.
- The **language of debate is usually neutral** — it is similar to the style used by news presenters on TV and radio by journalists and publicists of mainstream newspapers and magazines.
- It should neither be too sophisticated, specialized or formal but it should **not be too informal or colloquial either.**
- **Persuasion** depends on how listeners relate to not only what is said but also to how it is said and who says it.
- How you **organize your speech** also matters.
- **The order** in which you present your arguments as well as **the structure** and organization of your speech is also an important way to not only enhance the audience’s appreciation of the debate speech but also increase their understanding of the presented arguments.
- **How you structure a speech is part of the message:** it increases the effectiveness of the communication for the audience but is also easier for the speaker to remember the sequence in which the arguments should be presented.
- A well-organized speech should have an **introduction, the main body (central idea) and a conclusion.**
- The main body of a speech should contain the main points that a debater wants to raise: statements, arguments, evidence and possible rebuttals..
- Since speeches in debates are **rarely longer than 5–6 minutes**, so choose what you say wisely.

Slide 11: The Power of Who is Speaking

Facilitator instructions for the slide:

1. Say to participants:
 - We just learned how important the words we choose and how we use them matter.
 - Let’s read this quick passage and then we will discuss it.

Note to Facilitator: Ask two participants, one male and one female, to read the following passage aloud. Have them read in succession, not simultaneously.

In Belarus, we continue to receive alarming reports of the ongoing violent repression of peaceful demonstrations by hundreds of thousands of people from every walk of life, notably women. Reports continue to indicate unnecessary or excessive use of force by law enforcement officials; thousands of arrests, many of them apparently arbitrary; and hundreds of allegations of torture or ill-treatment, including against children, with some reports indicating sexual violence.

2. Ask participants the questions:

- This was a passage given from a speech given at the United Nations recently. Based on the words chosen do you think the original speaker was a woman or a man?
- Why did you think that?
- from our two volunteer participants that read the statement – Which speaker was more impactful? Or were they the same?
- What did you think or feel when (male participant) read the passage?
- Did you think or feel when (female participant) read the passage?
- Who was more of a convincing speaker/ Why do you think that?
- As a listener, do you think that you have preconceived ideas about the speakers before they read the passage?
- Who had the best/most convincing tone? Why do you think that?

Note to Facilitator: This quick exercise on this slide helps participants to explore concepts learned during the masculinities training. Help participants explore how the male/female speakers and listeners react differently depending on the role they are in.

The facilitator may also point out other important gendered issues to keep in mind when framing in debate such as: are the questions fair and neutral or is there any apparent discrimination within them? For example, are all questions focused around 'why should we include women in political participation,' or do they also ask to 'how and why women have been excluded from political participation which is seen as an inherent human right in a democracy'? What is the composition of panels during a debate and are they diverse and inclusive? Do all individuals have access to the debate? Is there a participatory element to the debate and do all people have equal opportunity for that participation? Who composes the questions and issues discussed in a debate?

LESSON 4.4 END

Thank you

1. This concludes the lesson on debates. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson. There are many additional points that we did not have a chance to discuss today.
3. **Homework: Prepare for your own debate:**
 - Handout the homework instructions
 - Say to participants: Now it is time to start to put some of what we have earned into practice.

Note to facilitator: Depending on the size of the cohort, divide the group into 3–5 groups, with 3–4 people in each group. Provide the following instructions. Ensure the participants fully understand as they will come back to the information they generate in this exercise in future exercises in this module. This exercise should take between 30–45 minutes to complete. It can be completed as part of the lesson or given as homework to complete before they start the next lesson.

When reviewing the homework, note if any group takes on issues related to gender. Even if they did not, did groups incorporate gender considerations with their work?

Instructions:

1. Each group should **agree on a topic and develop a 'for' or 'against' position.**
 - a. The groups should select which side they will debate on, but they should also articulate the opposing groups position.
 - b. For example, they select the argument that waste management should be a direct government service. The group chooses that the other side of their argument is that waste management should be privatized.
2. The group should develop three arguments in favor of their argument/position.
3. The group should identify relevant evidence, including sources, to help justify their arguments
4. The group should identify three possible rebuttals that their opponents may offer in response to the groups initial arguments.
5. The group should then identify three relevant points of evidence as part of their response to their rebuttal.
6. The group should identify who will:
 - Offer the opening statement to present their position
 - Offer the three arguments and related evidence
 - Offer the three possible rebuttals and related evidence
 - Closing statement
7. As a reminder, the groups should use the elements of debate – including speech, tone, organization, style – should be incorporated into their homework.
8. Remind them to read and review the handouts! Extra credit for those groups that incorporate the most tips and best practices into their homework.



LESSON 4.5

WHAT IS DIALOGUE?

Time Duration: 1.5 hours (approximately)

Slide 1: Lesson 4.5: What is Dialogue?

Slide 2: Lesson Objective: To learn the tools and techniques for using dialogue as a tool for change

Facilitator talking points for the slide:

1. Say to participants: In this session we will learn more about dialogue as a tool of change. We will be introduced to the concepts of:
 - Why Dialogue?
 - Maximizing Dialogue for Success
 - Types of Dialogues
 - Steps for Success

Slide 3: Dialogue and Democracy

Facilitator talking points for the slide:

1. Say to participants:
 - Dialogue is an important part of any democratic society.
 - In fact, dialogue is a democratic method aimed at resolving problems through mutual understanding and, often, compromise.

- Engaging a variety of stakeholders – government officials, political party members, citizens, and the media – to discuss issues of common concern together can create opportunities to learn, build respect and decide ways forward and solutions together.
- At its core, democracy requires deliberation, discussion and dialogue.
- In this lesson, we will learn more about how dialogue can be used as a tool to engage others to help them learn and better understand our issues and concerns.

Slide 4: Why Dialogue?

Facilitator talking points for the slide:

1. Say to participants:

- In Lesson Two, we were introduced to the concept of dialogue.
- We defined dialogue as a formal or informal discussion about an issue or set of issues.
- We learned that dialogues do not have to follow any specific format – they can be similar to a roundtable discussion, that can be large public events that encourage public participation.
- We learned that to ensure dialogues between people with unequal power should take steps to moderate levels of power and ensure everyone’s voice is heard equally.
- Typically, participants come together to hear other perspectives and learn what others think.
- The goal of a dialogue is to hear other perspectives, with the understanding that you may change your own thinking by the end of the session.
- We have spent most of this module learning tips to be more effective at debates.
- But dialogue can be a highly effective tool when we want to discuss and push an issue forward.
- When you think about it, most conversations we have with family, friends, colleagues or strangers, are dialogues.
- It is a discussion, an exchange of information.
- And this is likely the tool you will use the most when trying to push your issues forward.
- Debates are often heated and tense. Because it is often a winner take all. So the stakes feel higher. Debates also tend to benefit those with more social capital or who are able to be aggressive without being judged as too aggressive; this is often a disadvantage for women if they are debating a man.
- And in a debate scenario, participants often lose all sense of cordiality.
- In the heat of the moment, debates can become unfriendly
- Using dialogue as a method can change the tone towards cordiality.
- Dialogue as a tool can also ‘level the playing field’, as dialogues often do not have the same strict rules that debates have. Dialogues can allow more time for everyone to have an opportunity to speak up and express themselves.

Slide 5: Maximizing Dialogue for Success

Facilitator talking points for the slide:

1. Say to participants:

- Before we get into the steps for a successful dialogue, let us discuss a few broad points you will want to keep in mind before you even start a dialogue process.
- Be ok with letting go of the idea that it is essential to **'get it right the first time'**
- **You may have more than one conversation**, dialogue or event on the same topic. In fact, it would be unusual not to.
- **Dialogues are often iterative**, meaning it is normal to have multiple dialogue events on the same topic, where the statements and points made continue to be refined as time goes on.
- This is often because each of the participants takes back what they learned from each event and revises their positions — often seeking ways to create consensus or compromise.
- Be **willing to re-examine the assumptions** that went into the original design decisions in the light of new information or changed circumstances. This is the compromise and consensus we just spoke about.
- Be open to trying out a **fresh approach**, even in a familiar context, if the familiar approach is not producing results
- Remember to **actively listen** during the dialogue so that you are fully hearing, questioning, and thinking about things being said.
 - Give the person speaking your undivided attention and acknowledge the message. Put aside distracting thoughts. Don't mentally prepare a rebuttal!
 - Use your own body language and gestures to convey your attention.
 - As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.
 - Defer judgement. Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message. Allow the speaker to finish and don't interrupt with counterarguments.
 - Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.
 - Be candid, open, and honest in your response.
 - Assert your opinions respectfully.
 - Treat the other person as he or she would want to be treated!

Slide 6: Types of Dialogues

Facilitator talking points for the slide:

1. Say to participants:
 - Before you launch your dialogue, you should consider what type of event you want to hold and what its intended purpose is for.
 - There are four broad categories of dialogue events to consider:
 1. **Exploration:** primarily used to explore a topic or to raise awareness on an issue
 2. **Relationship Building:** often used when working through conflict where repairing relations with opposing sides is critical to the events success
 3. **Deliberation:** often used when working through tough decisions on specific issues
 4. **Collaborative action:** used when multi-stakeholders come together to discuss systemic changes related to specific issues or processes.

Slide 7: Steps to Success: Organizing a Dialogue

Facilitator talking points for the slide:

1. Say to participants: There are several phases that any dialogue goes through.

Step One: Preparation

- **Desired Outcome** — You should know what your desired outcome is before you even design the dialogue. Remember, you may need to have more than one event!
- **Dialogue Type** — what type of dialogue are you looking to have? Does your goal help inform the type of dialogue (usually, yes it does).
- **Participants** — Who are the participants? Who from your organization or coalition or network will participate? What external participants will you include — government, community members, experts?
- **Agenda** — what is your agenda and who decides the agenda? You should have time delineations in order to keep the discussion on track.
- **Location** — What location will you hold your dialogue in? Is it a safe space for all of your participants?
- **Facilitator** — Who will facilitate the session? Do you need an external, neutral person to help? Do you need to prepare guiding questions ahead of time?

- **Inclusion** — Have you taken steps to make sure your event is inclusive? Are speakers representative of all those affected by the issue you plan to discuss?

Step Two: Implementation

- **Set the ground rules** — this could be explicitly stated or implied depending on the venue and dialogue type
- **Process** — Is this dialogue formal, such as with government officials, or informal, such as with community members?
- **Documentation** — How are you documenting the event? Do you have a notetaker or will you record the session? Will you engage the media?

Step Three: Concluding the Dialogue

- **Outcomes** — Are there any immediate agreements or outcomes to share before you conclude the session?
- **Next Steps** — Can you share any next steps with participants before concluding the session?

Step Four: Reflection and Planning

- **Evaluate** — How did the event go? Did you meet your goal? What did you learn from this event?
- **Planning** — Do you need to do another event? What can you do differently for the next event, based on what you learned from this event?
- **Action** — Are there any outcomes from the dialogue that you can take immediate action on?

Slide 8: Practice!

Facilitator talking points and instructions for the slide:

1. Say to participants:
 - Let us now use the rest of the time together in this module to put it all together and practice what we learned together.
 - We will do this exercise as one group.
 - As a group, pick one topic that you all had as part of your debate exercise from Lesson 4.
 - Let us have a dialogue on the topic.

Note to facilitator: Give participants approximately 30–40 minutes to plan and have a dialogue on the topic. Try not to interrupt if possible.

- Say to participants: Ok — time is up for the dialogue. Let us now answer some questions.

Note to facilitator: Return to the steps on slides 7 and 8 and lead the participants through each step and ask them if they addressed it and if so how did they incorporate it and if not, why did they not include it in their process? If time allows, also lead participants in a discussion on group dynamics, pointing out any characteristics discussed in Lesson 8 (Working Together) from Module Two.

Note whether, and in what ways, participants incorporate aspects of inclusion into the dialogue exercise. Do they recognize and prepare for patriarchal dynamics that may occur? Do they apply concepts of accountability within their dialogue prep/execution?

LESSON 4.5 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on dialogues. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON 4.6

PUBLIC SPEAKING

Time Duration: 1–1.5 hours (approximately)

Slide 1: Lesson 4.6: Public Speaking

Slide 2: Lesson Objective: To understand the component parts to successful public speaking

Facilitator talking points for the slide:

1. Say to participants: In this session we will learn about public speaking. We will be introduced to the concepts of:
 - Knowing your audience
 - Making ideas memorable
 - Gaining Confidence
 - Overcoming Fears
 - Your Presence
2. Say to participants: Public speaking is easy for some, and excruciatingly difficult for others. We hope to use the next hour to make it easier for everyone to speak in front of a group of people.

Slide 3: Know your Audience

Facilitator talking points for the slide:

1. Ask participants the question: **Why is it important for us to know as much as possible about who our audience will be before we speak before them?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To know the formality of the situation
- To tailor our arguments appropriately — are you talking to parliamentarians or rural villagers?
- To know their motivation for attending — such as their assumptions or biases
- So you can possibly research their existing position on your issue

Slide 4: Making Ideas Memorable

Facilitator talking points for the slide:

1. Say to participants: Think about a public speaking event — maybe it was a presentation or a speech or a lecture.
2. Ask participants the question: **What made the event memorable to you?**

Note to facilitator: Allow participants to briefly share their experiences.

3. Say to participants:
 - Usually a good speaker draws you in with their tone of voice, their manners or their words.
 - Some of the most compelling speakers make their point by telling a story.
 - Often these stories are personal or relatable.
 - If they are trying to convince you of something, they will weave facts and evidence into their presentation.
 - They may use simple logic that is easy to understand and remember.

Slide 5: Confidence

Facilitator talking points for the slide:

1. Say to participants:
 - Some people seem to have been born with loads of confidence.
 - The rest of us have to work at it.
 - Here are some tips to help boost your confidence before you have to speak in front of people:
 1. **Be knowledgeable.** If you can think clearly about a topic, you are more likely to speak clearly on the topic.
 2. **Think Positively.** Often easier said than done but if you tell yourself that you are going to be great, you will be. Having a positive mindset goes a long way in conveying to others that you are confident in the words you are saying.
 3. **Dress the part.** Wear something that fits the audience you are speaking to but is comfortable. Even better if it makes you feel good on the inside when you wear the outfit.
 4. **Speak slowly.** Such a simple thing, but it can have a big difference in how others perceive you. A person in authority, with authority, speaks slowly. It shows confidence.
 5. **Set a small goal.** If you are a part of a group who will be speaking — maybe as part of a dialogue or debate or presentation, set a time limit for yourself. If your group has a 30 minute presentation but you only have to speak for 3 minutes on two separate occasions, it is easier to manage and think about.
 6. **Just breathe.** Take several deep breaths before you begin. This will slow your pulse, bring oxygen to your brain and help calm any nerves that you may have.

Slide 6: Overcoming Fears

Facilitator instructions for the slide:

1. Say to participants:
 - Fear is a real thing. We all feel it at different times in our lives. And for many of us, we feel it very acutely right before we have to speak in front of strangers.
 - There are a few tips to help overcome those fears:
 1. Use a **calm tone of voice.** If your voice is calm, you will exude more confidence. You are also more likely to be more appealing to your audience, which is helpful if you are in the middle of a debate or dialogue.

2. **Practice.** It really is true, practice makes perfect. Or maybe not perfect, but closer to it than if you didn't practice. Practice in front of a mirror, in front of family or friends or colleagues. Start small and increase your practice audience if you need to.
3. **Accept that you may make a mistake.** We are all human and we are not perfect. Know you may stumble on your words. It is OK. In fact, appearing to be human may actually help persuade your audience to your arguments.
4. **Don't memorize your speech.** If you memorize your speech, you are more likely to sound like a robot and not like yourself. It may help you remember all of the points you want to make, but you are more relatable if you speak more extemporaneously.
5. **Focus on one person.** If you have to speak in front of a large group, focus on one or two people in the audience. Make eye contact with them and don't worry about the others. That way it will feel like you are speaking to a smaller group.
6. **Plan your hands.** Fidgeting with your hands or clothing will make you appear nervous to your audience. Practice a few options of what to do with your hands. Like hold them in front of you, resting them on your lap if you are sitting, or along the podium edge if you are at a podium, so when it is your turn to speak, it will feel comfortable.

Slide 7: Your Physical Presentation Matters

Facilitator instructions for the slide:

1. Say to participants:
 - As we discussed in previous slides, the image you convey, the voice that you use, and the way that you present yourself are also important.
 - “Professional attire” and attire that leans more towards “conservative” is seen as the expectation for both men and women. For men this usually entails a suit and tie, while for women, there is no clear or uncomplicated expectation.
 - While it may be suggested that women should dress more modestly to avoid scrutiny (exposing less skin and avoid tight clothing), the reality is that women will still face much scrutiny and physical objectification irrespective of how they dress.
 - This will also manifest itself with people expressing overly critical opinions, harassment, and/or abuse concerning a women speaker's make-up, hairstyle, or anything concerning her overall appearance.
 - We also discussed the power of words.
 - And while the words you use in your speech are important, they may not be as important as you think. Studies have shown that:
 - 7% of any message is communicated with words.
 - 38% is relayed by voice (tone, accent, volume, rhythm).
 - 55% is communicated by non-verbal body language.

- So let us now talk a little bit more about how our presentation to our audience matters.
- I want us to discuss a few key elements of our physical presentation and how it may affect our audience.

- **First – Voice**
 - Remember that your voice is the best tool you have. Listeners like to hear enthusiasm & energy in your voice, but not too much.
 - Use vocal variety:
 - Different tones of voice, appropriate pauses and changes in pace help hold an audience’s attention.
 - Vary your delivery rate (the speed at which you talk).
 - Mix long & short sentences.
 - Vary the tone and volume of your voice. Nothing puts people to sleep faster than someone who speaks in a monotone voice.
 - Keep your voice steady. This helps your look, feel and sound more confident. Which can be very important when you are trying to convince someone to side with your arguments.

- **Second – Eye Contact**
 - Eye Contact is another important element of your presentation
 - Be sure to communicate and make contact with your eyes — they reveal your sincerity and strength and tell someone how accessible and approachable you are. What do you think of people who won’t look you in the eye? They may seem untrustworthy or disinterested or they may seem like they are lacking confidence. That isn’t the image that you want to convey.
 - Make eye contact with one person at a time and hold it for about five seconds before moving to the next person and slowly make your way across the room.
 - If you are too nervous to look people in the eye, try and identify a few pairs of “friendly eyes” — people who seem to be sending you encouragement and appreciating what you have to say, to make eye contact with. If you are still too nervous, you could also look at their foreheads or just above their heads. They will still think you are looking them in the eye if you do it properly.

- **Third – Body Language**
 - Good public speakers have positive non-verbal body language.
 - You are watched even before you speak, from the moment you enter the room to the moment you walk to the front to speak so pay attention to your body language right from the beginning.
 - Practice good posture and do not slouch your shoulders. Your posture is important.
 - Do not lean on the lectern or clutch it for security; use it occasionally to rest your hands. Standing up straight and tall projects confidence.

- Avoid making people nervous by “dancing” or shifting the balance of your weight from side to side. It is good practice to place your legs about shoulder-length apart and if sitting, to sit on the edge of your chair.
- If hand gestures are natural for you when speaking, use them appropriately.
- Keep your hands in the “hand box” — roughly the middle section of your body to avoid wildly gesturing and distracting the audience from your words.
- You may not even realize how you use your body when you give a speech, so watch yourself in a mirror while practicing your speech to make sure your hands are complementing your words and not distracting from them.
- While many of us wish that our physical appearance were not so important, the truth is that it does contribute to the overall impression our audience has of us.

2. Ask participants the questions:

- **How are these different elements (voice, eye contact, body language and physical appearance) different for men and women? Are they different for different age groups?**
- **What can we do to help mitigate, overcome or compensate for these differences?**

Note to facilitator: Given the gender dimensions associated with all of the elements discussed on this slide, note how participants answer these questions through a gender and intersectional lens.

Slide 8: Practice Exercise

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Facilitator instructions for the slide:

1. Say to participants:

- Surprise! It is time to put a bit of what we have learned into practice.
- One of the easiest but often hardest is to talk about ourselves. For this exercise, I want us to share a bit about ourselves with the group.

2. Instructions for the exercise:

- Each person will give a short speech about themselves.
- The speech should be no more than 5 minutes

- The speech should include the following:
 - Your name
 - Three things about yourself that people in the room do not know about you. It could be your favorite food, your dream vacation location, an issue you are passionate about, or anything you can think of.
 - Why did you pick these three things?
- Use all of the skills we have learned across all lessons and modules as you develop your speech.
- Each speech will be timed and only be given a maximum of 5 minutes.
- You have 20 minutes to develop and practice your speech.

Notes to facilitator:

- You may want to give the participants an example by giving your own speech about yourself.
- Have each participant give their speech.
- After everyone has given their speech, ask the group to reflect:
 - What were some memorable speeches? What made them memorable?
 - What was the hardest part of the speech — writing it or giving it?
 - What tips did you use the most as you went through this exercise?

LESSON 4.6 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on public speaking. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON 4.7

ALLIES AND OPPONENTS

Time Duration: 1 hour (approximately)

Slide 1: Lesson 4.7: Allies and Opponents

Slide 2: Lesson Objective: To help participants identify and understand the perspectives of different stakeholders of their issue.

Facilitator talking points for the slide:

1. Say: In this session we will learn about stakeholders and how they relate to our issues. We will be introduced to the concepts of:
 - Identifying who may be an ally
 - Identifying who may be an opponent

Slide 3: Allies

Facilitator talking points for the slide:

1. Ask participants the question: **What is an ally?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Allies may share the same values
- Allies may share your goals, or be favorable to your goals
- Allies care about some of the same issues you care about

2. Ask participants the question: **Why do you want to have allies?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Allies can help us move your issues closer to your goal
- Allies can help expand your reach
- Allies can introduce you to other like-minded organizations
- Allies can help you access and influence decision-makers
- Allies can help build a movement
- Allies may want to help you and your issue succeed

3. Ask participants the question: **How might having a diversity of voices, including women, youth and other underrepresented groups be good as allies?**

Note to Facilitator: Note how participants think about inclusion in the context of allies. This should be at least similar to and ideally build on from answers in Lesson 1. If the facilitator is a man speaking about the topic of gender equality or women's rights, there is an added element to consider when thinking about allies. It is important that the male facilitator communicate with women and activists from the women's rights movement in order to ensure that the messages that the male facilitator plans to discuss are accurate and in line with feminist theories and beliefs. Whenever a member of a privileged community or group is speaking on issues highlighting the needs or perspectives of marginalized groups, they should prepare diligently with members of those marginalized groups to guarantee that they are accurately communicating those messages and perspectives. This relates back to the concept of "Do not speak for us, without us."

Slide 4: Opponents

Facilitator talking points for the slide:

1. Ask participants the question: **What is an opponent?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Opponents do not always agree with your issues
- Opponents may not completely disagree with your issue but their priority issue may compete with yours
- Opponents may in fact have opposite views as you do
- Depending on the issue, allies and opponents can be the same people

2. Ask participants the question: **Why do we want to know who your opponents are?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Opponents may create a barrier between you and your goals
- Opponents can move you farther away, or set you back, from your goal
- Opponents may have better arguments than you do
- Opponents may have access and influence over decision-makers
- Opponents may want to see you and your issue fail

Slide 5: Exercise: Stakeholder Mapping

Facilitator talking points for the slide:

1. Say to participants:

- Stakeholders are people that **have an interest in what you are doing** and the issues you are working on
- Stakeholders **could be allies or they may be opponents**

- Just like the iceberg exercise from Lesson 4, they **may be visible or invisible/hidden**. You may know of them, or you may be completely unaware they exist.
- Stakeholders may not care as much about your specific issue or your specific project, but **they may care about how you pursue your project**. For example, if they are benefitting off a government contract related to the manufacturing of goods, they may not like that your organization is pushing for greater transparency related to workers rights.

2. Say to participants: Let's do another exercise.

Note to facilitator: Keep groups the same as they were for the debate exercise in the last lesson. Provide the following instructions:

1. Return to the issue you and your group selected for the exercise in the previous lesson on debates.
2. In that exercise, you selected an issue and developed an overarching argument for or against the issue.
3. Take out a blank sheet of paper. List all of the stakeholders of your issue or argument. They may be allies or they may be opponents or you may not know which category they are in. Be as specific as you can as you list your stakeholders. For example, if the government is a stakeholder — is it a national level body or subnational? Is it a specific ministry or an office within the ministry? If it is an NGO, include the specific name of the NGO. If it is a media outlet, it is all media or specific media (like Facebook, twitter, a specific newspaper or news channel on TV).
4. Now, take a second piece of paper. In the middle of the paper, write your issue/argument and draw a box around the words.
5. Now, take a look at your list of stakeholders.
6. Place each stakeholder on the map.
7. Where you place the name of the stakeholder indicates how 'close' you feel they are to your issue.
8. Next, draw a line between each stakeholder and the issue. The line can be different colors or styles, based on how you perceive that relationship between the stakeholder and the issue. For example:
 - a. a zig zag or corkscrew style line may indicate the relationship is rocky or complicated.
 - b. A thick line may mean there is a very strong relationship.
 - c. A broken line may mean the relationship is not strong.
 - d. For stakeholders where you have no, or are unsure of, the relationship, you can choose to not have any line connecting them to the issue. Include a legend that tells the reader what each relationship means.

Note to facilitator: A sample map is on the slide. You can use that as an example if the group is confused. If conducting this lesson online, have them create the map in a powerpoint slide, or have them scan their papers prior to moving on. This exercise should take approximately 30 minutes.

When debriefing the exercise, note if participants talked about hidden stakeholders as women, young people, marginalized groups relative to step number 4. Are there any relationships to their responses to lesson 3? In step 5 of stakeholder experience, note how participants describe the stakeholder relationship. Why do they deem it strong, weak or complicated? In step 6 of stakeholder exercise, note if participants talked about the need for accountability to these stakeholders. Did they recognize potential barriers to inclusion of women/young people/underrepresented people and the need to overcome them?

3. Say and ask participants: **Let's share a few stakeholder maps. Who would like to share?**

Note to facilitator: If conducting this lesson online, allow each group 'share screen' so they can present their maps to the group.

4. Ask participants that are presenting their maps the following questions:
 - **Why did you select these stakeholders?**
 - **Describe the relationships, as you drew them on the map, with the stakeholder to your issue. Why did you describe the relationship this way?**
 - **Who are allies and who are stakeholders?**
 - **Remember the iceberg exercise from Lesson 4, with visible and invisible or hidden changes that can occur, are there any 'hidden' stakeholders on your issue? How did you display them on the map?**
 - **Do the stakeholders represent a diversity of voices — including, women, youth and other underrepresented people who care about your issue?**
 - **Which groups of people have the strongest relationship to your issue? Which groups have the weakest or most complicated relationship to the issue?**
 - **How can we use the variety of stakeholders on our map to our advantage – even those that we may not have good or strong relationships with? Think back to Lesson 9 of Module 2 – Working Together. How can we use the stakeholders on our map to help us resolve our issue or common concerns**

LESSON 4.7 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on Allies and Opponents. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON 4.8

CONSTRUCTING AND DEFENDING ARGUMENTS

Time Duration: 1.5 hours (approximately)

Slide 1: Lesson 4.8: Constructing and Defending Arguments

Slide 2: Lesson Objective: To be able to build effective and defend arguments for debate and dialogue.

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about constructing and defending arguments. We will be introduced to the concepts of:
 - Arguments
 - Evidence
 - Persuasion
 - Creating simple and succinct ideas
 - Building an Argument
 - Responding, Rebutting, and Refuting Arguments

Slide 3: What is an argument?

Facilitator talking points for the slide:

1. Ask participants the question: In a few of the previous lessons, we discussed arguments. What do we mean by the term 'argument' here?

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- A series of reasons, statements, or facts intended to support or establish a point of view
- A reason was given for or against a matter under discussion
- A statement intended to convince or persuade

2. Ask participants the question: **What is the difference between an argument and a statement?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Statements are the points you want to prove. For example, imprisonment deters theft.
- They are not arguments.
- A good debater starts with a statement and then presents evidence and examples to support that statement.
- Arguments need supportive statements and logic in order to be convincing.

Slide 4: Arguments and Evidence

Facilitator talking points for the slide:

1. Ask participants the question: **Why is evidence important?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Evidence can provide facts to help justify an argument.
- Evidence can provide reasons to agree with an argument.
- Evidence can help educate a judge or audience.
- Evidence can provide alternative information from your opponent.

Slide 5: The Art of Persuasion

Facilitator talking points for the slide:

1. Ask participants the question: **You probably have heard the phrases 'the power of persuasion' or 'the art of persuasion.' What are some synonyms for 'persuasion' or 'to persuade'?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To convince
- To urge
- To coerce
- To encourage

2. Say to participants:

- In politics, 2% of the work is making a decision; 98% is persuading others to support that decision.
- The objective of persuasion is to convince someone else that your idea/recommendation/policy is the best choice. Persuasion is therefore a *communication skill*.
- The three "P's of influence:
 - **Power:** to exert one's authority over another, sometimes by force
 - **Payment:** to offer material or financial goods in exchange for support
 - **Persuasion:** to induce someone to undertake a course of action or embrace a point of view by means of argument, reasoning, or entreaty
- Each one has its strengths and weaknesses and the right time and place to use them.

3. Ask participants: In terms of debate or dialogue or even advocacy, which of these approaches do you think would be most effective? Why?

4. Say to participant:

- Now, consider some of the following situations where one individual must try to influence others. Which approach might be most effective in each of these?
 - A fire chief needs to get a large crowd away from a burning building that's about to collapse.

- The head of a fragile coalition of political parties needs to reach consensus among all the parties on a controversial issue.
- A father needs to convince his two year-old daughter to eat her vegetables
- While different types of influence may be more effective in different situations, the enduring question is the issue of sustainability: how long do I need the change in attitude or opinion among my target audience to last?
- **Power and payment** can be effective means of influencing others, but they are typically only effective for short periods of time.
- **Money runs out; power can too.** Power and payment are not sustainable. Additionally, when considering advocacy, not all those interested in creating positive change have access to the status and resources associated with power and payment.
- However, when **persuasion is used to convince people to embrace an opinion or course of action, the support is more enduring**, more sincere and less costly.
- Additionally, persuasion is universal: it is available to all!

Slide 6: The Art of Persuasion (cont'd)

1. Say to participants:

- In Lesson 4 — we learned about the elements of debates. Some of what we discussed was:
- In a debate, the **tone of your voice**, the **language or words** you use, making **eye contact** all matter.
- It is also important to determine if it is appropriate to use **formal speech** or **humor** or both as part of your approach.
- These concepts can help persuade your opponent, judge, or audience in a debate or dialogue.

2. Say to participants:

- Here is another phrase for you: “The clearer you think, the clearer you can write.”
- This is true for writing and developing arguments.
- The clearer your ideas are, the clearer your arguments are likely to be to the person you are trying to convince.
- Oftentimes listeners can get lost and their attention will drift if your arguments are too wordy and ramble.

Slide 7: Building an Argument

Facilitator instructions for the slide:

1. Say to participants:

- When introducing the argument as a concept, it is possible to define it by describing the relationship between its individual components: an argument is a claim that is supported by evidence. **The basic structure of an argument is composed of three elements: claim, evidence, and support.**
 - The **claim** is the position that a debater wants his audience to accept. For example, “advertising of cigarettes should be banned” can be a claim presented by the side that is supporting the resolution, “Resolved that there should be a ban on advertising cigarettes.”
 - **Evidence** is the additional information given to the audience in order to support the claim. Ideas that would reasonably follow the word “because...” are offered to provide evidence for the claim. For example, the idea “because smoking is harmful” can be used as evidence to support the claim.
 - **Support** refers to the logical relationship or reason that connects the evidence to the claim. The additional supporting information (evidence) needs to be logically related to the conclusion that debaters would like their audience to accept (claim). A connective statement to clarify that relationship should be expressed or should be clearly implied in a complete argument. In the previous example, the reason is that “it is right to ban something that is harmful.” Support is a logical bridge between the evidence and the claim.

Slide 8: The Importance of Organization

Facilitator instructions for the slide:

1. Say to participants:

- It is also key to **organize your evidence**, and arguments, and **set priorities** in how you will deliver your arguments or points.
- You should think of the reasons behind building your argument in addition to arguments other speakers in your team should build
- It's **better to present your strongest argument first** so you have enough time

- It's better to have the more important arguments at the beginning of the conversation as this gives the other speakers the chance to broaden the arguments and the other party to respond
- Speakers usually present two or three arguments, ad related evidence, during their speech
- If you are debating as a group or team, you should choose who delivers which arguments so everyone has a speaking role.
- Try to leave some arguments for other speakers
- When it's time for suggestions or objections, the other speaker should have new arguments or dimensions
- The last speaker should not need to present new arguments but can offer additional evidence to convince your audience or judge that you or your team should be the victor.

Slide 9: Refuting and Rebutting an Argument

Facilitator instructions for the slide:

1. Say to participants:

- To be able to prove that the other party is wrong, you can oppose evidence that is presented, an explanation given, or clarify that the presented statement is wrong
- Opposing the opponent in a debate is known as “rebuttal” or “refute”
- *Refutation* – once the first side’s arguments are presented, the other side needs to react to it in a *critical manner*. That is to provide counter-arguments.
 - During **refutation** – a debater evaluates the reasoning, the support, or the implications of the other speakers’ arguments.
 - Refutation is very important in debate – without refutation – there is no debate, but two sides presenting their side of the argument, without interaction and *clash*.
- **Rebuttal** is the act of defending a teams’ argument after it has been *refuted* is called “rebuttal.”
 - In a *rebuttal* speech a debater refers both to the arguments made by his/her partners as well as their refutation presented by opponents.
 - When “rebutting” an argument, a debater usually presents new examples/ evidence, clarifies any unclear points, compares his/her team’s argument with the refutation offered by the other side.
- Opposing the evidence:
 - It is always easy to rebuttal the evidence presented by the opponent,
 - Opposing the argument itself is considered a weak strategy as the counterpart can present further evidence
- If you can prove that the presented statement is illogical or based on false assumptions, then you may want to refute the whole argument.

- Opposing in a smart way entails finding a new way (angle) to refute the other sides' arguments and explanations
 - Opposing the point (idea), if done effectively, may be the knockout (leading to you winning the debate)
 - You can refute your opponents statement's validity and this is different from opposing their explanation
2. Say to participants:
- Suggested strategies by which you can **refute** an argument:
 - "We don't agree with this argument." It may happen if you and the opponent have different points of view on the same topic. For example "the role of the parliament"
 - "The base that the argument stands on is incorrect." When the opponent's argument may be based on an incorrect hypothesis
 - The opponent may use distracting examples:
 - "The basis of your argument may be illogical"
 - You could oppose the connection (link) on which the argument is based
 - You may oppose by saying that the manner with which the introduction ended was bad/good
 - "The argument is not related to the debate's topic"
 - The argument of opponents may be correct but does not support their case
3. The best rebuttals come with their own evidence to prove your opponent's argument is invalid.

Slide 10: The Importance of Listening

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Facilitator instructions for the slide:

1. Say to participants:
- **Listening is key** so that you can pick the right rebuttal or counter-argument to their positions and statements.
 - To be able to prove that the other party is wrong, you can oppose their evidence, explanation, or clarify that their statement is wrong.
 - You can do this by providing your own evidence to counter their argument
 - A good debater **responds by opposing the evidence**: it is always easy to rebuttal the evidence presented by the opponent by using your own evidence. But opposing the argument itself is considered a weak strategy as the counterpart can present further evidence to make their case.
 - **Opposing in a smart way** entails finding a new way to counter or offer a rebuttal to the other debaters' arguments and explanations

- You can offer a **rebuttal to your opponent's statement's validity** and this is different from opposing the explanation

Slide 11: Nine Ways to Construct a Compelling Argument

Facilitator instructions for the slide:

- Say to participants: There are nine elements of a compelling argument:
 1. **Keep it simple.** The best arguments are concise and to the point. Avoid being too wordy and losing your audience.
 2. **Be fair to your opponent.** Avoid the use of underhanded tactics. One of the most commonly used rhetorical fallacies is the “Strawman Fallacy,” or when someone takes another person’s argument, distorts it or exaggerates it in some kind of extreme way, and then attacks the extreme distortion, as if that is really the claim the first person is making. In essence – fight fair!
 3. **Avoid common fallacies.** It’s worth taking the time to read about logical fallacies and making sure that you’re not making them, as an argument that the rest of fallacious foundations can be more easily negated by your opponent.
 4. **Make your assumptions clear.** Decide what is fact and what is an assumption. Every argument rests on assumptions. If your assumption can be proven false, then the entire basis of your argument is undermined.
 5. **Rest your argument on solid foundation.** Your argument must be solid to be a success. If you think that you’re right in your argument, you should also be able to assemble a good amount of evidence that you are right.
 6. **Use evidence your reader will believe.** Use evidence to sway them to your side. Be deliberate about where you get your evidence from and know your audience’s reaction to those sources (i.e., if your audience is conservative, would they trust evidence from a liberal news source?).
 7. **Avoid generalizations — be specific.** Being specific can demonstrate the grasp you have on your subject, and can bring it to life for your reader.
 8. **Understand the opposing view to yours.** Make sure you understand the other side’s position. You cannot construct a compelling argument unless you understand why someone might think you were wrong, and you can come up with reasons other than them being mistaken or stupid.
 9. **Make it easy for your opponent to change their mind.** Your argument needs to avoid vilifying people who have only recently come around to your point of view; instead, to be truly persuasive, you should welcome them.

Slide 12: Group Exercise: Developing a Convincing Argument

Facilitator instructions for the slide:

1. Say to participants: Now let us take what we have learned so far — both in this lesson and previous lessons — and develop some convincing arguments!

Instructions to facilitator:

1. Break lesson participants into the same groups that they were in for Lesson 4 exercise.
2. Ask each of the groups to recall the issue they selected as part of the Lesson 4 homework.
3. Remind them that for the homework, they were to develop several ‘for’ or ‘against’ arguments.
4. Have each group go back and look at those arguments and revise them based on the concepts learned in Lesson 5.
5. Possible prompts for them:
 - Are their arguments really statements? If they are statements, can they revise them to make them into arguments?
 - Can they add evidence to strengthen their arguments?
 - Can they make their arguments more succinct and less wordy?
 - Are their arguments inclusive of different voices and perspectives?
 - Can they think of possible responses their ‘opponents’ may have on their best argument? How would they refute those points from their opponent?
6. Allow each group **30 minutes to complete** the assignment.
7. Remind each group about the concepts learned in the ‘Working together’ Lesson from module 1.
 - How as a group are they handling leadership duties and responsibilities?
 - Does everyone in the group have a role? And are they roles that were agreed upon and is everyone happy with their role?
 - Did the group have to use any negotiation skills as they revised their arguments
8. After 30 minutes, have the groups come back and report back on their revised arguments. If time is limited, as each group presents their top or best argument that they feel strongly about.

9. After each group has presented their best argument, go back to each group and ask the following:
 - For Group 1/2/3/4: Can anyone think of a rebuttal to their presented argument?
 - In response to the question, how would the group refute or what rebuttal could they offer to defend their initial argument?

10. Once every group has presented, ask participants for feedback on each of the arguments. Do this after everyone has presented. Some prompts that you can ask are:
 - Which argument was the most concise and succinct?
 - Which argument had the most convincing evidence?
 - Which argument convinced you based on the presenter's tone of voice, humor or body language?
 - Which argument was the most inclusive?
 - Which argument was the wordiest and most confusing?
 - Were any of the arguments — or counterarguments — provided in a mean or antagonistic manner? How did this make you feel? Was it compelling and convincing?

LESSON 4.8 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on developing and defending clear arguments. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.
3. **Homework:** Fill out the sheet and determine if the statement is an argument or an assertion. Answer key: Statements 1, 5, 6, 8, 10 are commonly accepted definitions of an argument. Statements 2, 3, 4, 7, 9 are assertions.



LESSON 4.9

COMMUNICATION STRATEGIES AND MESSAGE DEVELOPMENT

Time Duration: 1 hour (approximately)

Slide 1: Lesson 4.9: Communication Strategies and Message Development

Slide 2: Lesson Objective: To identify and demonstrate effective communication skills

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn how important communication is to help us further our goals. We will be introduced to the concepts of:
 - Communication vs. Messaging
 - Listening
 - Senders and Receivers
 - Communication Strategies
 - Lots of practice!

Slide 3: Key Terms: Communication and Messaging

Facilitator talking points for the slide:

1. Say to participants: This lesson focuses on two core concepts — communication and messaging.
 - Here are some definitions we will use in this lesson:
 - **Communication is:**
 - Dictionary definition: the imparting or exchanging of information or news.
 - Act of sending messages through channels to one or more receivers.
 - Communication requires a communicator, a message, and a recipient. Remember this because a good communications strategy will focus on each of these components.
 - Ask participants: **Can you think of other ways to define communication?**
 - **Messaging is:**
 - Dictionary definition: a communication containing some information, news, advice, request, or the like, sent by messenger, radio, telephone, or other means.
 - In the context of a debate or dialogue, may be what defines your position or arguments
 - Ask participants: **Can you think of other ways to define messaging?**

Slide 4: Listening

Facilitator talking points for the slide:

1. Ask participants the question: **We just learned the definitions of communications and messaging. But listening is just as important. Why?**

Note to facilitator: Allow participants to brainstorm briefly. Move the conversation forward with the following ideas:

- We're referencing "listening" once again because listening is just as important as speaking and talking. In fact, most successful people spend more time listening than talking.
- Listening helps us better understand what is happening so that when we develop our messages or arguments, they are more effective and targeted to our audience.
- Listening to others helps us learn how they communicate — which then helps us develop messages and communication strategies that they will be receptive to.

Slide 5: Effective Communication

Facilitator talking points for the slide:

1. Say to Participants:

- Let's begin by discussing how effective communication works.
- Effective **communication is two-way**: talking AND listening.
- Both are skills to be learned, although we take each for granted. How do we know what we want to communicate, and what do we really want to say? This graphic shows how we normally think about communications.
- The **sender** communicates a **message** to the **receiver** who gives **feedback/responds to the message**. But this is only in theory. In reality, the situation is always more complicated.
- This graphic also highlights that communication between a sender and a receiver can be **distorted by different factors**.
- Often the message that the sender wants to communicate is **NOT the message that is understood** by the receiver. WHY?
- Any time a person begins speaking (the sender), the message is influenced by the speaker's beliefs, attitudes, and knowledge. These same factors influence the way in which the receiver interprets the message
- This is especially true in a debate or dialogue!
- Communication can be improved by adopting strategies for reducing or eliminating distortion.

2. Ask participants the question:

- **What might create complications in the communication process?**
- **In their experience communicating messages, what problems have they experienced?**
- **How are women or youth treated as message senders? As message receivers? Are their messages treated with respect? What about other communities?**
- **It is also important to reflect back on what was discussed during the masculinities training with respect to how women and men are socialized to either be speakers or listeners.**
 - **When boys and girls are raised in your culture, are they told that they should speak up more or listen more?**
 - **How does this affect their self-perceptions as listeners or speakers of messages? How might this affect the perceptions of the audience?**
- **Think back to the stakeholder map that you completed as part of Lesson 7.**
 - **Would you have different messages for different stakeholders?**
 - **Would you have the same message for a government official as you would for a neighbor?**

Note to facilitator: Note if participants recognize how sexism creates complications within communication in general and how women/young people are treated as messengers/message receivers in particular (e.g. women not being listened to, interrupted, cut off etc. as well as young people's opinion not being taken seriously). Do they demonstrate solutions to this within the stakeholder exercise? If women share their personal experiences of difficulties communicating messages, how did men respond to this?

Slide 6: Quick Exercise!

Facilitator talking points for the slide:

1. Say to participants: Let's do a quick role-play exercise.

Instructions for the exercise: If conducting this lesson online, pick two people from the group to do this role play with you. If you are conducting the lesson in person, you can partner off participants and they can play the roles.

- As much as possible, mix genders and ages in the pairings.
- Each role-play should take no more than 1-2 minutes.
- You can either have participants choose a topic to discuss or give them a topic (such as to describe their commute to the training session that morning or to describe a funny thing that happened to them recently).
- In the first role-play, both parties should demonstrate poor listening and speaking skills. Examples include:
 - Angry or defensive tone of voice,
 - Interrupting the speaker,
 - Lack of eye contact/rolling the eyes,
 - Sarcastic manner and tone,
 - Poor body language (slouching, wringing hands), and
 - Lack of clarity in expressing a position/opinion.
- In the second role-play, both parties should demonstrate good listening and speaking skills. Examples include:
 - Making eye contact
 - Good tone of voice
 - Positive body language (sitting up straight, nodding head in agreement),
 - Paraphrasing the speaker
 - Not interrupting
 - Asking for clarification

2. Say to participants: Now that we did that quick exercise, let us discuss what we experienced — as both participants and observers.
3. Ask participants the questions:
 - As a participant — how was the experience?
 - As observers — how was the experience?
 - How did you feel as a message sender? How did you feel as a message receiver?
 - What were some of the ‘distortions’ that affected how you heard the message being sent to you?
 - Were the women or youth in the group treated differently? *(Note to facilitator: This question may be best if done in an in-person training setting where more people practice the role-play)*
 - As women or youth participants — what are your reactions?
 - As women or youth observers — what are your reactions?

Note to facilitator: In role-playing exercise, do participants note gender dynamics involved in either the good or bad scenario. In particular, do they note women not being listened to/marginalized in the bad scenario? Note men vs. women’s responses on this in particular.

Slide 7: Communication Strategies

Facilitator talking points for the slide:

1. Ask participants the questions?
 - **What is your main message?**
 - **Why should people listen?**
 - **How do you tweak your messages to persuade your audience?**
 - How might your message receivers take in your message?
 - How might men, women and youth send and receive messages differently?
 - How might decision-makers or power holders send and receive messages differently?
 - Should your strategy differ?
 - What about people who are not literate or speak a different language?
 - What about people with disabilities?
 - **What methods will you use to reach your audience?**
 - **Who are your best messengers?**

Note to facilitator: Allow participants to brainstorm answers to these questions. You can refer back to the masculinities training as well to help participants think about how gender impacts how we communicate and how we should plan out communication strategies depending on who is sending and receiving the message.

2. Say to participants:

- Now that we know that there are real challenges to communicating effectively, the importance of developing a communication strategy should be clear.
- So how do we do it?
- A good place to start is to consider your responses to the questions listed on this slide. This will help you to create a strategy that is tailored to your debate, dialogue or any other message you want to convey.

Slide 8: Group Exercise!

Slide should include the following text:

What you need:

1. The issue you selected in your homework from Lesson 4 (debates)
2. The stakeholder map you created in Lesson 7

Note to facilitator: Keep groups the same as they were for the debate exercise in Lesson 4. This should have been the same groupings for the stakeholder map exercise in Lesson 7. This exercise should take between 30–45 minutes. Provide the following instructions:

1. Each group should pick at least 3 different stakeholders from their stakeholder map.
2. Encourage participants to select different sectors—national or local government, parliamentarians or city councilors, civil society, citizens, media, etc.
3. For each stakeholder, the group will develop a communication strategy for the arguments they developed in the homework from Lesson 4. (*Note to Facilitator: To encourage variety, you may want to encourage participants to select one argument per stakeholder.*)
4. Each strategy should include answers to the following 5 questions:
 - a. What is your main message to this stakeholder?
 - b. Why should this stakeholder listen?

- c. How do you tweak your messages to persuade this stakeholder?
 - d. What methods will you use to reach your stakeholder?
 - e. Who in your group are your best messengers?
5. These 5 questions should be answered for each of the three stakeholders selected by the group.
 6. Remind the groups of the skills they have learned over the last several lessons and modules — including the Working Together lesson at the end of Module 1.
 7. After the allotted time have each group come and present their communication strategy for ONE of their selected stakeholders. As a facilitator, encourage the participants to select different stakeholders to present (i.e., so you aren't getting all presentations to citizens or to national government offices)
 8. During the presentations and discussions you can ask the following questions:
 - Because of limited time, we only presented one of the three stakeholders. But as you developed each strategy — **what did you have to do differently for each? What were considerations you took to make sure each message was targeted for each stakeholder?**
 - **How did you use your arguments and evidence in your communication strategy?**
 - **How do you think your strategies were different if the messenger (sender) was a woman? What if the sender was a young person?**
 - **Does your communication strategy change if the message receiver is a woman? If they are a young or elderly person? Or if they are from a traditionally underrepresented group? If so, why?**
 - Let's talk a bit about group dynamics as you completed the exercise:
 - **How did you work as a group?**
 - **Was there anyone that took a leadership role?**
 - **Was that decided on by the group?**
 - **Did anyone want to be in a leadership role that wasn't given the chance to be?**
 - **Did anyone feel their voice wasn't included in the communication strategies that you developed?**
 - **Did you have to do any negotiation or compromise within the group?**

Note to facilitator: When debriefing the exercise, note participant reflections on the gendered impacts of communication with their strategies. Did men recognize these impacts? Did participants need to be prompted to think about gender or their masculinities training? (as per facilitator note) or did it come up organically? How did their strategies address gender inequality? Was there any indication that women were being marginalized within the group when dynamics were discussed? (Facilitators should really be looking out for this in any groups activity)

Was there any changes within the participants' thinking on the questions above throughout the life of the lesson (ideally they should more readily recognize gender inequitable norms in communication by the end, given that the lesson provides an opportunity to paint the picture for them)

LESSON 4.9 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on Communication and Messaging. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON 4.10

COLLABORATING TOGETHER – NETWORKS AND COALITIONS

Time Duration: 1 hour (approximately)

Slide 1: Lesson 4.10: Collaborating Together: Networks and Coalitions

Slide 2: Lesson Objective: To learn how working collectively in a network or coalition can help us achieve change

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about working collectively through networks and coalitions. We will be introduced to the concepts of:
 - Benefits of working collaboratively
 - Defining networks and coalitions

Slide 3: Benefits of Collaboration

Facilitator talking points for the slide:

1. Say to participants:
 - If you recall, we learned about and even practiced, working together at the end of Module 2.
 - We want to revisit some of those ideas in this lesson and discuss how they can benefit you during a debate or dialogue.

- If you recall, we learned:
 - Collaboration is the action of working with someone to produce or create something.
 - Collective action is an action taken together by a group of people whose goal is to achieve a common objective
- 2. Ask participants the question: **How does this apply to what we are learning in this module about debates and dialogue?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- We learned that the key to good debates and dialogues are clear, concise arguments backed by evidence.
- Working in networks and coalitions can give us access to more evidence and more ideas to strengthen our arguments.
- A network can be an excellent source of new perspectives and ideas to help you.
- Exchanging information on challenges, experiences, and goals is a key benefit of networking because it allows you to gain new insights that you may not have otherwise thought of. This you can use to improve your arguments and statements!
- In dialogues, collaborating with others can help us have more voices which can often help 'raise the volume' on an issue.
- Working in networks and coalitions on issues can help show decision-makers that this is an important issue to many citizens and constituents
- Networks and coalitions can ensure that issues include representation of women, youth, and other traditionally underrepresented populations.
- Coordinating different voices — whether as individuals or as different organizations — on an issue can help bring a variety of perspectives and persuade decision-makers.
- It can also be quite challenging to bring together diverse groups with varying agendas and interests. It is important to remember that it will not only take time to build trust and find consensus but that not everyone will always agree or get along.

Slide 4: Defining Networks and Coalitions

Facilitator talking points for the slide:

1. Say to participants: Let us now go over a few definitions:
 - In its simplest definition, **networks** are the relationships that people have with each other through which **information, ideas, resources, experiences, interests, and passions are shared.**
 - Coalitions are “networks in action mode.”
 - **Coalitions** are partnerships among distinct actors that **coordinate action in pursuit of shared goals.**
 - Coalitions often have a **more formalized structure**, with the members making a **longer-term commitment to share responsibilities and resources.**
 - Depending on your goals — you may want to be a part of a network, coalition, or both!

Slide 5: Networking

Facilitator instructions for the slide:

1. Say to participants:
 - Networking is an **important tool** that we can use in a variety of ways.
 - In simplest terms, networking is defined as **the action or process of interacting with others to exchange information and develop professional or social contacts.**
 - Thinking about this module:
 - Networking can help expand your pool of allies — reaching people you may not have access to outside of the network
 - Networking can help you build bridges with key stakeholders — whether they are allies or opponents
 - Networking can expand our access to evidence that supports our issues
 - Networking can help us share, gain and learn information that we may not have had access to
 - Networking can help us access and be more inclusive of different voices in your efforts to address your issue

2. Ask participants the questions:

- Let us return to some of the concepts we learned previously – collaboration and collective action.
- **How can understanding who our allies are and what networks we have available to us help us work together more effectively?**
- **Are there networks that we can access that could help us be more inclusive of a variety of voices?**
- **Are the networks you engage with inclusive of diverse voices and perspectives?**
- **Can that inclusivity and collaboration help us create more opportunities for change?**

Note to facilitator: Note how participants respond to the discussion on networks, Was their opinion on networks influenced by gender? Did they think network/coalitions in Lebanon were inclusive? Did participants reflect on the masculinities training itself within their responses? For example, did they mention if the training influenced their thinking around networks? Did participants identify ways networks can amplify women/young people’s voices?

Slide 6: Coalitions

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Facilitator instructions for the slide:

1. Say to participants:

- Coalition building is another **important tool** that we can use in a variety of ways.
- In simplest terms, coalitions are alliances or partnerships of groups that **come together to achieve a common purpose** or to engage in joint activity.
- Forming coalitions with other groups of similar values, interests, and goals allows members to **combine their resources and become more powerful than when they each acted alone**
- Thinking back to Lesson 7 about allies and opponents:
 - Coalitions can be a powerful tool to strengthen and increase allies.
 - Compete against opponents
 - Strengthen arguments in favor of your issue
 - Increase the number of voices working on, advocating for and amplifying your issue.
- Stay updated with the latest opinions, perspectives, initiatives, research, and information about a given topic.

- Examples of coalitions on slide:
 - The **Citizens' Environmental Coalition** is an alliance of diverse nonprofit, governmental, and educational organizations whose activities impact our environment and quality of life in the United States
 - The **Coalition for Human Rights in Development** is a global coalition of social movements, civil society organizations, and grassroots groups working together to ensure that development is community-led and that it respects, protects, and fulfills human rights.
 - **The International Women's Health Coalition** has been a bold advocate for the rights of women and girls. Through advocacy, trust-based grantmaking, and partnerships with women's movements globally, IWHC has pressed for sexual and reproductive rights to remain central in the fight for gender equality.

Slide 7: Benefits of Networks and Coalitions

Facilitator instructions for the slide:

1. Ask participants: **What are some benefits of creating networks and coalitions?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Keep you up to date on what is going on
- Provide a ready-made audience for your ideas—which can be used to test messages and arguments, for example
- Provide support for your actions
- Provide access to varied and multiple resources/skills
- Pool limited resources for the common goal
- Achieve things that single organizations or individuals cannot—power of numbers
- Form the nucleus for action and attract other networks
- Expand the base of support

2. Ask participants: **What are some potential challenges in creating networks and coalitions?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To find common ground for coalition, individual groups may have to compromise on priorities, principles or objectives.
- May lose exclusive control over message and tactical decisions.
- Establishing trust. May be linked to negative aspects of other partners. Guilt by association.
- Equitably sharing the workload. There is a risk that partners may not fulfill their coalition commitments.
- Effective communication with various moving pieces and partners.
- Sharing and attributing credit for accomplishments.

3. Say to participants:

- Now that we have discussed some of the basics of networks and coalitions, let's look at some examples from here in Lebanon.
 - **Women in Parliament (WIP):** Women NGOs have fought for decades to secure a gender quota in the election law. In 2013, the National Democratic Institute supported a coalition of NGOs to help these organizations come together around a unified strategy that would pursue measures—both in and outside of a new election law—that would increase the number of women in parliament. While the coalition did not make legislative gains, its success was unifying women across political parties with civil society to build trust and a common platform for the first time. Their advocacy for the quota in the electoral law was rejected in 2017 by parties making the sectarian quota argument.
 - **Civil Campaign for Electoral Reform (CCER):** The Civil Campaign for Electoral Reform (CCER) is a LADE-led coalition of 66 civil society organizations representing every region of Lebanon and numerous constituencies that have come together to advocate for reforms ahead of the 2008 and 2017 elections. Ahead of the 2008 elections, CCER acted as an official “expert resource” on electoral reform issues as the parliamentary Administration and Justice Committee debated the electoral law that it presented to parliament. This level of CSO involvement in the legislative process was unprecedented. The draft legislation that was submitted by the committee, and ultimately passed by the parliament, includes a number of reforms for which CCER advocated, such as: media and campaign financing regulations, single day elections, accessibility to polling stations for voters with special needs, and a contingency plan for absentee voting beginning with the 2013 parliamentary elections. The legislation was taken a step further in 2017 with the adoption of proportional representation and reducing the number of districts.

Note to facilitator: Go through each of the examples provided, or provide your own, and ask the following questions to help motivate discussion

- Have you heard of these networks or coalitions that are here in Lebanon?
- What is your opinion of them? Do they have a known reputation?
- Would you consider them successful?
- How are networks and coalitions received in Lebanon?
- How could they be more effective in Lebanon?
- Are they inclusive? If not, how could they be more inclusive?
- Thinking back to what we learned in the masculinities training, how do networks and coalitions in Lebanon ensure that they are inclusive of women's voices and issues as well as other traditionally underrepresented groups?
- How have these networks or coalitions helped to amplify or include voices of women, youth or other underrepresented groups?
- Have any of these networks or coalitions worked to silence these voices? How could others help to counterbalance that silencing?

Slide 8: Group Exercise — Desert Island!

Facilitator talking points and instructions for the slide:

1. Say to participants:
 - We are now going to do a group exercise. Instead of working in the same groups as we have for the last several exercises, we are going to mix it up.

Instructions for the exercise: Separate lesson cohort into groups of 3–5 depending on the total number of participants, try to mix genders and not include participants that have been in groups together before.

- Now that you are in your new groups, here is the scenario: Your group is on a deserted island. You got on the island because you were on a boat and it sank. Before the boat sank, you were able to take **three items** from the boat. Here is the list of the items you can choose from:
 - Rope
 - Flashlight
 - Lighter
 - Garden hose
 - Hammock
 - Bug spray
 - Fishing Net
 - Paddle
 - Ladder
 - Kerosene
 - 3 ears of corn
 - Camping Tent
 - Radio
 - Hat
 - Mirror
 - Shovel
 - A case of bottle water
 - A medical kit
- You have 15 minutes to work in your group to determine which 3 items you will select.
- Time is up. Let's come back together and share what you selected.

Note to facilitator: Have each group present and then ask the following questions

- Given the items that you selected, are there other groups that have an item that you really need?
- Who would you work with?
- How would you go about working with them?

Note to facilitator: Give groups an opportunity to practice networking to expand their list of items. Then ask the following question

- Who did you decide to work with and why?
- How did your group decide to approach the other group? Describe how you approached them to work with?

Note to facilitator: Give the groups the opportunity to discuss how they networked. Then turn to some questions about internal dynamics to the group. These are concepts first learned during the lesson on working together in module 2.

- Did anyone in your group naturally emerge or was selected to be the group leader?
- Even if this was the first time you worked together as a group, was collaborating together easy? What was difficult about it?
- Did everyone contribute to discussions equally? Did everyone have an opportunity to express their opinions?
- Think about all of the times you as a group had to negotiate with each other. Can you name a few specific instances?
- In an earlier lesson, we practiced active listening. Did any of you notice if you put that into practice during this exercise? If so, describe what took place?
- Was it difficult coming up with your three items? What were the discussions like as you decided what to select?
- What was the hardest part about working together (*Note to facilitator: encourage responses beyond limited time and unfamiliarity with the topic*)? What was the easiest?


Observation Point: Observe whether men or women were selected as group leaders more often? Compare this to participants' responses. Observe if men and women contributed to discussions equally and compare this to participant responses.

LESSON 4.10 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on networks and coalitions. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON 4.11

CONSENSUS BUILDING

Time Duration: 1.5 hours (approximately)

Slide 1: Lesson Eleven: Consensus Building

Slide 2: Lesson 4.11: To provide participants an opportunity to work through a collaborative decision-making process

Facilitator talking points for the slide:

1. Say to participants: In this session, we will learn about building consensus among ourselves and among other stakeholders. We will be introduced to the concepts of:
 - What is consensus building?
 - Why is it important
 - Defining Success
 - Eight Stages of Consensus Building

Slide 3: What is Consensus Building?

Facilitator talking points for the slide:

1. Say to participants:
 - Consensus building (also known as collaborative problem solving or collaboration) is a conflict-resolution process used mainly to settle complex, multiparty disputes.

- The process allows various stakeholders (parties with an interest in the problem or issue) to work together to develop a mutually acceptable solution.
- Consensus building is an important tool to use in debates and dialogues, as often, especially in a debate, participants don't hold the same opinions or views on an issue.
- Consensus building teaches us to compromise — there is always a give and take before coming to a resolution.
- Think back to Lesson Two of this module when we discussed negotiations. Consensus building uses negotiations as a core part of reaching a mutually agreeable resolution
- Remember that this may require initial trust building before issues can be addressed or identified. Important to consciously address pre-existing bias or unequal power dynamics within the process.

Slide 4: Why is Consensus Building Important?

Facilitator talking points for the slide:

1. Say to participants:

- Consensus building is important in today's interconnected society because many **problems exist that affect diverse groups of people** with different interests.
- Consensus building offers a way for decision-makers, organizations, and even citizens (often through existing coalitions and networks) **to collaborate on solving complex problems** in ways that are acceptable to all.
- Consensus-building processes also **allow a variety of people to have input into decision-making processes**, rather than leaving controversial decisions up to government representatives or experts. In addition, stakeholders always possess a wide range of understandings or perceptions of a problem.
- The consensus-building process helps **establish a common understanding and framework** for developing a solution that works for everyone.
- The process can also help participants **explore mutual gains** as often the ultimate outcome doesn't have to be winner take all.

2. Say to participants:

- In previous modules, we discussed power relationships, and how **power** itself can **privilege** certain people over others.

3. Ask participants the questions:

- **Who holds power in a consensus building process? Is it equally held? How could that be changed?**
- **Can we overcome unbalanced power dynamics through the practice of consensus-building?**
- **How do you think we may be able to do that?**
- **How would that be received in Lebanon?**
- **Have you seen any examples where power and privilege were rebalanced due to consensus-building or through dialogue?**
- **Did that rebalance, or could a rebalance of power, help create space for more voices?**

Note to facilitator: Allow participants to brainstorm answers to these questions. This is an opportunity to help them think through themes discussed in the masculinities training. How did participants discuss power dynamics? How did they envision rebalancing power dynamics through the practice of consensus-building?

Some points that may help participants think through the above questions:

4. Say to participants:

- **Consensus building can hide social power dynamics.** Participants to a consensus building process should openly acknowledge the role of privilege and oppression, and seek to address them when they occur, otherwise some people may dominate the conversation.
- **Consensus systems can lend legitimacy to the powerful/elite.** It can be very easy for a privileged group (e.g. a large or wealthy organization or an outspoken individual) to take shelter in the consensus system and cry out that their needs are not being met. This may lead to the group to sacrifice the needs of many in lieu of the needs of elite or powerful groups.
- **Sometimes the middle still favors the powerful.** Those with social privilege (e.g. men) are often the biggest culprits of using consensus group processes to move decisions closer to their desired outcomes. Sometimes one or a few people can force a group to make a decision that goes against the desires of the majority.
- **Knowing how consensus works is a huge benefit** since there are so many elements to it. So some people, whether intentional or not, can use this to their advantage in achieving their aims.

Slide 5: Defining Success

Facilitator talking points for the slide:

1. Say to participants:
 - It is important to define what success looks like from the outset of any consensus-building session.
 - Most consensus-building efforts set out to achieve unanimity in the final resolution.
 - Unanimity in the final resolution is usually achieved by compromise and negotiation – with each of the participants gaining something in the end.
 - However, sometimes there are “holdouts” who believe their interests will be better served by resisting the proposed agreement.
 - In such cases, it is acceptable for a consensus-building effort to settle for overwhelming agreement that gets as close as possible to meeting the interests of every stakeholder.
 - If some people are not in agreement and might be excluded from the final solution, participants have a duty to make sure that every effort has been made to meet the interests of the holdouts.

Slide 6: Eight Stages of Consensus Building

Slide graphic: Include bolded words below

Facilitator instructions for the slide:

1. Say to participants: There are eight stages to building consensus. Check out the handouts for more in-depth information. Here is a quick snapshot.
 1. **Identify the issue the group wants to reach a consensus on.** Be as specific as possible when selecting a topic.
 2. **Make sure that you have the right people in the room for the discussion.** Do not leave out people who can block or derail the group decision and make sure that the participants can legitimately speak for the groups they represent. In addition, it is also important to ensure that your group is diverse and inclusive in order to make sure that marginalized groups are present and properly represented in this endeavor.
 3. **Design a process that has a clear, realistic timeline that results in a decision being made about the issue.** The process should be presented to the people who will be involved in their approval. Allow the participants to suggest any changes to the process so that no legitimate stakeholders feel their interests are being ignored.

4. **Do a thorough problem definition and analysis.** Each stakeholder is likely to have different hidden concerns about the issue, and will probably explain exactly what they think the core problem is in a different way. This allows different stakeholders to say exactly how they see the issue and why it is important from their point of view. As a result, a more complete picture of the problem will emerge as more stakeholders share how they see it, and come to understand how all their concerns and interests are linked to each other.
5. **Identify and evaluate alternative solutions.** Before the group decides on any one course of action, it is best to explore a variety of options or alternative solutions. This is extremely important in multiparty disputes because it is unlikely that any single option will satisfy all parties equally. Parties should be encouraged to develop creative options that satisfy their interests and others'. As more options are explored, parties become able to think in terms of trade-offs and to recognize a range of possible solutions.
6. **Decision making.** Eventually, the choice is narrowed down to one approach, which is adapted to meet the needs of all the legitimate stakeholders in the process, and on which all the stakeholders agree. Consensus building is different from majority rule decision making in that everyone involved must agree with the final decision -- there is no vote.
7. **Approval of the agreement.** Once decided, the agreement should be presented to all parties involved — including those that may not have had a direct role in the consensus-building process. back to their constituencies and try to get it approved. This is one of the most difficult steps, as those that were not as involved may not have the level of understanding or trust to see why this is the best possible agreement they can get.
8. The final phase of consensus building is **implementing the agreement**. Consensus building often results in creative and strong agreements, but implementing those agreements is a separate task.

Slide 7: Exercise: Consensus Building

Facilitator talking points and instructions for slide:

1. Say to participants:
 - Stakeholders always have a wide range of understanding and perceptions of a problem.
 - This exercise will help us work out a common understanding of an issue or problem.
 - We are going to do it as one big group — no small groups for this exercise.
 - The steps provide a framework for finding a solution that meets most people's needs more completely than decisions made without such widespread participation.
 - Let's start by choosing **two** topics that we can use in this exercise. Maybe you want to use the same topic or issue that you have used in previous lessons (such as the debates lesson) or you would like to choose new topics.

Note to facilitator: Alternatively, you can select three topics based on your own, or solicit ideas before the start of this lesson.

- This exercise is more than just an ordinary decision-making exercise. It is an exercise in which everyone's voice has equal importance.
- You will be required to look at the issue or decision from many different angles.
- This exercise will involve a series of discussions on our agreed upon topics followed by feedback sessions.
- Let's get started with the first topic.

Note to facilitator: The following set of instructions/script will be repeated for each of the topics. If time runs short, you can choose to do only 2 topics. During the early part of the first practice discussion, intervene when you hear signs that the group is breaking one of the rules(see the handout for the 5 rules), explain which rule they have broken and why, and then coach and discuss with them how they could keep the rule in that situation.

- After approximately 10–15 minutes, ask participants to stop the discussion and take out the “Reviewing skillful discussion” form.
- Begin to review the discussion with participants, using the prompts on the form.
- Encourage them to be appreciative if they can, focusing on ways in which they succeeded in keeping the rules, with quotes if possible.
- Then go through each rule and ask the participants to read out the examples they have written down in the box next to it. Allow some general discussion on how to keep each rule before the next practice discussion session.
- Repeat the above steps for the second topic.
- As a facilitator try to intervene less often. Only intervene if they seem to have forgotten the rules. Instead, try to keep notes of evidence that the rules are being kept.
- Once the time is up, bring the group back to the lesson and have a debrief session:
 - Was it hard to come to an agreement?
 - Were you able to go through each of the 8 stages of consensus-building?
 - How hard was it to stick to the 5 rules?
 - Were all participants given an opportunity to speak and take part in the consensus-building?
 - Women and youth – how did you feel that your opinions, perspectives, and experiences were taken into account during the exercise?

Note to facilitator: As time allows, it would also be good to explore the general group dynamic topics discussed in lesson 8 of module 2. Also, ensure you touch on concepts learned during the masculinities training in the debriefs as well.

Note whether everyone participated equally in the consensus-building activity and then compare that to: male participants' views on "whether all participants were given an opportunity to speak and take part" and women's responses regarding whether their "opinions, perspectives, and experiences were taken into account during the exercise"?

LESSON 4.11 END

Thank you

Facilitator talking points and instructions for slide:

1. This concludes the lesson on consensus building. If there is time available, and participants are inclined, you could ask if they have any questions
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



MODULE FIVE
ADVOCACY AND ACCOUNTABILITY





LESSON ONE: AWARENESS RAISING, ADVOCACY AND ACCOUNTABILITY IN A PARTICIPATORY DEMOCRACY

Time Duration: 1 hr (approximately)

Slide 1: Lesson One: Awareness Raising, Advocacy and Accountability in a Participatory Democracy

Slide 2: Lesson Objective: To learn the importance and impact of informed and active citizen engagement in a participatory democracy.

Facilitator talking points for slide:

1. Say to participants: In this session we will learn about why advocacy and accountability is a critical part of a deliberative and participatory democracy. We will dig deep into the concepts of:
 - How an informed citizenry is necessary for a participatory democracy
 - How citizens become informed
 - How awareness raising, advocacy and accountability initiative increase citizen involvement
 - Diversity and inclusion in advocacy and accountability initiatives
 - Developing public awareness campaigns

Slide 3: Participatory Democracy

1. Say to participants:

- We have spent a lot of time over the first three modules discussing various elements of participatory democracy.
- This has included the different democratic actors, media, allies and opponents, developing cogent arguments, entering into a debate or dialogue with someone who has different opinions or viewpoints that you.
- In this module, we will discuss additional elements of participatory democracy — awareness raising, advocacy and accountability.
- These types of activities can take your activism up a few notches to help you more effectively engage in the democratic process and hopefully create meaningful change.

2. Ask participants the questions: **Based on what we've learned and discussed in each lesson, what does the term 'participatory democracy' mean to you? Is Lebanon a participatory democracy?**

Observation point: Note if participants mention inclusion, gender equality etc. in discussions of participatory democracy.

Note to facilitator: Allow participants to brainstorm but after about 5 minutes of open discussion offer the following:

- By and large, yes Lebanon is a participatory democracy. It has:
 - Party pluralism
 - Decentralized governance structure
 - Regularly scheduled elections
 - Independent media
 - Robust civil society
 - Rule of Law
 - All the things we discussed in module two
- A participatory democracy has the above components in addition to a civil society, citizens, media or academia that can also:
 - Raise public awareness on important issues of common concerns — either through deliberate public information campaigns, investigative journalism or outreach activities.

- Advocate for issues that address issues of common concern
 - Hold decision makers, including government officials, accountable for their actions.
3. Say to participants: In this module, we will look at how awareness raising, advocacy and accountability help to further a democratic political system so that it is more answerable and accountable to the needs of its citizens.

Slide 4: The Importance of an Informed Citizenry

1. Say to participants: For a democracy to be functional, its citizens must be informed and be able to engage in both civic and political life.
2. Ask participants the questions:
 - In Lebanon, would you say that most citizens are engaged in a politically neutral way in civic and political issues that affect them?

Note to facilitator: Ensure the participants understand this question is not about them being informed about political ideology. Allow participants to brainstorm but after about 5 minutes of open discussion offer the following questions to prompt the discussion:

- Do citizens engage in community activities beyond their immediate family or neighborhoods?
- Do most citizens vote?
- Do citizens only engage in political discourse when there is a scandal?
- Are citizens aware of the laws and issues the government is making decisions on?

Slide 5: How can citizens become informed in order to participate in their democracy?

Facilitator talking points for slide:

1. Ask participants the questions:
 - In Lebanon, are citizens well informed?
 - How do they get their information?

- Is available information accessible to diverse groups, such people with disabilities, people who are illiterate or people who speak a language other than the dominant language?

Note to facilitator: Allow participants to brainstorm but after about 5 minutes of open discussion offer the following:

- Consume a variety of information or media sources — either that are free of a political bias or that are from all sides of the political spectrum
 - Social Media
 - Friends and Family
 - Political Affiliates
2. Say to participants:
- Citizens can become more informed through three specific types of activities:
 - **Awareness raising** is to spread knowledge of a particular problem or cause.
 - **Advocacy** is an action directed at changing the policies, positions or programs..
 - **Accountability** is when a decision maker is obligated to explain, justify, and take responsibility for one’s actions, and to answer to someone.
 - When citizens have the information gained through these types of activities they can make more informed decisions, therefore being more prepared to engage in a knowledgeable way in political life.
3. Ask participant the question:
- **Are there any public awareness, advocacy or accountability or oversight initiatives that you can think of that are currently active in Lebanon?**
 - **How are they helping to inform citizens about current events or issues of common concern?**

Note to facilitator: Allow participants to discuss and after about 5 minutes of open discussion you can also offer the following:

4. Say to participants:
- Those are some great examples of campaigns in Lebanon. Here are some other examples of public awareness campaigns for you to look into further if you are interested.

- *Embrace*, a non-profit organization (NGO) which works to raise awareness around mental health in Lebanon, launched the **Embrace Lifeline**, the first Emotional Support and Suicide Prevention Helpline in Lebanon and the MENA region. The Helpline campaign “Talking saves lives” (التحكي بطول العمر) was launched in September 2017 with the aim of starting a conversation around suicide and encourage the Lebanese community to start talking about suicide, break the silence around this societal taboo and send messages of support to those affected by suicide.
- In February 2020, UNDP, in collaboration with the Council of Ministers in partnership with the Ministry of Interior and Municipalities, the Ministry of Public Health, the Lebanese Red Cross, UNICEF, and the World Health Organization, launched a three-pillar national campaign on Wednesday. The campaign aims to raise awareness among the Lebanese on the importance of closely following precautionary measures to avoid the rise of a second wave of the novel Coronavirus.

Slide 6: How do these activities increase citizen participation?

Facilitator talking points for slide:

1. Ask participants the question: **How do these activities increase citizen participation?**

Note to facilitator: Allow participants to brainstorm but after about 5 minutes of open discussion offer the following:

2. Say to participants:
 - When you are more informed, you are more apt to make decisions that accurately represent your interests or priorities.
 - If you were unaware that the government was negligent in providing information or a service to the public, and you suddenly become aware, you have new information to make a decision if you still want that elected official in office the next time he or she comes up for election.
 - If an organization is conducting public awareness and advocacy on issues they care about, that you also happen to care about, you may follow them and support the changes they are advocating for.
 - If an organization is advocating for change, and demonstrating thorough evidenced based advocacy or oversight activities that the government is not providing for the public good, you may join them in demanding more government accountability

- If the government is not making their decision making process transparent, you may want to become more engaged to learn about their decisions, decisions that affect your life.
 - This is also an opportunity to become more informed about social biases or violence against marginalized populations, such as women, people of different ethnicities, or against refugees, that exists in your community or country.

Slide 7: Diversity and inclusion in advocacy and accountability initiatives

1. Say to participants:

- In the last module, we started off by thinking about the concepts of diversity, inclusion and intersectionality.
- We discussed how creating safe space for a plurality of different voices and perspectives can help us create more informed arguments for our debates and dialogues with decision makers.
- The same is true when we think about raising awareness, advocating on issues of common concern and holding decision makers accountable.

2. Ask participants the question: **Given what we have learned so far, why do you think it is important to ensure your awareness raising, advocacy and accountability initiatives are inclusive of a diversity of perspectives and voices?**

Note to facilitator: Allow participants to brainstorm for about 5 minutes of open discussion. After all of the discussion on inclusivity and diversity, they should be well prepared to answer these questions. If needed, prod them on the ideas that women, youth and other traditionally underrepresented groups can bring new perspectives that can strengthen arguments, identify information gaps, and uncover challenges not previously thought of by others that are from different groups.

Observation point: Participants should be able to discuss the need to conduct advocacy initiatives inclusively, reflecting on all previous discussion and activities, so as not to recreate past injustice.

Slide 8: Civic Participation

Facilitator talking points for slide:

1. Say to participants:
 - Let's take a moment to think about citizen engagement holistically.
 - The foundation for any engagement is based on knowledge and awareness.
 - That is often accomplished through public awareness campaigns.
 - These can be carried out by individual citizen activists, civil society organizations, academia or the media.
 - Once you have information, you are able to better develop arguments and statements that can help you advocate or argue for the issues you care about.
 - From there, if the government does take up, even to some degree, the issues you advocate on, you can then create initiatives that hold them accountable to the decisions they made on those issues.
 - We will unpack both the concept of advocacy and accountability in the next few lessons in this module.
 - But let us take the next few slides to discuss awareness raising as a foundational element to civic engagement, a key component to a participatory democracy.

Slide 9: Public Awareness Raising

1. Say to participants:
 - Sometimes it is necessary to help lay the foundation with your stakeholders and make sure they have the necessary information to make more informed decisions.
 - For example, it may be necessary to ensure that citizens are aware of the provisions of a particular law before you launch a widespread advocacy about a specific law needing reform.
 - Citizens may first need to know how the law does or doesn't serve their interest before you can gain them as an ally.
 - You may also need to do an awareness campaign that targets other stakeholders, like lawmakers, to let them know why a specific law or regulation doesn't address community needs.
 - Often public awareness campaigns are a step in a larger advocacy campaign.

2. Say to participants:

- There are a number of key steps in developing an awareness campaign, and many of these steps will seem familiar to you from our previous modules and lessons.
 1. **Messaging:** What information do you need people to know and what is the best way to say that message?
 2. **Outreach:** Who are the targets of your message? Hint: You may have more than one target and more than one message! What citizens need to know may be worded slightly differently than decision makers.
 3. **Communication Strategy:** How will you get your messages out? What platforms or venues? Who is your messenger and who is your receiver (remember this from the debate and dialogue module?).
- These are key components of any good campaign, but let's think about what can go in our 'public awareness campaign toolbox' to learn a bit more.

Slide 10: Create Your Public Awareness Campaign Toolbox

1. Say to participants:

- **Plan Grassroots Organizing/Outreach:** Grassroots organizing is the proactive gathering of support at the local level for your issue or goal. The result is a formal or informal network of supporters whom you can ask to act on behalf of your issue or goal (e.g., write letters, make calls and ask others to do the same). This network is usually unpaid, and motivated by a desire for change.
- **Leverage Community Leaders or "Grasstops":** Community leaders or "grasstops" individuals can carry your campaign message to a specific set of audiences that other supporters cannot reach. Grasstops should be engaged on a regular and ongoing basis to help leverage other leaders, their own members/supporters, in-kind and cash resources, and caché.
- **Develop Champions:** Within your target audience(s), you must proactively engage individuals and groups to ensure they are active on behalf of your campaign. Remember in previous lessons when we talked about allies -- those allies can become your champions!
- **Engage with Government:** Think about how you may need to involve government officials in your campaign. They may need to know more about your issue too. They may also be beneficial if you include them in your campaign too.
- **Create a Media Relations Strategy:** Coordinated media strategies with multiple media outlets will help push forward messaging through- out every campaign component. The three most common examples of media strategies are: Social (Facebook, Twitter, blogs, etc), Earned (articles placed in news outlets at no cost), Paid (ads and information you pay for). Specific media strategies should always fit the goals, target audiences, and resources available to your campaign. Media should support the other components, not vice versa.

- **Develop a Comprehensive Implementation Plan:** Create a detailed document that describes the goals and tactical activities attached to each component of your public awareness campaign. You can use the action plan that we have used across these modules as an example of an implementation plan.
- **Create Collateral Materials:** You may need to develop materials specifically for the goals and tactics of your campaign. Some examples include: talking points, fact sheets, issue specific brochures, or issue briefs.
- Remember, not every public awareness campaign includes every component. Choose what's right for you and create a campaign that gets results!

LESSON 5.1 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on awareness raising, advocacy and accountability as a part of a participatory democracy. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON TWO: INTRODUCTION TO ADVOCACY

Time Duration: 1 hour (approximately)

Slide 1: Lesson Two: Introduction to Advocacy

Slide 2: Lesson Objective: To understand the core concepts of advocacy and when advocacy may be a smart strategy to utilize

Facilitator talking points for slide:

1. Say to participants: In this session we will learn about advocacy. We will be introduced to the concepts of:
 - What is advocacy,
 - Types of advocacy,
 - Nine steps of an advocacy campaign,
 - When to use advocacy as a tool, and
 - How advocacy can explicitly and implicitly amplify diverse voices.

Slide 3: What is Advocacy?

Facilitator talking points for slide:

1. Ask participants the questions:
 - What does the word advocacy mean to you?

- How have you encountered advocacy in your personal or professional lives?
- Have any participants conducted advocacy campaigns in the past?
- Can anyone in the group describe a campaign that they know of?

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Here are a few examples from ABAAD in Lebanon about gender based violence:
 - *A White Dress Doesn't Cover the Rape:* In 2016, ABAAD launched a campaign during the 16 days of Activism to end violence against women, as part of the process of demanding the abolishment of article 522 of the Lebanese Penal Code.
 - *Shame on Who:* In 2018, ABAAD launched a campaign pressing for tougher sanctions and accelerating trials against rapists, in cases of sexual violence and rape in particular, and to change social perceptions that stigmatize and shame female rape victims, pushing them to cover up the crime.
- Other examples of advocacy in your personal life may be when you were a kid and you tried to influence your parents to let you stay up late, or when you tried to convince a teacher that you deserved a better grade.
- At its core, advocacy is about trying to influence others for a cause or on behalf of others.

Slide 4: Advocacy is...

Text on slide:

- An action directed at changing the policies, positions or programs of any type of institution.
- Is pleading for, defending or recommending an idea before other people.
- Is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution.
- Is working with other people and organizations to make a difference.
- Is putting a problem on the agenda providing a solution to that problem and building support for acting on both the problem and solution.

Slide Note for Facilitator:

- Slides 4 and 5 contain a variety of definitions that capture many varieties of advocacy, including motivations, levels of advocacy and outcomes. It is best to go through each slide and then ask the questions found under the instructions for slide 5.

Slide 5: Advocacy...

Text on slide:

- May involve many specific, short-term activities to reach a long-term vision of change
- Consists of different strategies aimed at influencing decision-making at the organizations, local, provincial, national and international levels.
- Can include lobbying, social media or other information and communication technologies, community organizing or other activities.
- Is the process of people participating in decision-making which affects their lives.

Facilitator talking points for slide:

1. Ask participants the questions:

- **What do you think of the definitions?**
- **Are there any definitions of advocacy that you know that are not on these two slides?**
- **Are these reflective of the advocacy you have seen here in Lebanon?**
- **Do any of these definitions of advocacy remind you of concepts we learned in other modules?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- **Consensus building**
- **Dialogue**
- **Debate**

Observation point: Note how participants discuss “consensus building.” The hope is that participants understand “consensus” especially as including the perspectives of women and minorities.

Slide 6: Why is Advocacy Important?

Facilitator instructions for slide:

1. Ask participants the question: **Why is advocacy important?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up

- It provides a way to directly interact with government/others.
- It allows us to tell others what we want and why it is important.
- It provides a way to get others on board with our ideas and support our work.
- It shows that many people want the same things we want.
- It allows you to include many different voices and perspectives on the same issue

Slide 7: Advocacy, Diversity and Inclusion

Facilitator instructions for slide:

1. Say to participants:

- As we just learned, advocacy activities typically focus on a process where individuals, groups or communities try to influence policy and decision-makers.
- These groups are often focused on influencing or changing policy, procedures and/or practice because they are not advantageous to all members of society.
- Advocacy can be a means to achieving equity and social justice through the empowerment of disadvantaged groups, including women, youth, people with disabilities or LGBTI, so they actively participate and are directly included in decision making processes affecting their lives.
- Advocacy activities typically cover a broad range of activities such as awareness-raising, lobbying, public relations and influencing specific legislation.
- Less powerful or elite members of society are often more able to be active within civil society and outside of formally elected positions; however, advocacy from within civil society can be a critical way to influence changes within formal politics in order to create increased entry points for formal leadership as well as serve as a gateway to decision-making.

Observation point: Participants' responses should be noted to see if they reflect back on the masculinities training.

2. Ask participants the question: **What are some advocacy campaigns that you have seen in Lebanon that are advocating for the rights of women, youth, people with disabilities, LGBTI or other traditionally marginalized groups?**
3. Say to participants:
 - Advocacy initiatives also can help us model behavior that we want.
 - For example, if we are advocating for increased youth employment opportunities, it is critical to ensure that the campaign has youth in leadership as well as staff or volunteers. If we are advocating for better accessibility for people with disabilities, it would be ideal to ensure people with disabilities are leading the process for revising policy proposals and are an integral part of the advocacy team.
4. Ask participants the question: **Can you think of other ways that inclusive behavior can be modeled in your advocacy campaigns?**

Slide 8: Types of Advocacy

Facilitator instructions for slide:

1. Say to participants:
 - There are two types of advocacy that you are likely to encounter the most: **Issue advocacy** and **policy advocacy**
 - **Issue advocacy** is a comprehensive communications campaign strategy and tactics that advocate for, against or to neutralize a policy issue that is designed to impact a business, association or individual. An issue advocacy campaign is designed to bring awareness to a specific issue – like polluted waterways or humane treatment of street animals.
2. Ask participants the question: **What are some examples of issue advocacy campaigns that are currently active in Lebanon right now?**
3. Say to participants:
 - The second type of advocacy is **policy advocacy**.
 - **Policy advocacy** is defined as support of or against (such as through abolishment or reform) of a particular **policy** or class of **policies**. A policy advocacy campaign is designed to bring awareness on a policy or set of policies that are in need of reform – such as domestic violence legislation or government procurement procedures.

- **Policy advocacy** is solution-based.
- Instead of solving a problem for one person at a time, or simply raising awareness about a problem, in policy advocacy we analyze the causes of a problem and develop policy-based solutions to address these in a manner that creates sustainable and enduring change.
- Formal policy mechanisms, such as laws or government regulations, are a key part of policy advocacy as this type of work often seeks to alter the way that official institutions address or spend money on the issue.

Slide 9: What is policy?

1. Say to participants:

- These two types of advocacy are not mutually exclusive — often issue based advocacy turns into policy advocacy over time!
- But for a bit more clarity, let's dig into policy a bit more, so that we can better understand what policy advocacy really is.

2. Ask participants the question: **What is policy?**

3. Say to participants:

- At its core, politics and governing are meant to be a competition of ideas:
 - How should the country be run?
 - How should finances be managed?
 - How should the economy be developed?
 - What should spending priorities be?
 - How should relations with other countries be managed?
 - What should the state of health care be?
 - What should the education system look like?
 - What should the rights and responsibilities of citizens be?
 - What quality of life should citizens expect?
 - How should the infrastructure perform?
- In order for ideas to come to life, they must be translated into policy.
- Policies are clear plans about how a social, political or economic vision will be achieved and how ideas will be implemented as actions.
- Policy advocacy is therefore an organized initiative that seeks to change official policy or legislation, or the manner in which these regulations are applied.
- Policy advocacy efforts typically try to establish new policies, improve existing policies or challenge the development of policies that create a difficulty or an injustice for specific groups in society, particularly more vulnerable or disadvantaged groups.

- For example, policy advocacy may argue for the implementation of existing policies or adequate funding for under resourced policies.

Slide 10: What is an advocacy campaign?

1. Say to participants:

- A campaign is a connected series of operations designed to bring about a particular result.
- Also a campaign is a program with elements of education or advocacy that is planned to have maximum effect toward a specific goal within a defined time frame.
- The purpose of advocacy campaigns is to increase the knowledge and understanding of definitions, concepts and strategies in policy-making so that a desired change can occur.
- Most importantly, advocacy campaigns intend to persuade as they are focused on a specific change of policy, attitude, or behavior. This can be done through:
 - Social mobilization – *grassroots movements*
 - Garnering public attention – *press coverage*
 - Working with special interest groups – *women, environment, artists*
 - Working on technical issues – *policy analysts, academics, environmental experts*
 - Behind the scenes – *lobbying high level partners*

2. Say to participants:

- There are also different types of campaigns:
 - Mobilizing and involving people — for example, anti-corruption campaigns.
 - Pressuring decision makers — for example, marches to municipal councils.
 - Informing and educating the public — for example, voter education campaign
 - Changing behavior and attitudes — for example, anti-domestic violence campaigns
 - Persuading people to support something — for example, election campaigns.
- A campaign should be big enough to make a difference, but manageable enough to get short-term results. It should build the base for future campaigns and actions.

Slide 11: Nine Key Components for an Effective Advocacy Campaign

Facilitator talking points and instructions for slide:

1. Say to participants:
 1. **Select a Limited Issue:** Issues should be as narrowly defined as possible. For example: the constitution should guarantee free education for all vs. there should be free primary and secondary education for all children.

Note to Facilitator: This may be a good idea to have a sidebar on what is a constitutional issue vs what is not. We often hear from citizens that want to include issues in the constitution that are more policy oriented or legislative in nature and are not appropriate for constitutional law. For example, that the constitution should include percent of budgetary resources for province x or issue y.

2. **Define the Goal:** What is the goal of the advocacy project? What does the group want to achieve? What does the group want to change?
3. **Develop a Power Analysis:** It is critical to understand who has decision-making authority over the issues that you work on and who will have authority to make the change your group desires. We will do a new power analysis exercise in a few minutes to explore who has a stake or interest in your advocacy project and what type of power or authority they may have to help or hinder your efforts. You may recall we did a stakeholder map in the last module — we will revisit that idea and create a new map shortly.
4. **Increase Power and Influence:** How can you build relationships with those you identified in your power analysis? How can you increase your constituents (those that care about your issue), membership, networks, or volunteer base?
5. **Build Strategic Alliances:** Who will help you reach your goal? Do you have a relationship with them or can you build a relationship with them? In module 3 we discussed the importance of building alliances. Alliances are critical in advocacy.
6. **Select Objectives:** What steps will you take to reach your goal? The objective(s) should be SMART (Specific, Measurable, Action Oriented, Realistic and Relevant, Time Based). See the handout to help you think more SMARTly.

7. **Design Activities:** What actions will you take to influence key decision-makers and influencers/stakeholders? It should be based on your power analysis. The activities should also focus on attaining your objective or goal. Activities may include: community surveys, media outreach, use of social media or digital technology, community dialogues and events, developing white papers or recommendation sheets, etc.
8. **Research:** What data or evidence or inputs do you need to gather to strengthen your advocacy campaign? How can you gather alternative solutions or recommendations for change?

Note to facilitator: This would be a good place to remind participants about the importance of objective, fact/evidence-based information and how it can be useful in an advocacy campaign. As mentioned in Lesson 1 of this module, advocacy is often seen as a negative tactic used by civil society to complain and make unreasonable demands of government. While shame tactics have their time and place, often campaigns that are positioned positively and can be seen as resourceful for government, with easily obtained wins, are more successful. Let's encourage participants to develop those types of campaigns for this project.

9. **Evaluation:** What was the overall effectiveness of each activity in obtaining your campaign's objective or goal? What needs to be tweaked or changed for next time to get more desired change?

Slide 12: Exercise: Power Mapping

Facilitator talking points for slide:

1. Say to participants:
 - In Module 3, we created a stakeholder map when we learned about allies and opponents. We want to revisit that same map tool for this exercise, but we will ask you to answer a different set of questions for you to make your map.

Facilitator instructions for slide:

1. Break training participants into even groups.

2. Provide the following instructions:

- You have 20 minutes to complete this exercise
- Take the first 5 minutes to do two things: 1) Select an issue (it may be a new issue or one you selected in a previous module), and 2) brainstorm in your group all of the people, government officials/agencies, etc., that may have an interest in the issue you are advocating for and/or who have the decision-making authority to make the change you are seeking. Write all of those names on a piece of paper. Be sure that you include a variety of stakeholders – government, civil society, representatives of relevant groups such as women, youth, people with disabilities or LGBTI.
- Once you have completed the brainstorm, take the flip chart paper, or if doing the lesson virtually, one person can draw the map for the others, or you can create digitally like the below image, and place your group in the middle of an X/Y axis with a circle around it.
- This is a simple matrix with a horizontal axis and vertical axis.
 - The vertical axis indicates the level of influence or power each person or organization has to give your group what you are asking for. The top of this axis is where you would place people or organizations that have the most power or influence.
 - The horizontal axis indicates whether people support your group's specific objectives or if they are opposed to these objectives. At the left end of this spectrum are people who are most opposed to your desired changes or objectives. At the right end are people who support your objectives most strongly.



3. Next, instruct participants to identify the organization or individual holding the most power in terms of delivering your desired outcome. Place this card on the power map, leaving some distance between the two cards.
4. Then, have participants place each card in turn on the power map. As they place them down, ask them to discuss with the group:
 - How much influence do they hold?
 - Do they cooperate with each other or are they in conflict?
 - Do the participants presently have a relationship with these people?
 - Are identified parts likely to agree with the participant's or group's position?
5. After giving participants about 20 minutes to prepare their power maps, have each group take no more than 5 minutes to present their map. Who are the stakeholders on the map? Why did they choose the locations to place them on the map and what do the line styles mean to them? Where might alliances/coalitions/networks be built that could strengthen the advocacy campaign? Are their diverse voices represented on the map — women, youth, other minority populations?
6. Discuss these power maps with the entire group of participants, some feedback you will want is generalizable, some will be more specific to each group. This may take an additional 15–25 minutes or more.

Note to facilitator: You will see that this exercise can be broken down into many concepts and can lead to a variety of discussions on power, relationships, perceptions, identity, etc. You can even use the map as a visual reference to have participants do a verbal SWOT analysis between themselves and the stakeholders on the map. For this training, the main takeaway is to help participants begin to identify who the key influencers and decision-makers are. Feel free to explore these other themes as time allows or as discussion questions warrant.

Observation point: Note if participants are able to discuss ways patriarchal norms influence power dynamics.

LESSON 5.2 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on introduction to advocacy. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON THREE: DEVELOPING AN ACTION PLAN

Time Duration: 1–1.5 hours (approximately)

Slide 1: Lesson Three: Developing an Advocacy Plan

Slide 2: Lesson Objective: To think through details needed to design an effective advocacy campaign

Facilitator talking points for slide:

1. Say to participants: In this session we will learn about how to develop an advocacy campaign. We will be introduced to the concepts of:
 - Issue identification
 - Setting objectives (SMART objectives)
 - Importance of data/evidence driven campaigns
 - Types of advocacy activities
 - Identification of stakeholders and targets or campaign components

Slide 3: Developing an Advocacy Campaign

Facilitator talking points for slide:

1. Ask the questions to participants: **What makes an effective advocacy campaign?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Use their feedback to bounce ideas/misconceptions/challenges off of or use the following questions to generate feedback:
- Thinking of advocacy campaigns you are aware of:
 - What stood out about them?
 - Was the argument compelling?
 - What was the campaign about? Was it on a specific issue or was it more general?
 - Was the campaign inclusive of different voices?
 - We learned about issue and policy advocacy campaigns in the last lesson – is the campaign you are thinking of an issue advocacy campaign or a policy campaign?

Slide 4: Choosing a Topic and Developing Objectives

Facilitator talking points for slide:

1. Say to participants:

- We want our advocacy campaign to be successful.
- Successful campaigns – whether they are issue advocacy campaigns or policy campaigns – are specific in the change they are seeking.
- One way to help you ensure success is to develop objectives that are SMART.
- SMART Objectives are:
 - Specific
 - Measurable
 - Action-oriented
 - Relevant
 - Time bound
- Objectives also give you an opportunity to be very deliberate about inclusion. For example, maybe your objective is to:
 - Improve the marital rights for women
 - Increase youth organizations participation in government decision making
 - Increase the ability of people with disabilities to access government goods and services
- One thing to keep in mind, and we will return to this idea through the lesson – you might have several smaller advocacy campaigns with SMART objectives that fall under an umbrella of a much larger campaign.

- For example, oftentimes organizations or activists may have several issue advocacy campaigns that build toward a larger policy advocacy campaign. You may also need to be strategic about which initiative to work on first, based on available resources, political will and other factors.
- This is something to keep in mind when you are developing SMART objectives – you can break down your goals into SMART objectives and use those successes to build new campaigns and ideas onto!

Slide 5: Topics and Objectives

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Facilitator talking points for slide:

1. This slide will introduce the participants to the difference between goals/topics and objectives. The narrower the topic and objective, the more likely it can be obtained. Feel free to revise the examples for the Lebanese constitution or other timely topics.
2. Ask participants the question:
 - **What is the difference between the two statements on the slide?**
 - **How each may be achieved.**
 - **Can you identify possible stakeholders, decision-makers, allies and activities they may consider for each?**
 - **We just learned about SMART objectives.**
 - **Which of these two statements is SMART?**
3. Say to participants:
 - Other hints/suggestions for objectives:
 - Be specific, clear and understandable by all stakeholders.
 - Be attained in a reasonable amount of time (time bound). If lengthier, determine short, medium and long term ‘wins.’
 - Directly contributes to achieving your goal.
 - Helps build straighten in your power/alliances/coalition
 - Can be analyzed in terms of time and resources needed to achieve them.
 - Be fundable: How will you acquire necessary financial resources? Advocacy ideas should be ones people will provide financial support for.

Slide 6: Research your topic!

Facilitator talking points for slide:

1. Say to participants:

- Like with any good project – you should always make sure you do any necessary research first.
- You want to make sure you are aware of any other projects, initiatives or campaigns that are related to your selected topic.
- You will want to be sure you are aware of their successes and pitfalls, so you don't do the same and can improve your own campaign based on those previous efforts.
- Research can help you better understand your constituent or community needs – just because you think it is a problem doesn't mean everyone else does!
- Research also helps you identify new stakeholders you may not have previously thought of (remember the iceberg exercise in the last module!).
 - The types of questions asked in the research phase will also determine whether the activity is inclusive. If there are no questions getting at the difference an issue may have for different groups, then that information won't emerge and won't influence the campaign.
- Just like in a debate or dialogue, you want to be sure you know the arguments to your advocacy campaign. If you are asking for a specific change – what kind of push back might you receive from those that you are asking to change?

Slide 7: Designing your campaign

Facilitator notes and instructions for slide:

1. Say to participants

- This slide will help you all think about the design portion of their campaign.
- Main take-away: **plan. plan. plan.**
- Thinking through the campaign, from start to finish, before it happens will help you develop a more effective campaign. Planning also includes an assessment of possible risks and setbacks, which are likely in any campaign.
- This slide provides the highlights of the preparation phase.

Slide 8: Inclusive Advocacy

Facilitator talking points for slide:

1. Say to participants: Let's return to a common theme of our lessons: inclusivity.
2. Ask participants the questions:
 - What does an inclusive advocacy campaign look like?
 - Are there any examples here in Lebanon?
 - How can advocacy campaigns in Lebanon be more inclusive?

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the prompts:

- Does an inclusive campaign include diverse voices in the campaigns design?
 - Does a campaign need to be inclusive to be successful?
 - Could there be a variety of perspectives and voices in the campaign activities?
 - Could the advocacy campaign target audiences of different perspectives?
 - Could the outcome of the advocacy campaign target different sectors of the population — including those that are traditionally underrepresented?
3. Ask participants the questions:
 - How can advocacy campaigns in Lebanon be more inclusive?

Observation points: Note if participants are able to identify the patriarchal norms in Lebanon when discussing this how campaigns can be more inclusive.

Slide 9: Advocacy: A positive or negative approach?

Facilitator talking points for slide:

1. Ask participants the questions:
 - What kind of reputation does advocacy work have in Lebanon?
 - Is it positive or negative or are people indifferent?
2. Say to participants:
 - Often, civil society organizations decide to advocate for change because they are unhappy with how things currently are.
 - This may lead them to creating an advocacy campaign that comes across as negative and antagonistic to those they are targeting for change.
 - That is ok — sometimes shame and blame tactics are just what you need to create change.
 - But sometimes advocacy campaigns can have a positive tone and be as equally, if not more effective.
 - Ultimately, the goals that you are trying to achieve, as well as critically analyzing the decision-makers and stakeholders involved will help you determine the tone and approach of your campaign.
 - Sometimes being ‘resourceful’ or being seen as helpful on an issue can influence decision makers and help you win them over.
 - Think about the skills we discussed under the debates module — the tone and words we choose can have a big impact on the listener. The same is true for an advocacy campaign.

Slide 10: Homework! Developing An Advocacy Plan

Facilitator talking points for slide:

1. Say to participants:
 - Now let us put some of what we learned into action.
 - For homework, we will break into groups for the exercise.
 - Provide the following instructions:
 1. Break participants into even groups. If possible, this should be the same groupings as for the Power Map exercise.

2. Using what they have learned thus far in the training, ask participants to develop an advocacy plan.
3. A chart is provided below, and as a handout that may help groups organize their plan. Briefly review the chart together with the participants before you have them do their homework.
4. The illustrative chart breaks down each objective into ASKs (what are they asking the stakeholder, influencer or ally to do).
5. These asks should directly contribute to the objectives and activities should be aligned to help WIN the ASKs.
6. Briefly review the chart together with the participants before you have them do their homework.

Note to facilitator: Asks and Wins are new concepts that you may need to explain to the participants. These are basic elements of any advocacy a campaign, but due to the training being so condensed, they have not been introduced as such. Take a moment to explain an 'ASK' (what you want to target audience to do for you).

****Groups may want to reference their power map as they develop their plans**

(Could be shown as text on the slide)

| Issue: Goal: Objective: | | | | | |
|--|-----------------------|--|---|--|---|
| ASKs | Target Audience | Activities | Resources | Time | Responsible Party |
| Short Term Ask #1: To have a meeting with appropriate committee in the CDA | Committee Chairman | Research Send letter/ phone call Follow-up Attend meeting | Time Prepared materials about advocacy campaign (e.g. pamphlet) | Before campaign officially launches, within one month, etc. | Coalition Organizations Executive Directors (maybe no more than 3) |
| Short Term Ask #2: | | | | | |

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Middle Term

Ask:
.....

Long Term

Ask:
.....

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LESSON 5.3 END

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Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on introduction to advocacy campaigns. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON FOUR: PRESENTING YOUR ADVOCACY PLAN

Time Duration: 1 hour (approximately)

Slide 1: Lesson Four: Presenting Your Advocacy Plan

Slide 2: Lesson Objective: To practice delivering your advocacy plan

Facilitator talking points for slide:

1. Say to participants:
 - In this session each group will present their advocacy plans.
 - We will use the time together today to have each group present their plans, then discuss each, identifying strengths, weaknesses and areas for improvements.
 - This lesson will be a bit different from the other lessons we have done in our modules.
 - This lesson is more about discussion, feedback and learning from each other.
 - I encourage everyone to participate and give the space for everyone to share their own thoughts and ideas.

Slide 3: Presentation Time!

Facilitator instructions for slide:

1. Say to participants:
 - It is presentation time.
 - Each group will be given time to present their plans to all of us.
 - Let's be respectful and encouraging.
 - Take notes if you have questions and we can review and discuss after all presentations have been made.

Notes to facilitator:

- Give each group time to share.
- Average time should be approximately 5 minutes.
- Have each group present their presentations to the entire class/cohort.
- The presentations should include:
 - Asks — short, medium and long term
 - Target Audience
 - Activities
 - Resources
 - Time
 - Responsible Party
- Have all groups present their plans before beginning the discussion.

Slide 4: Feedback

Facilitator talking points for slide:

1. Say to participants:
 - Let us now go back through each group and give feedback
 - I encourage all of us to give out thoughts.
 - Let us be kind, so if you have something critical to say, do so in a way that is not mean.
 - Better yet, if you have a criticism, tell the group how they can improve or overcome that critique.

Notes to facilitator:

- Allow a free flow of discussions for each group.
- Give each groups plan a reasonable amount of time — they will not be perfect so help participants identify good things and maybe some things about the plans that can be improved
- As much as possible, encourage feedback on some of the elements participants have learned over the last three modules:
 - Hard skills:
 - Are the action plans SMART?
 - Are stakeholders and targets clearly articulated?
 - Are asks concrete and specific?
 - Are asks tied to articulated goals and desired outcomes?
 - Soft skills:
 - Were the presentations of the action plans inclusive?
 - Are the targets and responsible parties inclusive? Did they follow traditional gender norms (women are admins, men are speakers)?
 - Did presenters use any of the skills learned under module 3, lesson 6 on public speaking (word choice, body language, tone of voice, etc.)?

Slide 5: Common Weaknesses in an Advocacy Plan

Facilitator talking points for slide:

1. Say to participants:
 - Everyone did a great job, and for many of you, this was your first attempt to create such a plan.
 - No one is perfect in the implementation of their plans, no matter how many times you have done them.
 - Let us take a few minutes to discuss some common mistakes or areas of weaknesses.
 - Some of these may sound familiar from the other lessons we have covered.
2. Ask participants the question:
 - **Can anyone think of common weaknesses?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- You didn't have clear asks that your target could easily address
- You didn't identify all possible targets (did you identify all your possible allies and all potential opponents?)
- You didn't anticipate the counterargument of your targets
- You didn't have enough resources
- You underestimated the amount of time you needed to implement your action plan
- You did not take time to appreciate and motivate the people you're working with.
- You did not factor in setbacks or assess risks.
- You did not analyze mistakes along the way and think of how you could improve or revise your plan

3. Ask participants the question:

- **Can you think of ways that we can overcome these weaknesses?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- **Plan, Plan, Plan!**
- Allow plenty of time to plan, implement, and review your actions
- Always make time for reflection
- Seek outside input — make sure you have diverse perspectives informing your plan. Tweak as necessary, their inputs are important!

Observation points: When discussing weaknesses, note if participants can link anything to gender inequality or if they are able to independently recognize the lack of input from diverse groups and perspectives.

LESSON 5.4 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the session on presenting advocacy campaign plans. If there is time available, and participants are inclined, you could ask if they have any questions.



LESSON FIVE: CIVIL SOCIETY AS WATCHDOGS

Time Duration: 1 hour (approximately)

Slide 1: Lesson Five: Civil Society as Watchdogs

Slide 2: Lesson Objective: To understand why accountability initiatives are important in a democratic society

Facilitator talking points for slide:

1. Say: In this session we will learn about how civil society can serve as watchdogs. We will be introduced to the concepts of:
 - What is a Watchdog?
 - What are we trying to achieve?
 - When to use as an intervention?
 - Eight key steps
 - Activities and Follow-up
 - Lessons Learned -- Challenges and Risks

Slide 3: What is a watchdog?

Facilitator talking points for slide:

1. Ask the questions to participants the questions: **What does it mean to be a watchdog?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up

- To observe
 - To witness
 - To uncover
2. Say to participants:
 - Watchdog activities usually are done by activists, organizations or even academics to help shed light on something that the government or companies are doing.
 - Watchdogs have a lot of reasons behind their initiatives and activities.
 - Some of those reasons include:
 - Uncover corruption
 - Increase public awareness
 - Urge greater transparency
 3. Ask participants the questions:
 - **Have any of you conducted watch dog activities in your work?**
 - **If so, can you describe your experience?**

Slide 4: What change are you seeking to achieve?

Facilitator talking points for slide:

1. Say to participants:
 - Deciding to conduct watchdog activities, and which type of watchdog activity, depends on the outcome you are looking to achieve.

- On this slide we have several different types of change that you may be interested in:
 - Increase **citizen awareness** of government activities
 - Increase **sustained citizen involvement** in political processes
 - Collect information to **support advocacy, organizing or awareness campaigns**
 - Increase government **transparency, accountability and answerability**
 - To determine if something is or isn't **responsive to the needs of women, youth or other marginalized populations**.
- 2. Ask participants the question: **For those that shared experiences of doing watchdog activities — what change were you hoping to achieve with your watchdog efforts?**

Slide 5: Watchdog Activities And Democratic Governance

Facilitator talking points for slide:

1. Say to participants:
 - Watchdog activities can help expand several areas of democratic governance:
 - Watchdog activities can help expand the **space** for citizens to engage decision makers. They provide avenues, opportunities and entry points for engagement
 - They also help to expand citizens' **voices** by giving them a platform to express, aggregate and engage on issues of importance.
 - Watchdog activities also increase government **accountability** because those with the authority to make and enforce rules are answerable to those who live by the rules.

Slide 6: Eight Key Steps to Successful Oversight

Facilitator talking points for slide:

1. Say to participants:
 - There are 8 key steps to successful oversight — and some of these steps should look familiar to you!
 1. **Determine what the desired outcomes and goals are and what impact is expected from oversight activities.**
Say to Participants: Remember the SMART handout? This can be helpful as you think through your desired outcomes.

2. **Determine what type of oversight activity is appropriate**
Say to Participants: We will go through the list of activities in the next lesson
3. **Identify entry points and barriers**
Say to Participants: Remember when we mapped out allies and opponents? You can do a similar exercise with entry points and barriers!
4. **Determine Timeline**
5. **Identify needed resources**
Say to Participants: Remember our action plans we just did — using the plan to identify your timing needs and resources needs can be helpful here as you think through your watchdog activities.
6. **Collect data**
7. **Analyze data collected**
8. **Turn data into action**
Say to Participants: We will go through this in more details in the next few lessons

Slide 7: Data Collection and Watchdog Activities

Facilitator talking points for slide:

1. Say to participants:
 - There are a wide range of watchdog activities. We will focus on five different types in the coming lessons. But all watchdog activities, including ones we won't cover, such as election monitoring or watchdog journalism, include the following ways to collect data:
 - **Observation:** Observation is what you witness, observe or see. You may use checklists, questionnaires and photos to collect this information.
 - **Document Review:** You can learn a lot from government documents, including legislation, laws and policy documents, budgets and vendor tenders.
 - **Public Forums:** Attending and witnessing public events, monitoring press statements and speeches can provide a lot of details and data. Monitoring public forums for campaign promises can also yield data for your watchdog activities.

Slide 8: Watchdog Activities Are a Means to An End!

Facilitator talking points for slide:

1. Say to participants:
 - Each ‘watchdog’ activity should lead to the next action
 - Before we dive deeper into the different types of watchdog activities, let’s first talk about the difference between watchdog activities and advocacy and even public awareness activities.
 - Civil society often works in a cycle — researching an issue, raising awareness on that issue, doing more research once the public is more knowledgeable, advocating for change, researching to see if the advocacy had an effect, monitoring government performance around the public awareness or advocacy topic, more research to refine further awareness or advocacy campaigns, and on and on.
 - Remember, the types of questions asked in the research phase will also determine whether the activity is inclusive. If there are no questions getting at the difference an issue may have for different groups, then that information won’t emerge and won’t influence the campaign.
 - Keep this cycle in mind as we learn about different watchdog activities — because often watchdog or monitoring activities feels like research.
 - The most important distinction is that watchdog activities have a very distinct purpose — to create transparency and accountability.
 - Research does not necessarily have that same outcome or goal.

Slide 9: When Oversight Activities May Not Be Helpful!

Facilitator talking points for slide:

1. Say to participants:
 - Sometimes the environment is not right for conducting oversight or watchdog activities.
 - Because let’s be honest, watchdog activities make people that are being ‘watched’ nervous.
 - This may be especially true of populations that are suspicious of where the information collected is going, or who have experienced such activities carried out by dominant militias or dictatorships.
 - Here are some tips to think about while you decide if watchdog activities are right for your organizations:
 - Does it directly contribute to your goals? If not, you will want to rethink your plan of action.

- Does this political space exist to allow for watchdog activities? Do not undertake activities that may put you at undue risk. Additionally, thoroughly assessing risk is important because the level of risk may be different for specific populations.
 - As an example, if you recall in Module 2, we discussed violence against women in politics. For vulnerable and marginalized groups, engaging in watchdog activities can open the door to threats and coercion. Women’s rights defenders, women journalists and women publicly calling out government officials presents significant threats for women in this position.
- Does the government have the institutional infrastructure to handle the results of your oversight activities?
 - What we mean by *institutional infrastructure* is — does the government have the personnel, policy, budget or process to respond to the recommended actions or suggestions for change that your oversight activities may make?

Slide 10: Challenges and Risks

Facilitator talking points for slide:

1. Say to participants:
 - In addition, there are a number of risks and challenges that you want to keep in mind:
 - **Stakeholders.** Remember in Module 3 when we did the iceberg exercise? There are stakeholders that you know, and there are stakeholders that you may not be aware of. But they may be very interested in the outcome of your work — and not always in a good way.
 - **Are you monitoring process or performance?** An example of process is how a bill becomes a law; an example of performance is how well a particular government official performs their job duties. As you can imagine, depending on the operating environment, putting out analysis or findings on performance may create waves and discomfort. So keep that in mind. This doesn’t mean that you don’t do this type of watchdog activity, but be mindful of the feedback such activities may generate.
 - **Relationships.** Oversight activities can both strengthen and potentially damage relationships. Be mindful of your relationships as you plan your oversight and watchdog activities.
 - **Timelines.** What is the timeline of the watchdog activity that you want to do? For example.— if you are monitoring the parliament, are you monitoring one session or the calendar year? Do you have the appropriate resources for such?
 - These are just a few of the risks and challenges. We will talk more in depth in the next two lessons.

LESSON 5.5 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on civil society as watchdogs. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON SIX: LEGISLATIVE MONITORING, CAMPAIGN MONITORING, AND SHADOW REPORTS

Time Duration: 1.5 -2 hours (approximately)

Slide 1: Lesson Six: Legislative Monitoring, Campaign Monitoring, and Shadow Reports

Slide 2: Lesson Objective: To learn more about political process
monitoring initiatives and how it can be used to increase
government accountability

Facilitator talking points for slide:

1. Say: In this session we will learn about several types of political process monitoring. We will be introduced to the concepts of:
 - Legislative Monitoring;
 - Campaign Monitoring; and
 - Shadow Reports

Slide 3: Political Process Monitoring

Facilitator talking points for slide:

1. Ask participants the questions:
 - **Have you heard this term before?**
 - **What does it make you think of?**
 - **What does it mean to you?**
2. Say to participants:
 - Political process monitoring may sound very familiar to what we were discussing in the last few lessons — watchdog and oversight activities.
 - At its root, political process monitoring activities are just that — political process monitoring is a broad range of citizen or CSO-driven initiatives that seek to hold government officials accountable by monitoring and reporting on their actions.
 - The most well-known type of political process monitoring activity is election monitoring.
 - While that is a very important type of monitoring, there are many groups and resources available for those interested in knowing more.
 - For this lesson, and the next, we will discuss five additional types of political process monitoring:
 - Legislative Monitoring
 - Campaign Monitoring
 - Shadow Reports
 - Budget Monitoring
 - Policy Implementation Follow Through

Slide 4: Why Conduct Political Process Monitoring Activities?

Facilitator talking points for slide:

1. Say to participants:
 - In previous lessons you may recall we discussed having specific goals, objectives and desired outcomes of our advocacy. The same is true for any monitoring or watchdog activity.
 - Once you have determined your desired outcome — what success looks like to you — then you will be better able to determine your plan for the three components we just listed.

- As a quick recap, in the last lessons we discussed these desired outcomes:
 - To increase **citizen awareness** of government activities
 - To increase **sustained citizen involvement** in political processes
 - To collect information to **support advocacy, organizing or awareness campaigns**
 - To increase government **transparency, accountability and answerability**
 - To determine if something is or isn't **responsive to the needs of women, youth or other marginalized populations.**

2. Ask participants the question:

- **Based on what we have discussed so far, what might be some good issues that we could create a political process monitoring project around?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Domestic violence legislation that protects women, girls and other marginalized populations
- Youth workforce development
- Government delivered or government funded delivery of services (utility, trash management, water, sanitation, etc)
- Environmental concerns and climate change

3. Say to participants:

- The topics are nearly limitless on what you can monitor.
- If there is an issue that you are interested in, you can look into how the government is performing on the issue or how the government's process around delivering on that issue works.
- Let's now start to go through the five types of monitoring.
- This lesson will discuss three and the last two will be covered in the next lesson.

Slide 5: Legislative Monitoring

Facilitator instructions for slide:

1. Say to participants:
 - **Legislative monitoring** is a process through which civil society organizations monitor, evaluate and comment on legislators' work and performance, as well as on the effectiveness and efficiency of legislatures in meeting citizens' needs.
 - Monitoring a member of parliament or a city council member's attendance to committee sessions, plenary and that they cast a vote or a decision on a bill is **performance monitoring**.
 - Monitoring the national parliament to see if it is following rules and procedures based on international standards or best practices is **process monitoring**.
2. Ask participants the question: **Why should we consider doing legislative monitoring?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To see if issues of community concern are being addressed in legislative bodies
 - To know how legislators are voting and which issues they are prioritizing, especially as it relates to community priorities, as well as to different groups' priorities within the community.
 - To monitor if elected officials are present and participating in plenary and committee meetings
 - To ensure information about legislative processes and decisions are being made public.
3. Ask participants the question: **How do you monitor the legislature?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Make direct observations of legislative sessions and committees.
- Examine public records and other official documents related to the legislature's work.
- Hold interviews or administer questionnaires for legislators.
- Conduct a national survey for citizens to see if the legislature is working on issues they find to be a priority.

- With the data you collected from monitoring the legislature, develop awareness or advocacy campaigns to hold the legislature or specific elected officials to be more accountable to their constituents.

Slide 6: Examples of Legislative Monitoring

Facilitator instructions for slide:

1. Say to participants: Here are a few examples of legislative monitoring:
 - Jordan: El Hayat
 - Their RASED project focuses on monitoring local elections with focus on parliamentary and municipal elections, parliamentary performance, and performance evaluations of Members of Parliament (MPs) and some of the government local action plans and commitments toward enhancing open government values of transparency, accountability and public participation. The program works also to promote decentralization, and works on the integration of citizens in decision-making processes (particularly women and youth). RASED also continues to analyze laws and policies regarding political reform and encourages active participation of citizens in the decision making process.
 - Kosovo: Kosovo Democratic Institute (KDI)
 - The Democratization and Parliamentary Practices Program (DPPP) aims to encourage the Kosovo Assembly to be more open, more representative, and inclusive as an effective legislative body is the main pillar of democratic governance. The program uses monitoring and evaluating the performance of the Assembly of Kosovo and the people's representatives, as well as informing the public on parliamentary issues.
 - Lebanon: The Legal Agenda
 - The Legal Agenda, a Beirut-based nonprofit research and advocacy organization established in 2009, seeks to instigate positive legal change while ensuring its socially fair implementation through their research, media, activism, and litigation. Recently, Legal Agenda has produced reports that assess the Personal Status Law and a women's ability to pass on nationality to their children, and most recently an assessment investigating the initial days following the explosion at the Port of Beirut.
2. Ask participants the question: **How might legislative monitoring initiatives create space for women, youth or other marginalized groups?**

Observation points: Note if participants are able to discuss how patriarchal norms impact women's political participation.

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Highlight the work women and young legislators are doing
- Point out to political parties that women, youth and others are not adequately represented in elected roles
- Analyze how legislation is or isn't responsive to the needs of women, youth or other marginalized populations
- Allow women, youth, people with disabilities or others to be a part of the monitoring teams.

Slide 8: Campaign Monitoring

Facilitator instructions for slide:

1. Say to participants:
 - **Campaign Monitoring** is a two-part process that uses electoral processes as an entry point for civil society groups to establish and enhance the accountability of public officials to the electorate.
 - Part one uses the campaign period to collect data and get candidates and parties to incorporate advocated interests **into their platforms and promises**.
 - Part two uses the post-election period to hold those elected officials and parties in power **to account for the promises and platforms** they made in order to get elected!
2. Ask participants the question: **Why should we consider doing campaign monitoring?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- We are interested in tracking promises made by candidates and parties during the campaign period.

- We are interested to see if those campaign promises are fulfilled after the candidate or party is elected.
- We are interested in using the findings from the two activities listed above to help improve election integrity.

Slide 9: Examples of Campaign Monitoring

Facilitator instructions for slide:

1. Ask participants the question: **How Do You Conduct Election Campaign-Related Monitoring?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

2. Say to participants: There are three different types of tools you can use to conduct campaign-related monitoring: **voter guides, community platforms, and pledge campaigns.**

Voter Guides:

- A voter guide is an online or offline document that compiles biographical, policy and/or platform information about the candidates or parties up for election
- Voter guides can include information on citizen priorities through public forums
- They can also include information on candidates' positions through questionnaires addressing citizen priorities
- As an organization, you can collect, compile and publicize the information and use it for both awareness raising and advocacy.
- As a monitoring tool, voter guides can be used as reference points to track and monitor how candidates and political parties do or do not fulfill their campaign promises.
- The steps to create a voter guide include:
 1. Collect and compile information about the parties and candidates running for election.
 2. Create a document (offline or online) that contains all of the compiled information

Community Platforms:

- A community platform is a set of policy priorities collected and developed by community members.
- Community platforms are often presented to political parties and candidates during the campaign period.
- They can be used as a monitoring tool to see if candidates and political parties include community platform points during the campaign period.

- The steps to develop a community platform are:
 1. Hold community forum events or conduct surveys to find out what are the community's priorities.
 2. Put the ideas into a document (paper or online) that outlines all of the community concerns and desired solutions to those concerns.
 3. Use the community platform to raise awareness on community needs, advocacy for community needs to be addressed and to monitor how government addresses those needs.

Pledge Campaigns:

- A pledge campaign is when CSOs ask candidates and political parties to commit to a set of principles that they promise to uphold or actions they pledge to take if elected.
- For example, if your community is concerned that the local river is polluted with toxic chemicals being dumped by local manufacturing companies, you could develop a pledge campaign asking all local candidates running for office to commit to cleaning up the river and holding the companies accountable, if the candidate is elected.
- The steps to creating a pledge campaign include:
 1. Develop a pledge document
 2. Organize signing events for candidates
 3. Publicize the pledge campaign pre-election
 4. Monitor to see if the candidate follows-through on the pledge after they are elected.

3. Ask participants the question: **What Does Election Campaign-Related Monitoring Tell You?**

Voter Guides

- Candidate positions on citizen priority issues
- Changes in candidate positions over time

Community Platforms

- Citizen priorities
- The extent to which public officials address citizen priorities

Pledge Campaigns

- The extent to which public officials follow-through on the promise they made to get elected

4. Ask participants the question: **How might campaign monitoring initiatives create space for women, youth or other marginalized groups?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Highlight promises or platform that directly related to increased access or rights for women, youth or other underrepresented groups
- Provide a platform for women, youth and others to directly ask candidates to address issues that are concern to these groups
- Provide an opportunity to hold newly elected officials to account on their promises to work with these groups in the post-election period

Slide 10: Shadow Reports

Facilitator instructions for slide:

1. Say to participants:

- **Shadow reporting** is a means of monitoring and raising awareness of government compliance with signed international treaties, conventions and declarations by researching and producing a supplement or alternative “shadow report” to the national government’s “official” report to the United Nations.
- A CSO creates an **independent report** that accounts for how the government is adhering to, or meeting requirements of a treaty, convention or declaration that the government has signed onto and presents it to the United Nations to supplement incomplete information that may have been presented by the government’s version.

Slide 11: How to Create a Shadow Report

Facilitator instructions for slide:

1. Say to participants:

- Shadow reports are very technical monitoring tools.
- Shadow reporting as a political process monitoring initiative requires specific technical expertise related to the treaty, convention or declaration that the CSO wants to develop a report around.
- As with other initiatives, shadow reports should be related to issues that you already work on.

- Shadow reports are most often written and developed in coalition with other similarly focused organizations.
- For example, if you are an organization that regularly works on child rights issues, it would be reasonable for your organization to develop a shadow report on the Convention on the Rights of the Child.
- Here are a10 steps for creating a shadow report. Some of these steps will look familiar from past lessons!
- I also encourage you to review the handout that accompanies this lesson.

2. Say to participants:

1. **Identify your expertise:** What issue do you work on and expert in?
2. **Identify Allies:** Who will work with you on the report? Do you have existing relationships with these allies or will you need to create new relationships? Will you work in a network or coalition on the development of this report?
3. **Identify the relevant rights:** What issue are you knowledgeable in and what international document will you develop a report around? Is your country scheduled for review on the human right body or for the Universal Periodic Review?
4. **Review the process to date:** Do your research. What has happened so far on the implementation of this international human rights document by your country?
5. **Clarify your role:** What can you bring to the table in terms of data and information that would be useful for developing the report?
6. **Set goals:** What do you want to come out of the next international review period? Remember to be SMART!
7. **Make and implement a workplan:** What is your action plan to achieve your goals related to the report? What activities do you need to conduct to contribute to the report? What do you need to monitor or observe in order to collect the necessary data or evidence for your report?
8. **Write a report:** Develop the report using your team, or in partnership with others in your coalition.
9. **Finalize and submit your report:** Submit your final report based on the guidelines of the international body or committee that human rights topic.
10. **Advocate for your issue:** What information can you use from your report to further advocate for the change you are seeking? How can the monitoring of government performance and process yield information that you can use for your organization's other advocacy efforts?

Slide 12: Examples of Shadow Reports

Facilitator instructions for slide:

1. Say to participants: Here are a few examples of topics that civil society has created shadow reports for.
 - The **Universal Periodic Review (UPR)** is a unique process which involves a review of the human rights records of all UN Member States. The UPR is a State-driven process, under the auspices of the Human Rights Council, which provides the opportunity for each State to declare what actions they have taken to improve the human rights situations in their countries and to fulfil their human rights obligations. The ultimate aim of this mechanism is to improve the human rights situation in all countries and address human rights violations wherever they occur.
 - **Convention on the Elimination of all Forms of Discrimination Against Women** was adopted by the UN in 1979 and is seen by many as the bill of rights for women. Lebanon ratified CEDAW in 1997.
 - See the handout on how to develop a CEDAW specific shadow report. The tips can be applied to other major UN conventions including the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the International Covenant on Civil and Political Rights.
2. Ask participants the question: **How might shadow reporting create space for women, youth or other marginalized groups?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Highlight the progress, or lack of progress, a government is making on issues specific to the rights of women, youth, people with disabilities or other traditionally underrepresented groups.
-

LESSON 5.6 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on political process monitoring: Legislative Monitoring, Campaign Monitoring and Shadow Reports. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON SEVEN: BUDGET MONITORING AND POLICY IMPLEMENTATION MONITORING

Time Duration: 1 hour (approximately)

Slide 1: Lesson Seven: Budget Monitoring and Policy Implementation Monitoring

Slide 2: Lesson Objective: To learn more about political process monitoring initiatives and how it can be used to increase government accountability

Facilitator talking points for slide:

1. Say to participants: In this session we will learn about several types of political process monitoring. We will be introduced to the concepts of:
 - Budget Monitoring
 - Policy Implementation Monitoring

Slide 3: Budget Monitoring

Facilitator talking points for slide:

1. Say to participants:
 - **Budget monitoring** is when citizen groups observe meetings and examine documents during the budget formulation and approval stages of the budget cycle.
 - **Expenditure tracking** is when citizen groups monitor government resource allocations, spending and publicly funded projects by citizens or civil society organizations to see if budgeted funds are spent as intended and are used efficiently and effectively.
2. Ask participants the question: **Why should we consider doing budget monitoring?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- With budget monitoring you may want:
 - To determine how public funding is allocated
 - To determine whether citizen priorities are reflected in the government's budget allocations
 - To raise awareness of how public funding is allocated
 - With expenditure tracking you may want:
 - To ensure the government is transparent and honest about public expenditures
 - To see if spending is aligned with the official budget
 - To determine if the budget reflects gender-based differences and equally benefits women and men
3. Ask participants the question: **How do you monitor a budget?**
 - Observing legislative and executive budget hearings
 - Examining budget documents budget formulation, approval and audit stages
 - Keeping records of local expenditures
 - Monitoring bidding processes for project contracts
 - Observing the implementation of projects
 - Interviews/questionnaires/public discussions with citizens

- With the data you collected from monitoring a government budget, you could:
 - Develop budget specific advocacy campaigns for budgetary needs
 - Develop awareness campaigns that educate the public on how government budgets are developed and implemented.
 - Develop advocacy campaigns that are focused on increasing access to information or transparency around the budgeting process.

- 4. Ask participants the question: **What does budget monitoring tell you?**
 - How funds are allocated, dispersed and spent
 - The extent to which citizen priorities are included in the final budget
 - During which stage of the budget cycle priorities were cut

Slide 4: Examples of Budget Monitoring

Facilitator instructions for slide:

1. Say to participants: Here is an example of legislative monitoring.
 - Kosovo (see slide):
 - Here is an example of a budget from the Ministry of Planning in Kosovo.
 - The information here is summarized but provides enough details for a group to begin to dig in one or more areas that may be of interest.
 - If the data is available they may be able to monitor the expenditures related to these areas as well.

2. Ask participants the question: **How might budget monitoring initiatives create space for women, youth or other marginalized groups?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Highlight spending related to services or issues important to women, youth or other underrepresented groups.
- Point out to where budget advocacy could be done to increase resources allocations for women, youth or other underrepresented groups.

- Analyze how the budget is or isn't responsive to the needs of women, youth or other marginalized populations
 - Allow women, youth, people with disabilities or other to be a part of the monitoring and analysis teams.
3. Say to participants:
- In Lebanon, organizations like El Gherbal Initiative and the Basil Fuleihan Institute are known for their political processing monitoring work, particularly around budget and expenditure tracking. For example, El Gherbal produces a report to analyze the public budget and the Basil Fuleihan Institute recently released its Citizen Budget 2020, which is a simplified version of the budget law or budget proposal. It seeks to raise awareness on the country's fiscal situation and enables citizens to compare public expenditures and revenues, deficit estimates, debt figures and other legal provisions that might affect their lives. It is designed to facilitate access to fiscal information which is considered as a fundamental constitutional right.

Slide 5: Policy Implementation Monitoring

Facilitator talking points for slide:

1. Say to participants:
- **Policy implementation monitoring** is when CSOs monitor how well governments implement official decisions — such as the execution of domestic violence policies, power sharing agreements, electoral reform laws or community service delivery needs.
2. Ask participants the question: **Why should we consider policy implementation monitoring?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- To increase government accountability around specific policies.
- To enhance government follow-through on implementing official decisions – whether following the implementation of specific laws, regulations or processes
- To help uphold peaceful political transitions
- To help uphold good governance practices

- To spur on the implementation and enforcement of more democratic, economically-sound or anti-discriminatory practices
- To ensure that the process is inclusive

3. Ask participants the question: **How do you monitor a policy?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Examining government press releases
- Monitoring media coverage of the decision and its implementation
- Conducting key informant interviews with citizens
- Organizing informal dialogues with experts on the decision's issue area(s)
- Holding meetings and roundtables with legislators to exchange information
- With the data you collected from monitoring a specific law or policy, you could:
 - Develop advocacy campaigns for additional policy or law reform
 - Develop public awareness campaigns that educate the public on how the law itself so they are more aware of how and why it is being implemented.
 - Develop advocacy campaigns that are focused on increasing access to information or transparency around the policy issue.
- Here is an example:
 - A country has a domestic violence law.
 - Your organization is interested in knowing if police departments and health care facilities have received the necessary resources to implement the part of the law that states there must be female intact personnel to help take information and provide support for female victims that report abuse.
 - You survey 30 police stations and 25 hospitals in 5 districts to see if they have received information from the government on the law, training on how to support female victims of domestic violence, and funding for staff to do this job.
 - Your data indicates that this piece of the legislation and policy is not being fully implemented.
 - You decide to do an awareness campaign to inform the public on what the provisions of the law and what rights it affords them.
 - You also decide to do an advocacy campaign that is focused on adequate/additional budget resources to ensure training and staffing are in compliance with the legislation.

4. Ask participants the question: **What does policy implementation monitoring tell you?**

- Government successes in implementing the decision
- Gaps in the government's implementation of the decision

Slide 6: Examples of Policy Implementation

Facilitator instructions for slide:

1. Say to participants:

- There are as many ways to monitor a policy as there are policy topics!
- You can choose to monitor a policy from when it is being formulated, to its structure and design, to the actual implementation and when it is being evaluated.
- You can monitor all or part — depending on the issue you chose, the resources you have, your timeline and what you plan to do with the results or analysis of your monitoring effort!

2. Here are a few examples of policy implementation monitoring.

- Monitoring the implementation of domestic violence legislation
- Monitoring the development of new early childhood education requirements
- Monitoring the reform on public health standards
- Good examples from Lebanon include:
 - El Gherbal released a detailed report after extensive monitoring of access to information requests around public administration budgets and expenditures.
 - The Lebanese Center for Policy Studies periodic “Government Monitor” report where experts report out on the government’s progress and actions to date on a particular issue.

3. Ask participants the question: **How might policy implementation monitoring initiatives create space for women, youth or other marginalized groups?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- Highlight gaps in policies that affect women, youth or other underrepresented groups
- Allow women, youth, people with disabilities or other to be a part of the monitoring and analysis teams.

- Hold government accountable to national or international pledges and promises with regard to gender justice and equitable policies for any/all marginalized groups.

Slide 7: Homework! Developing A Political Process Monitoring Initiative

Facilitator talking points for slide:

1. Say to participants:

- Now let us put some of what we learned into action.
- We will take what we learned when we practiced putting together when you developed your advocacy campaign to develop something similar for a political process monitoring initiative.
- For homework, we will break into groups for the exercise.
- Provide the following instructions:
 1. Break participants into even groups. If possible, this should be the same groupings as for the Advocacy exercise.
 2. Using what they have learned thus far in the training, ask participants to develop a political process monitoring initiative.
 3. A chart, similar to what you used to guide your development of your advocacy campaign. Briefly review the chart together with the participants before you have them do their homework.
 4. The illustrative chart provides an illustrated example in red. Now you do yours based on your issues, desired outcome and what type of monitoring you will want to do.
 5. Your plan may not be perfect — it is OK. Do your best. The most important thing is that you and your group begin to think of all the things involved in a monitoring project and how you will use the information you gather and the analysis you develop.
 6. Your monitoring initiative is not a research project — how you will use the information for your next action is important. Will you use it for a public awareness campaign, a budget advocacy campaign, a policy reform campaign or something else?
 7. Briefly review the chart together with the participants before you have them do their homework.

****Groups may want to reference their advocacy plans and power map as they develop their monitoring initiative ideas**

Issue:
Goal:
Objective:

| Desired Outcome | Type of Monitoring | Who/What Will You Monitor? | Data Collection Sources | Activities | Resources | Time |
|--|---|-------------------------------|---|---|---|--|
| <i>To monitor local expenditures related to new road construction projects</i> | <i>Budget Monitoring and Expenditure Tracking</i> | <i>Local Municipal Budget</i> | <ul style="list-style-type: none"> ● <i>official budgets</i> ● <i>procurement documents</i> ● <i>interviews with local government officials, road construction vendors, citizens</i> | <ul style="list-style-type: none"> ● <i>Reviewing documents</i> ● <i>Observing road construction projects</i> ● <i>tracking known/estimated</i> ● <i>Expenses</i> ● <i>report writing</i> ● <i>developing after actions advocacy or awareness actions</i> | <ul style="list-style-type: none"> ● <i>Data collection teams</i> ● <i>analysis teams</i> ● <i>accountant</i> ● <i>report writers</i> | <i>Before, during and after budget cycle</i> |
| | | | | | | |
| | | | | | | |
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| | | | | | | |

LESSON 5.7 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the lesson on political process monitoring: budget monitoring and policy implementation monitoring. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON EIGHT: PRESENTING YOUR POLITICAL PROCESS MONITORING PLAN

Time Duration: 1 hour (approximately)

Slide 1: Lesson Eight: Presenting Your Political Process Monitoring Plan

Slide 2: Lesson Objective: To practice delivering your political process monitoring plan

Facilitator talking points for slide:

1. Say to participants:
 - In this session each group will present their political process monitoring plans.
 - We will use the time together today to have each group present their plans, then discuss each, identifying strengths, weaknesses and areas for improvements.
 - This lesson will be a bit different from the other lessons we have done in our modules.
 - This lesson is more about discussion, feedback and learning from each other.
 - I encourage everyone to participate and give the space for everyone to share their own thoughts and ideas.

Slide 3: Presentations

Facilitator instructions for slide:

1. Say to participants:
 - It is presentation time.
 - Each group will be given time to present their plans to all of us.
 - Let's be respectful and encouraging.
 - Take notes if you have questions and we can review and discuss after all presentations have been made.

Notes to facilitator:

- Give each group time to share.
- Average time should be approximately 5 minutes.
- Have each group present their presentations to the entire class/cohort.
- The presentations should include:
 - The desired outcomes
 - The type of monitoring the want to do
 - Who or what is the target of the monitoring activity
 - Data collection sources
 - Activities
 - Resources Needed
 - Timeframe
- Have all groups present their plans before beginning the discussion.

Slide 4: Feedback

Facilitator talking points for slide:

1. Say to participants:
 - Let us now go back through each group and give feedback
 - I encourage all of us to give out thoughts.
 - Let us be kind, so if you have something critical to say, do so in a way that is not mean.
 - Better yet, if you have a criticism, tell the group how they can improve or overcome that critique.

Notes to facilitator:

- Allow a free flow of discussions for each group.
- Give each groups plan a reasonable amount of time — they will not be perfect so help participants identify good things and maybe some things about the plans that can be improved
- As much as possible, encourage feedback on some of the elements participants have learned over the last three modules:
 - Hard skills:
 - Are the action plans SMART?
 - Are targets clearly articulated?
 - Are the desired outcomes realistic and reasonably achievable in the stated time frame?
 - Soft skills:
 - Were the presentations of the plans inclusive?
 - Are the targets and responsible parties inclusive? Did they follow traditional gender norms (women are admins, men are speakers)?
 - Did presenters use any of the skills learned under module 3, lesson 6 on public speaking (word choice, body language, tone of voice, etc)?

Slide 5: Common Weaknesses in a Political Process Monitoring Plan

Facilitator talking points for slide:

1. Say to participants:
 - Everyone did a great job, and for many of you, this was your first attempt to create such a plan.
 - No one is perfect in the implementation of their plans, no matter how many times you have done them.
 - Let us take a few minutes to discuss some common mistakes or areas of weaknesses.
 - Some of these may sound familiar from the other lessons we have covered.
2. Ask participants the question:
 - **Can anyone think of common weaknesses?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- You didn't have a SMART outcome.
- You didn't identify all possible data collection sources.
- You didn't have enough resources.
- You didn't have a clear plan for what you would do with the analysis and results of your monitoring initiative. Remember — monitoring is more than research. It should always lead to some type of action.
- You underestimated the amount of time you needed to implement your action plan
- You did not analyze mistakes along the way and think of how you could improve or revise your plan
- You did not fully map out your target audience and some groups were not included in your plans, such as women and other marginalized populations.

3. Ask participants the question:

- **Can you think of ways that we can overcome these weaknesses?**

Note to facilitator: Allow participants to brainstorm but if needed, offer the following if the below points do not come up:

- **Plan, Plan, Plan!**
- Be realistic in what you can monitor — you may have to do public awareness or other advocacy first! For example, you may need more access to government documents or budgets before you can effectively monitor them.
- Allow plenty of time to plan, implement, and review your actions
- Seek outside input — make sure you have diverse perspectives informing your plan, especially those of affected populations that are historically and presently marginalized or underrepresented in the discussion. Tweak as necessary, their inputs are important!

Observation points: When discussing weaknesses, note if participants can link anything to gender inequality or if they are able to independently recognize the lack of input from diverse groups and perspectives.

LESSON 5.8 END

Thank you

Facilitator talking points and instructions for the slide:

1. This concludes the session on reporting out your political process monitoring plans. If there is time available, and participants are inclined, you could ask if they have any questions.
2. Tell participants to download the handout for this lesson, if available. There are many additional points that we did not have a chance to discuss today.



LESSON NINE: ADVOCACY AND ACCOUNTABILITY FOR ACTION

Time Duration: 1 hour (approximately)

Slide 1: Lesson Nine: Advocacy and Accountability for Action

Slide 2: Lesson Objective:

Facilitator talking points for slide:

1. Say to participants: In this session we will reflect on what we have learned about advocacy and accountability can be used to create actionable change. We will look back on the following concepts that we covered as well, as a few new ones:
 - Why advocacy and accountability are important for participatory democracy
 - How advocacy and accountability initiatives can spur social change
 - Intersectionality and advocacy and accountability initiatives

Slide 3: Participatory Democracy

Facilitator talking points for slide:

1. Say to participants:
 - We have spent a lot of time over the first three modules discussing various elements of participatory democracy.
 - In the first module, we learned about being an agent of change.

- In the second module, we learned about the necessary components of a democracy: political parties, civil society, the media, and, of course, the government.
- In module three, we discussed developing cogent arguments, entering into a debate or dialogue with someone who has different opinions or viewpoints than you.
- In this module, we spent a lot of time learning the elements of awareness raising, advocacy and accountability.
- I hope that you see the common thread through all of these modules — by utilizing elements of participatory democracy, we can create momentum for change.

Slide 4: Advocacy and Accountability in a Participatory Democracy

Facilitator talking points for slide:

1. Say to participants:

- Let us talk for a few minutes about that momentum and how we can use these new ideas to build the energy necessary to prompt change.
- When people have information, from different perspectives, with different arguments, they are able to make more informed decisions.
- We spoke about this earlier. An informed citizenry is better equipped to participate in civic and political life.
- Here is an example:
 - A civil society group developed a public awareness campaign that informed a community that their local river is polluted with toxins and chemical waste.
 - The awareness raising campaign presented evidence by local expert groups and scientists.
 - In response, two organizations launched advocacy campaigns with two different solutions.
 - One group launched an issue advocacy campaign stating that the river should be cleaned immediately, even if it means that the community should come together to clean the river.
 - Another group developed a policy advocacy campaign that focused on reforming the law and regulations so that local manufacturing companies are punished if they pollute the local rivers and water sources.
 - The community is now concerned because the river is their primary source of both drinking water and water for agricultural purposes. They are concerned their families are being poisoned by the toxic chemicals.
 - So what do we do? We are informed and both solutions seem necessary and reasonable and the right thing to do.
 - We learned in the last module that we may want to engage in a dialogue.
 - We now have more facts and can develop meaningful arguments to make with decision makers. These arguments are built on evidence and not just passion and anger.

- We learned that by engaging in a dialogue, we are likely to find a compromise solution between the tasks of these two very different advocacy campaigns.
- And if we include the voices of those most affected, we can make a deep impression on those making the ultimate decision.
- We must remind ourselves, however, that often these efforts are baby steps in the right direction.
- But we engage and work out solutions with relevant stakeholders, including government decision makers.
- That is an example of participatory democracy using the techniques we have learned across these four modules.

Observation point: Accountability to women's movements/orgs should be a central feature of discussion. Facilitators should refer back to the accountability exercise from the masculinities training.

Slide 5: Toolkit to Create Change

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Facilitator talking points for slide:

1. Say to participants:
 - These four modules that you have just completed introduced you to a range of tools that you can use to start building your movements and creating real meaningful change in your communities.
 - So in our toolkit we have:
 - **Vision, goals and objectives.** We have an idea of the change we want to create and what we need to do to get there.
 - **Evidence gathering.** We know the importance of data and research. Developing our work around facts is critical in building a reputation and credibility so that decision-makers, influencers and citizens will pay attention to what you have to say, even if they don't like it.
 - **Argumentation.** We have the tools to develop and deliver arguments that are compelling and convincing.
 - **Discussion, Dialogue and Debate.** We now have three types of venues where we can engage decision-makers -- discussion, dialogue and debate. Each has their merits and has a place depending on the circumstances.

- **Importance of perspectives.** We aren't a monolithic society. We have a diversity of voices and perspectives and outlooks and experiences that shape our thoughts, ideas and feelings. As change agents, we need to continue to remind ourselves that these voices are an important part of the work we are doing and we need their contributions to make our work stronger.
- **Power relationship.** Understanding who has power, who can gain more power and who can lose power is an important tool in your toolkit. Power dynamics can determine how you want to approach a stakeholder. I can also tell you if you need to focus on building your own power as a starting point.
- **Stakeholders.** We learned the importance of knowing who our stakeholders are. Who cares about the work we are doing or the outcome of the change we are seeking? What are our relationships with them and how can we influence or change those relationships so that those stakeholders become supportive of our efforts?
- **Allies, Networks and Coalitions.** There are a few phrases you may have previously heard: 'the power of numbers' and 'people power.' When you have supporters and others working on the same goals as you, you are more successful. To share resources and ideas can help grow not only your specific change efforts, you also grow your reputation and status. This can be a powerful tool in your toolkit.
 - Inclusion of women, LGBTQ+ people, racial and ethnic minorities, people living with disabilities, and other marginalized people as allies through networks and coalitions can also help ensure that their participation and inclusion is meaningful and not simply tokenistic.
- **Communication Strategies.** How you deliver your message or argument is as important as the goals you are trying to achieve. Knowing your audience and understanding what they need to hear in order for you to convince them of the change you are seeking is a powerful tool.
- **Advocacy.** It isn't only enough to lay out our arguments for why something needs to be improved or reformed. We must be able to make our case for the change we want to see, how we want to see the change happen and what the outcome will do for us. Being able to advocate effectively will use all of the tools in our toolkit to persuade decision makers.
- **Watchdog and Oversight.** Holding government accountable to the needs of their citizens is one of the most powerful tools citizens have. Creating accountability means that decision makers, influencers and people in power must be answerable to the decisions they make on behalf of the public. And the tools in your new toolkit can help you press them for the change they want. And if they don't make that change, you always have the power of the ballot box.

2. Say to participants:

- In these lessons, and across all of these modules, we have only scratched the surface.
- We have barely broken the surface to see how big the iceberg of activism really is.
- I hope that the concepts we have discussed have made you more interested in undertaking some of these activities.

Slide 6: Inclusivity and Intersectionality in Advocacy and Accountability

Facilitator instructions for slide:

1. Say to participants:

- Before we end this lesson, I want to return to a few concepts we discussed at the beginning of Module 3: intersectionality and intentionality.
- As we learned, it is impossible to separate who we are from the issues that affect our lives. Our gender identity frames how we see the world. Parents are affected by issues about children in a different way than those that do not have children. People with disabilities think about issues of accessibility differently than those that are able-bodied. Those in the LGBTI community face barriers in all aspects of society in ways that cis people do not.
- If we want to seek change in our society, to create a better living environment for ourselves and those around us, we have to be intentional in thinking about how these issues intersect with identity.
- It is important to be sure that when we are creating arguments, identifying allies and establishing networks that we are being inclusive of those with a different perspective than ourselves.
- Advocacy and accountability activities are a way to be deliberate about both intersectionality and intentionality.
- We can develop advocacy campaigns that speak to the needs of a wide swatch of the community. This could be manifested in our “asks,” our communication strategies and our staffing.
- We can develop watchdog and oversight activities that are deliberate in making sure that government isn’t only serving the needs of a few but is delivering for all citizens.
- Watchdog groups can also embody the leadership and diverse voices we seek government to represent.
- We should look for the opportunities to be intentional in our actions so that we are modeling the behavior we want our elected officials and decision makers to display.

LESSON 5.9 END

Slide 7: Thank you

Facilitator talking points and instructions for slide:

1. Say to participants:

- This concludes the module on advocacy and accountability.
- This is also the end of the training series.
- As was just mentioned, we have only scratched the surface on these topics.



APPENDIX I
TRAINING EXERCISES



MODULE TWO: EXERCISE

BEING A CHANGE AGENT WORKSHEET

WORKSHEET 1 – VALUES

The following is a sample of values held by most people. Start by choosing 10 words that reflect what you value most.

- | | | | | |
|---------------|----------------|---------------|---------------|---------------|
| curiosity | wholeness | innovation | harmony | democracy |
| dedication | adventure | leadership | involvement | dignity |
| discipline | attitude | power | kindness | excellence |
| gratitude | authenticity | prosperity | love | fidelity |
| humility | competition | security | loyalty | freedom |
| individuality | consensus | success | partnership | home |
| openness | growth | vision | relationships | independence |
| patience | healing | wealth | respect | justice |
| perseverance | health | work | reasonability | knowledge |
| duty | vitality | collaboration | sharing | learning |
| goodness | wellness | community | teamwork | life |
| honestly | fun | compassion | trust | peace |
| integrity | happiness | connectedness | faith | perfection |
| truth | humor | diversity | forgiveness | quality |
| beauty | joy | empathy | meaning | recognition |
| balance | pleasure | equality | mercy | service |
| creativity | variety | fairness | purpose | stewardship |
| imagination | accountability | family | religion | strength |
| nature | achievement | friendship | serenity | tradition |
| passion | advancement | | spirituality | understanding |
| simplicity | challenge | | country | winning |
| uniqueness | decisiveness | | courage | wisdom |
| | | | | others? |

WORKSHEET 2 – CORE VALUES

In the box below, narrow your top 10 to five that you hold most important, ranked in order of importance to you.

1)

2)

3)

4)

5)

WORKSHEET 3 – STRENGTHS

Review the list of skills and circle the ones you excel at. Feel free to add words

- | | | | |
|---------------------|------------------|-----------------------|-------------------|
| analyzing | diplomacy | learning | researching |
| building | efficiency | listening | selling |
| caring | empathy | managing | skills: manual |
| coaching | facilitating | marketing | skills: technical |
| communicating | forecasting | mentoring | supporting |
| connecting | guiding | mobilizing | solving problems |
| context (seeing | implementing | motivating | speaking |
| the big picture and | influencing | organizing/planning | strategizing/ |
| spotting patterns) | inspiring | persuading | planning |
| creating/imaging | harmony (finding | quantitative (working | teaching |
| debating | common ground) | with numbers) | training |
| developing people | leading | recruiting | visioning |
| designing | | relating | writing |
| | | | Other? |

WORKSHEET 4 – PRIORITIES

The following is a list of a sample of common priorities held by many people. Start by choosing **five** words that reflect what you most prioritize at this point in your life.

- | | | | |
|-------------------|----------------------|----------------------|-----------------------|
| · family | · health/diet | · fun and enjoyment | · professional |
| · reflection time | · having impact | · exercise | · financial security |
| · friendships | · children | · learning | · outdoor experiences |
| · accomplishment | · spiritual practice | · personal growth | · good conversation |
| · recognition | · working with good | · public service | · Other? |
| · where you live | · people | · working with smart | |
| · status | | · people | |

WORKSHEET 5 – CORE PRIORITIES

| What I would like to prioritize | What I am actually spending time doing |
|---------------------------------|--|
| 1) | 1) |
| 2) | 2) |
| 3) | 3) |
| 4) | 4) |
| 5) | 5) |

WORKSHEET 6 – RE-PRIORITIZING

In the space below answer the following questions: are the things you would like to prioritize aligned with what you are actually spending your time on?

If so, what decisions or circumstances are allowing you to succeed? If not, what are the decisions or circumstances that are preventing you from doing so?

What challenges and obstacles could potentially throw you off course?

WORKSHEET 7 – STATEMENT OF PURPOSE

INSTRUCTIONS

Using core strengths, core values, and priorities, write an actual statement of purpose. Write your statement of purpose. What is it in life that you are committed to achieving?

WORKSHEET 8 – GOAL SETTING

.....

What are 3 realistic things you can achieve this year toward achieving your Purpose Statement? What opportunities can you take advantage of to implement your values?

1.

.....

.....

.....

2.

.....

.....

.....

3.

.....

.....

.....

WORKSHEET 9 – CHALLENGES AND OBSTACLES

What are the key challenges and obstacles that you must overcome to succeed? Professional and personal?

WORKSHEET 10 – BENCHMARKS

By the end of 2020, what benchmarks must you achieve in order to fulfill your purpose? What steps will you take? What key questions will you answer? Who do you need to meet that can help you?

WORKSHEET 11 – SUCCESS

Looking back at your benchmarks and goals, how would you define success? How do you measure success? In 1-2 sentences describe what success looks like for you by the end of 2020.



MODULE THREE

DEMOCRACY AND CIVIC ENGAGEMENT

LESSON 3.4: EXERCISE

GOOD GOVERNANCE

Instructions to facilitator: Read each scenario, one at a time, to participants. After you read each, ask participants the following questions on good governance.

Scenario One

The Ministry of Agriculture recently submitted a draft law to parliament that would regulate the types of fertilizers that could be used in food production. The rationale is to protect consumers from ingesting potential toxins that could lead to negative health implications. The Ministry reports that the draft law was based on international standards and best practices. The Ministry consulted with the following groups before submitting their draft legislation to parliament: research institutions, top food producers representing livestock, vegetable and fruit producers and dairy industries, major supermarket stores, governorate level Ministry of Agriculture offices/entities and production/packaging facilities. These stakeholders were only given one week to review and comment on the draft legislation before it was sent to the Parliament. The Ministry did not consult with the following small farmers (farms are less than 500 hectares), representatives of those that run/maintain local markets, farmer syndicates, or citizens at large. These changes that the draft legislation will impact include food consumers in Lebanon as well as export markets.

1. Is this an example of good governance?
2. What are some positive aspects of governance in this scenario? What makes those good aspects?
3. What are some negative aspects of governance in this scenario? What makes them negative aspects?

4. What could be different in the scenario to illustrate better governance decisions/outcomes?

Scenario Two

A governorate in Lebanon has been struggling in recent years with regulating the process of erecting new buildings — both for commercial and residential purposes. Most residents erect structures that do not meet government regulations or standards, a responsibility delegated from the central government to the governorate level. After years of frustration and poor infrastructure, the Governor unilaterally, without consultation with the public, imposed a new permitting and building process that is both financially and administratively burdensome. As a result, buildings in the governorate are in extreme disrepair and are more hazardous for occupation than ever before.

1. Is this an example of good governance?
2. What are some positive aspects of governance in this scenario? What makes those good aspects?
3. What are some negative aspects of governance in this scenario? What makes them negative aspects?
4. What could be different in the scenario to illustrate better governance decisions/outcomes?



MODULE THREE

DEMOCRACY AND CIVIC ENGAGEMENT

LESSON 3.9: EXERCISE

WORKING TOGETHER: WASTE MANAGEMENT SCENARIO IN LEBANON

Waste management continues to be a challenge in Lebanon. What started as citizens and communities being concerned about trash collection and landfill management has grown over the years to include water pollution, environmental dumping, air pollution from increased waste burning, and widespread health concerns. This crisis has also led to an increased civic interest in government service provision, contracting, and increased interest in decentralization or municipal efforts to cover proposed solutions. All of these issues have generated a rise in the public's attention to how government and others are trying to resolve the situation.

National Level

In 2015 a ministerial committee was appointed by the Prime Minister with resolving the country's waste management crisis. After much controversy and little concrete action, the Ministry of Environment submitted last year a road map to implement a solid waste management law, passed by Parliament in 2018. The roadmap largely outlines the expansion of several existing landfills and the closure of others. This roadmap is not without its own controversy, as it has sparked widespread health concerns; not outlined reasonable sustainable solutions related waste production, composting and recycling; and a draft law outlining the fees and taxes that the central government and municipalities can impose to cover their waste management costs.

Municipal Level

Outside of the capital, municipalities are responsible for the collection, treatment, and disposal of their waste. Municipalities are supposed to receive part of their funding from an Independent Municipal Fund financed with taxes collected by the central government. However, disbursements have not been regular, and for many, are several years behind schedule. This has created a reduction in government waste management services at the local level, in turn, increasing local debt that does not have the incoming tax revenue to offset increased costs.

Growing Concerns

There are growing concerns that the government has not implemented fully solutions that will get the garbage crisis under control. There is frustration about the politics behind many of the waste management contracts — Who is being awarded contracts? Who is providing oversight to the services the contracts provide? There is also frustration about the growing health concerns including water and air pollution and the dumping of toxic waste in the Mediterranean, mainly from the Zouk and Jiyeh electricity factories.



MODULE FOUR

DEBATE AND DIALOGUE

LESSON 4.1: EXERCISE

WHEEL OF EQUALITY

Exercise adapted from CARE's Gender Equity and Diversity Training Materials. Copyright 2014 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.

Purpose:

To enable participants to share their perceptions of gender equality and explain how it is a condition that is beneficial to both women and men.

Instructions

1. Provide a lesson by saying, "Changing gender roles can be a difficult and long-term process. There is bound to be resistance to such a change, by both men and women. It is important for us, therefore, to try and establish what we mean by gender equity and how gender equity would benefit both men and women. This exercise attempts to do that."
2. Brainstorm as a large group on conditions they think would symbolize an equitable society. They should begin their sentence with 'if' and end it with "then it would be an equitable society".

For example:

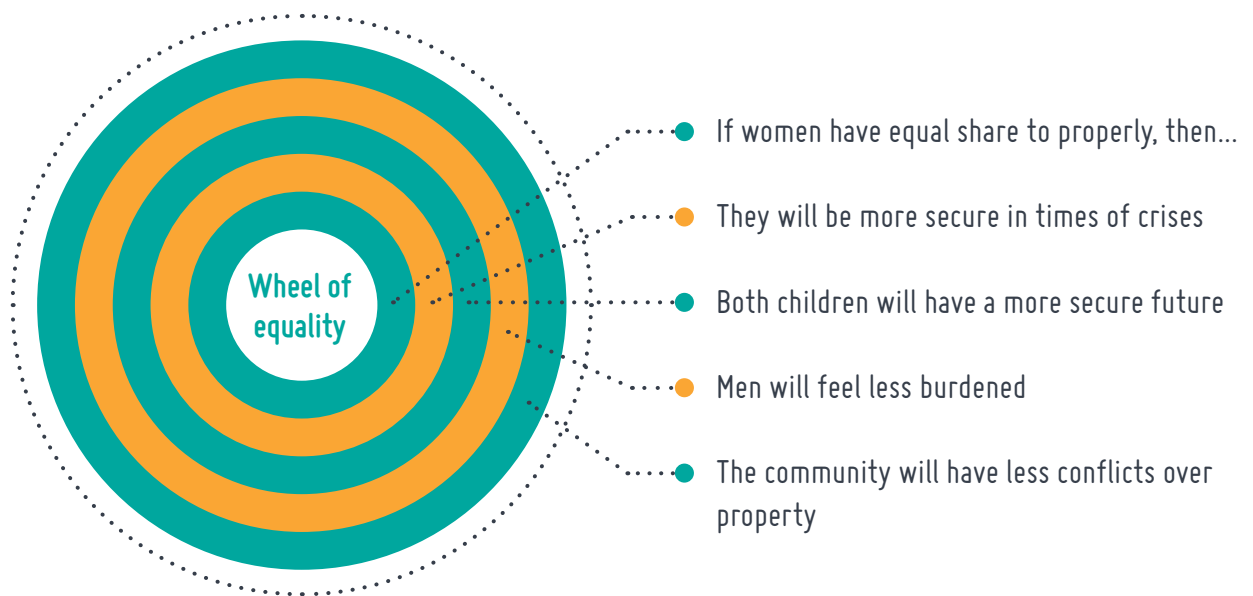
"If women have an equal share of the property, then society would be equitable."

"If men were less burdened to be primary breadwinners then..."

"If a girl child gets equal health care and nutrition, then..."

3. Divide the participants into groups of five.
4. Each group chooses at least two statements, and begins with these conditions in the center and then moves on to draw up a wheel that captures the positive effects/benefits of the statement of equity for

- Women
- Children
- Men
- Community/ society at large



5. The key learnings from the wheels of equality can be summarized as follows:

- Are you surprised by the positive effects of equity for both men and women?
- Could there be negative/undesirable effects? What are these?
- How can the undesirable effects be minimized and by whom?

Facilitator's Tips: This exercise ends on a positive note by encouraging reflections of participants on how they think gender equity is beneficial for both women and men. This dispels the fear that some male participants may have about men having to give up certain privileges without any benefit. While men may feel like they are the “losers” in the short-run, this exercise encourages them to think of the long-term benefits for themselves and society. It is also important for many women who feel that in their struggle for gender equity, they do not want to alienate their male partners. They would rather join hands with them and seek a more gender-just and equitable society.



APPENDIX II
HOMEWORK ASSIGNMENTS





MODULE THREE

DEMOCRACY AND CIVIC ENGAGEMENT

LESSON 3.2: HOMEWORK ASSIGNMENT

CITIZENSHIP: BEING A CHANGE AGENT

You recently completed the Change Agent session. As a part of this session, you identified 5 core values for yourself and you created your own statement of purpose. Return to what you wrote for this workshop and reframe it in terms of what was just discussed in this lesson.

1. What are the core values you see in being a good citizen? List each and include 2–3 sentences on why each value is important.
2. Write a new statement of purpose in terms of your values as a good citizen.

Once complete, return your document to your facilitator within one week of completing the Lesson Two.

MODULE THREE

DEMOCRACY AND CIVIC ENGAGEMENT

LESSON 3.7: HOMEWORK ASSIGNMENT

ANALYZING NEWS ON SOCIAL MEDIA

Analyzing news on social media is an important skill to know and use. It requires critical thinking, research, and reading between the lines. It is important not to believe everything you read. Use the questions below to help you determine how valid a news story is that is found on social media.

1. What is the headline?
2. Who is the writer/author?
3. Is the writer reliable? How do you know?
4. What is the source?
5. Is the source reliable? How do you know?
6. Audience: Who does the writer want to read the article? Age group? Gender?
7. Appeal: Who would the article appeal to?
8. Appeal/hook: Why does the article appeal to certain readers?
9. Lead: How does the lead make the reader want to keep reading?
10. How does the photo relate to the article?
11. How does the photo relate to the lead or caption?
12. Why or why not, does the photo hook you or make you want to read the story?
13. What questions do you have after reading the story?
14. Do you have any doubts about the story? Why or why not?
15. What connections do you have to this story? (self, text, world)
16. Is the writer's opinion or bias evident? If so, how? If not, is it objective?
17. Is the story representative of reality? Why or why not?
18. Is the story written to inform? entertain or persuade? What makes you think so?
19. What are the facts? Can you validate the facts?
20. Does the story affect your own views? Why or why not?
21. Are there stereotypes in this article?
22. Would this article offend anyone? Explain.
23. Would you consider this story important or not? Explain.
24. Can you find this story elsewhere? If so, how does it compare with this one?



MODULE FOUR

DEBATE AND DIALOGUE

LESSON 4.4: HOMEWORK ASSIGNMENT

CONSTRUCTING AND DEFENDING ARGUMENTS

1. Each group should **agree on a topic and develop a 'for' or 'against' position**.
 - a. The groups should select which side they will debate on, but they should also articulate the opposing group's position.
 - b. For example, they select the argument that waste management should be a direct government service. The group chooses the other side of their argument is that waste management should be privatized.
2. The group should develop three arguments in favor of their argument/position.
3. The group should identify relevant evidence, including sources, to help justify their arguments
4. The group should identify three possible rebuttals that their opponents may offer in response to the groups initial arguments.
5. The group should then identify three relevant points of evidence as part of their response to their rebuttal.
6. The group should identify who will:
 - a. Offer the opening statement to present their position
 - b. Offer the three arguments and related evidence
 - c. Offer the three possible rebuttals and related evidence
 - d. Closing statement
7. As a reminder, the groups should use the elements of debate – including speech, tone, organization, style – should be incorporated into their homework.
8. Remind them to read and review the handouts! Extra credit for those groups that incorporate the most tips and best practices into their homework.



MODULE FOUR

DEBATE AND DIALOGUE

LESSON 4.8: HOMEWORK ASSIGNMENT

ARGUMENT VS. ASSERTION

Adapted from “Welcome to Debate” by Marcin Zaleski, IDEA—International Debate Education Association, 2011.

Indicate which one is an argument and which one is an assertion. Explain your reasoning.

1. People should pay more attention to their diet because obesity- and lifestyle-related diseases are on the increase.
2. How can we wait even one day to take action to protect our environment?
3. Survival is the most important and highly respected human value.
4. My opponent argues that the emission of carbon dioxide into the atmosphere causes global warming. This is not true and an incomplete statement.
5. Species loss is at a critical level. Harvard University biologist Edward Wilson estimates that nearly 140 species are lost every day.
6. Smoking should be banned in public spaces since secondhand smoke is harmful to health.
7. People should be able to decide about their own lives.
8. We should promote more exercise among young people because physical activity has a positive impact on their physical and mental development.
9. The most important thing we can do is to protect our future generations against drugs. Please take any action you can!
10. Drinking and driving are dangerous. Even after one glass of beer, a driver’s reflex ability decreases by 20 percent.

MODULE FIVE ADVOCACY AND ACCOUNTABILITY

LESSON 5.3: HOMEWORK ASSIGNMENT ADVOCACY ACTION PLANNING

Issue:
Goal:
Objective:

| Ask's | Target Audience | Activities | Resources | Time | Responsible Party |
|--|--------------------|---|--|---|--|
| Short Term Ask #1: To have a meeting with appropriate committee in the CDA | Committee Chairman | <ul style="list-style-type: none"> Send letter/phone call Follow-up Attend meeting | Time Prepared materials about advocacy campaign (e.g. pamphlet) | Before campaign officially launches, within one month, etc. | Coalition Organizations Executive Directors (maybe no more than 3) |
| Short Term Ask #2: | | | | | |
| Middle Term Ask: | | | | | |
| Long Term Ask: | | | | | |

MODULE FIVE ADVOCACY AND ACCOUNTABILITY

LESSON 5.7: HOMEWORK ASSIGNMENT POLITICAL PROCESS MONITORING ACTION PLANNING

Issue:
Goal:
Objective:

| Desired Outcome | Type of Monitoring | Who/What Will You Monitor? | Data Collection Sources | Activities | Resources | Time |
|---|--|----------------------------|--|--|---|---|
| To monitor local expenditures related to new road construction projects | Budget Monitoring and Expenditure Tracking | Local Municipal Budget | <ul style="list-style-type: none"> official budgets procurement documents interviews with local government officials, road construction vendors, citizens | <ul style="list-style-type: none"> Reviewing documents Observing road construction projects tracking known/estimated expenses report writing developing after actions — advocacy or awareness actions | <ul style="list-style-type: none"> Data collection teams analysis teams accountant report writers | <ul style="list-style-type: none"> Before, during and after budget cycle |



APPENDIX III
MONITORING AND EVALUATION



MONITORING AND EVALUATION

Monitoring and evaluation (M&E) is a way of providing regular feedback that measures change overtime. M&E helps implementers understand what change has occurred as a result of an activity or intervention: What is **different** after the program compared with before? How do you **track** and **measure** this change **over time**? How can you **tell the story**? What is the “**so what**” of the intervention?

Different tools have been developed to support the M&E for the YALA program. Through baseline and endline assessments, pre- and post-tests, and focus group discussion, these tools will help implementers assess participants’ improvement in knowledge of key concepts of democracy and active citizenship, as well as their gaining of knowledge and experience leading and executing advocacy and accountability campaigns. However, with the integration of the masculinities training, the M&E process needs to go beyond providing quantitative data on learning and skills development which is why **key questions and observation points** have been included throughout the YALA curriculum in order **to help facilitators assess participants’ attitude and behavior change**.

Based on the theory of change from the *Men, Politics and Power* manual, in order to understand whether these interventions are achieving the intended outcomes, change, or lack of change, should be evaluated regularly. There are four main types of indicators that can provide important insights into changes that are happening. The data collected via these avenues -- whether they be traditional M&E tools such as pre/post tests or focus groups, or general observation of participants’ interactions and comments -- measure attitude, intentions, practices, and perceptions of prevailing norms. Ideally, an evaluation plan will include a combination of these indicators:¹⁴

- **Attitude:** These data provide insights into how common certain views are among male participants and how those views may be changing over the course of the intervention. An example of attitude indicators is the proportion of workshop participants who think men should have the final word about decision-making in their homes.
- **Intentions:** These data, from both men and women involved in the program, can capture a middle ground between indicators of attitudes (what men think) and indicators of practice (what men are actually doing). Examples of this kind of indicator are the intention of a male leader to support a woman to replace him when his term is over or to back a female politician for a leadership position.

14 Caroline Hubbard and Alan Greig, *Men, Power and Politics*, National Democratic Institute, pg 29.

- **Practices and outcomes:** These data measure what behaviors of men are actually changing. Because changes in gender norms may be only one of the factors behind a change in a male attitudes and behaviors, implementers should probe the reasons why changes have occurred (or not). For example, revisiting participants “Commitments to Action” to see what male participants have (or have not) followed through on.
- **Perceptions of gender norms:** These data measure changes in what men think is the right way to behave. This can be done using a variety of tools. Evaluators can learn how people perceive gender norms by asking how strongly a person agrees with a particular statement (e.g. “women are not as good politicians as men”) using a Likert-style survey question (e.g., strongly agree, agree, disagree, strongly disagree). Another approach is to ask what the consequences of not complying with a particular norm might be and to monitor how that changes over time. Another approach is to use scenarios and ask respondents how they think people would or should act in particular situations.

For additional information on how to conduct M&E for masculinities work, check out the *Men, Power and Politics* manual pages 29–39.



BASELINE ASSESSMENT PRE- AND POST-TESTS

ID# (dd/mm/yyyy):

AGE:

GENDER:

Baseline – Engagement (*pre-test only*)

1. How often have you participated in a grassroots or youth-led campaign?
 - a. Never
 - b. Once
 - c. A few times
 - d. Frequently

2. How often have you led a grassroots or youth-led campaign?
 - a. Never
 - b. Once
 - c. A few times
 - d. Frequently

3. How often have you communicated your opinions to a national or local decision-maker?
 - a. Never
 - b. Once
 - c. A few times
 - d. Frequently

4. How often have you attended a meeting with a national or local decision-maker?
 - a. Never
 - b. Once
 - c. A few times
 - d. Frequently

Baseline – Empowerment: (pre-test and post-test)

Please rate your level of agreement or disagreement with the following statements.

5. I believe that I can make a difference in my community.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

6. I feel that I can influence policy makers to solve an issue in my community.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

7. I see myself as an individual who can have an impact on what happens in my community.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

8. I do not have any solutions for some of the problems I am facing.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

9. I believe men and women are equally capable of impacting change in their community and country.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

MODULE ONE

MASCULINITIES AND GENDER NORMS

PRE- AND POST-ASSESSMENT (FEMALE PARTICIPANTS)



Directions for Participants: NDI is working with ABAAD to collect data on gender perceptions. The purpose of this questionnaire is to collect information on the opinions and gender experiences of YALA participants. As this questionnaire aims to know your opinions and experiences, there is no right or wrong answer. Please answer all questions honestly. All information collected will remain confidential. We thank you for your time and cooperation.

ID# (dd/mm/yyyy):

AGE:

GENDER:

1. I feel comfortable talking about gender norms and stereotypes that affect my community.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

2. I feel comfortable intervening when I see behaviors within my community that reinforce gender inequalities.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

3. Men in my community feel comfortable intervening when they see behaviors that reinforce gender inequalities.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

4. Politically-active women should expect to experience harassment and/or violence while participating in politics or political activism.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

5. I have a role to play in preventing harassment or violence against women in the community

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

6. Gender equality is mainly a women's issue.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

7. Gender norms and stereotypes affect people of all genders.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

8. When women are able to participate equally, activism is stronger and more successful.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

9. Women should participate equally in leadership positions.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

10. Women active in civic participation commonly experience harassment, abuse or violence.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Violence between a husband and a wife is a private matter and others should not interfere.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. The men in my community feel comfortable talking about gender norms and stereotypes that affect women in the community.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. The men in my community have an understanding of what women in the community experience during civic activism.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. The men in my community are committed to stopping harassment, abuse, and violence.

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Which phrase best describes your community? [Pick one]

- My community believes a woman should only do her domestic duties in the home and not be in public for any reason
- My community believes a woman may work outside the home with the permission of her husband or family
- My community believes a woman may engage in politics if she has permission from her husband or family
- My community believes a woman may engage in work and politics as long as her domestic duties remain a priority
- My community believes a woman may freely choose to engage in politics regardless of permissions or domestic duties

16. In my community, it is common for men to hit their wives. [Pick one]

- Of course, it is their right to do so
- Yes, even though it is against the law
- Sometimes, in certain circumstances
- It is common, but socially unacceptable
- No, this behavior is socially unacceptable

MODULE ONE

MASCULINITIES AND GENDER NORMS

PRE- AND POST-ASSESSMENT (MALE PARTICIPANTS)



Directions for Participants: NDI is working with ABAAD to collect data on gender perceptions. The purpose of this questionnaire is to collect information on the opinions and gender experiences of YALA participants. As this questionnaire aims to know your opinions and experiences, there is no right or wrong answer. Please answer all questions honestly. All information collected will remain confidential. We thank you for your time and cooperation.

ID# (dd/mm/yyyy):

AGE:

GENDER:

1. I feel comfortable talking about gender norms and stereotypes that affect my community.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

2. I feel comfortable intervening when I see behaviors within my community that reinforce gender inequalities.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

3. Politics is men's work.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

4. Politically-active women should expect to experience harassment and/or violence while participating in politics or political activism.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

5. I have a role to play in preventing harassment or violence against women in the community

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

6. Gender equality is mainly a women's issue.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

7. Gender norms and stereotypes affect people of all genders.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

8. When women are able to participate equally, activism is stronger and more successful.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

9. Women should participate equally in leadership positions.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

10. Women active in civic participation commonly experience harassment, abuse or violence.

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

11. I think that a man should have the final word on decisions in the home.

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

12. Violence between a husband and a wife is a private matter and others should not interfere.

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

13. Which phrase best describes your community? [Pick one]

- My community believes a woman should only do her domestic duties in the home and not be in public for any reason
- My community believes a woman may work outside the home with the permission of her husband or family
- My community believes a woman may engage in politics if she has permission from her husband or family
- My community believes a woman may engage in work and politics as long as her domestic duties remain a priority
- My community believes a woman may freely choose to engage in politics regardless of permissions or domestic duties

14. In my community, it is common for men to hit their wives. [Pick one]

- Of course, it is their right to do so
- Yes, even though it is against the law
- Sometimes, in certain circumstances
- It is common, but socially unacceptable
- No, this behavior is socially unacceptable



MODULE THREE

DEMOCRACY AND CIVIC ENGAGEMENT

PRE- AND POST-TESTS

ID# (dd/mm/yyyy):

AGE:

GENDER:

Lesson 1: Democracy and Civic Engagement

1. Which of the following are examples of democratic institutions in Lebanon? Select all that apply.
 - a. Legislative body (parliament)
 - b. Political parties
 - c. Judiciary (courts)
 - d. Independent media

Lesson 2: Citizenship

1. Citizenship involves which of the following? Select all that apply.
 - a. Citizenship is a legal status which infers civil, political, and social rights.
 - b. Citizenship is a sense of loyalty and responsibility to one specific nation.
 - c. Citizenship makes citizens political actors, who participate in a society's political institutions and affect the values of the community.
 - d. Citizenship is a sense of belonging to a political community that has a distinct identity.
2. Which of the following are examples of rights of citizens in a democracy? Select all that apply.
 - a. The right to a job
 - b. The right to run for public office

- c. The right to peaceful demonstration
 - d. The right to acquire their nationality from either parent
3. Name four ways that citizens can participate in their democracy.

Lesson 3: Rule of Law and Legal Frameworks

1. Which elements are necessary to institute the rule of law? Select all that apply.
- a. Laws should not be too clear, to allow for interpretation and exceptions
 - b. Laws should be published
 - c. Laws should be obeyed by all, including government officials
 - d. Laws should be almost unchangeable, to allow for formalization of rules
 - e. Laws should ensure all citizens are treated and protected equally under the law
2. Which of the following are examples of citizens attempting to hold the government accountable through representative democracy? Select all that apply.
- a. Vote for a preferred candidate in an election.
 - b. Participate in a citizen assembly to discuss problems and devise solutions.
 - c. Organize or attend town hall meetings with elected officials.
 - d. Contact elected officials online, by phone, or by letter.
3. Name two ways that men and women are treated differently under the law in Lebanon.

Lesson 4: National and Subnational Governance

1. Which of the below are advantages of a decentralized system of government? Select all that apply.
- a. Alleviates the burden on departments in the central government
 - b. Administrative work becomes more efficient
 - c. Strengthens political unity
 - d. Delegates authority to directors in regions and provinces, increasing their experience and learning through work.
 - e. Eases coordination between administrative bodies
2. Which of the following are responsibilities of municipalities in Lebanon? Select all that apply.
- a. Collecting waste
 - b. Establishing schools
 - c. Fixing roads
 - d. Providing electricity

Lesson 5: Democratic Actors

1. What are sources of power in Lebanon? Select all that apply.
 - a. Physical force
 - b. Wealth
 - c. Enforcement of laws
 - d. Social norms
2. Which of the following is NOT the role of a political party in most democracies? Select one.
 - a. Parties provide a means to compete peacefully for political power.
 - b. Parties represent collective interests.
 - c. Parties promote coordination within government.
 - d. Parties provide services to their members.
3. What roles do civil society fulfill in a democracy? Select all that apply.
 - a. Represent citizens' interest in society.
 - b. Provide alternative perspectives and solutions on issues of concern to citizens.
 - c. Advocate to decision makers.
 - d. Serve as a watchdog to the government.
4. What barriers prevent women and youth from assuming meaningful roles in political parties? Please name one barrier for women and one barrier for youth.

Lesson 6: Elections

1. Which are examples of an accessible election? Select all that apply.
 - a. Voter information is available for all voters in any language necessary, including braille.
 - b. Young people are able to participate in election processes, such as running for office, volunteering on a campaign, working as an election observer, and working as a member of election administration (such as a polling official).
 - c. Women are able to run as candidates, vote in elections, and have their issues represented by political parties without fear or threat of violence
 - d. Voter instructions include pictures or verbal instructions for those that are illiterate.
2. Which of the following are advantages of a proportional representation system? Select all that apply.
 - a. Multi-party presence
 - b. More accountability
 - c. Fewer lost votes
 - d. No need to redistrict

Lesson 7: Media

1. Which of the following are responsibilities of a free media in a democracy? Select all that apply.
 - a. Keep society informed
 - b. Announce which candidates they support for office and their reasons why
 - c. Report verifiable unbiased facts
 - d. Keep editorial comments separate from reported news
 - e. Provide equal access and coverage for all election candidates
2. True or False: The Lebanese Parliament has passed an Access to Information Law that requires the government to respond to requests for documents and data.
 - a. True
 - b. False
3. Which of the following statements are true? Select all that apply.
 - a. Misinformation is when false information is knowingly shared to cause harm.
 - b. Misinformation is when false information is shared but no harm is meant.
 - c. Disinformation is when false information is knowingly shared to cause harm.
 - d. Disinformation is when genuine information is shared to cause harm.
 - e. Mal-Information is when false information is shared, but no harm is meant.
 - f. Mal-Information is when genuine information is shared to cause harm.
4. True or False: Whether something is disinformation or misinformation, it can cause equal amounts of harm?

Lesson 8: Violence Against Women in Politics (VAW-P)

1. Which of the below are examples of violence against women in politics? Select all that apply
 - a. Sexual violence (ex: rape, sexual harassment, sexual exploitation)
 - b. Psychological attacks (ex: slander, media or online harassment)
 - c. Economic violence (ex: property damage, denial or delay in providing financial resources)
 - d. Threats or coercion (ex: blackmail, intimidation, threats)
2. What is violence against women in politics? Select all that apply.
 - a. Any act of aggression, coercion, and intimidation against women who are political actors that is targeted at them simply because they are women
 - b. Physical attacks or threats made to women in elected office
 - c. Sexual harassment of women who are political actors
 - d. Any act of violence against women who are campaigning for office, designed to make them drop out of the race

Lesson 9: Working Together

1. Name one way to call attention to and manage power dynamics in a group and during group meetings. (select all that apply.)
 - a. Shout at the person who is abusing power and send them out of the room.
 - b. Call out someone who is interrupting or talking over another person.
 - c. Have women lead meetings or discussions.
 - d. Recognize and encourage people who may not be used to, or comfortable, speaking.

2. Name one thing we can stop doing or start doing to make our communities more inclusive (select all that apply)?
 - a. Create policies addressing and preventing harassment, abuse, or other sexist behavior in the community.
 - b. Ask women to come to more community meetings and be more assertive in discussions.
 - c. Ensure that all voices in the community are represented in decision making.

3. Men can be allies for gender equality if they (select all that apply):
 - a. Understand how gender norms affect their own lives
 - b. Ensure they do not say anything sexist, even if other men do
 - c. Hold other men accountable for sexist behavior.
 - d. Commit to actions that support women's efforts to address gender equality.



MODULE THREE

DEMOCRACY AND CIVIC ENGAGEMENT

PRE- AND POST-TESTS ANSWER KEY

Lesson 1: Democracy and Civic Engagement

1. A, B, C, and D all selected

Lesson 2: Citizenship

1. B
2. A, B, and C all selected
3. Open answer. Answers may include, but are not limited to: voting, publicly supporting a political party or candidate, writing letters or making phone calls on behalf of issues, visiting an elected or government official, inviting elected or government officials to meet with a group of constituents, publishing editorials, writing letters to the editor of the newspaper, circulating petitions, collective action such as advocacy or community organizing

Lesson 3: Rule of Law and Legal Frameworks

1. B, C, and E all selected
2. A, C, and D all selected
3. Open answer. Answers may include, but are not limited to: personal status laws, custody tends to favor men over women, inheritance, nationality for the spouse and children passed on through men and not women.

Lesson 4: National and Subnational Governance

1. A and D both selected
2. A, B, C, and D all selected

Lesson 5: Democratic Actors

1. A, B, C, and D all selected
2. D
3. A, B, C, and D all selected
4. Open answer. Answers for women may include, but are not limited to: male leadership domination continues, implementation of inclusivity mechanisms is slow, gender norms and attitudes are slow to change, socio-economic barriers persists, discrimination and violence against women.
Answers for youth may include, but are not limited to: political parties do not share power with youth, do not give youth meaningful opportunities to lead, young people are tokenized and used as political tools, political parties do not create mentorship or training opportunities for young people

Lesson 6: Elections

1. A, B, C, and D all selected
2. A, C, and D all selected

Lesson 7: Media

1. A, B, C, D, and E all selected
2. A
3. B, C, and F all selected.
4. True

Lesson 8: Violence Against Women in Politics (VAW-P)

1. A, B, C, and D all selected
2. A, B, C, and D all selected

Lesson 9: Working Together

1. B, C and D
2. A and C
3. A, C, and D



MODULE FOUR

DEBATE AND DIALOGUE

PRE- AND POST-TESTS

ID# (dd/mm/yyyy):

AGE:

GENDER:

Lesson 1: Power of Diverse Voices

1. Which of the following is *not* a conceptual tool for including diverse voices and perspectives?
Select all that apply.
 - a. Intersectionality
 - b. Intentionality
 - c. Tokenism
 - d. Safe Spaces
2. Name the two types of biases when considering internationality.
3. Why might safe spaces for women, youth, or others to express their opinions and provide their perspectives be important?
 - a. Speaking publicly they can face harassment
 - b. Helping to amplify their thoughts and ideas
 - c. It contributes to changing the environment so that inclusion can become normalized
 - d. All of the above

Lesson 2: Debate, Dialogue, and Negotiation

1. Which of the following is *most likely* to lead to a compromise?
 - a. Debate
 - b. Dialogue
 - c. Roundtable Discussion
 - d. Negotiation
2. Name one negative and one positive thing about debate.
3. Name one negative and one positive thing about dialogue.

Lesson 3: Debate and Dialogue to Spur Change

1. True or False: Debates and dialogues usually help citizens understand complex challenges in simple ways.
2. How can dialogues lead to positive change? Select all that apply.
 - a. Dialogues provide an opportunity to bring together people who only share the same ideas and perspectives.
 - b. Participants in a dialogue come to learn and hear from others.
 - c. Dialogues can contribute to shifts in knowledge, attitudes and perspectives.
 - d. Dialogues can be a place to share stories and experiences that can humanize issues and those that you may have at first, seen as an opponent.

Lesson 4: What is Debate

1. Why are debates important? Select all that apply.
 - a. It can help us use and develop oral and written communication skills
 - b. It can help us use and develop critical thinking skills
 - c. It help us develop independent work experience
 - d. It provides an opportunity to express opinions in an unstructured way
 - e. Debates provide an opportunity to discuss contradictory ideas in a rational and logical manner
2. True or False: Debaters should only research points that support their assigned position and should ignore points that support their opponents' position.
3. Name three components that make up a formal debate.

Lesson 5: What is Dialogue

1. True or False: Dialogues have to follow a specific format.
2. Name three ways to demonstrate that you are actively listening.
3. How can you maximize the effectiveness of a dialogue? Select all that apply.
 - a. Only meet once to save time and resources.
 - b. Be open to examining assumptions.
 - c. Actively listening.
 - d. Try different approaches if the familiar approach is not producing results

Lesson 6: Public Speaking

1. Studies have shown the importance of the following for communicating messages, from most importance to least importance:
 - a. Words, Tone of Voice, Body Language
 - b. Tone of Voice, Words, Body Language
 - c. Body Language, Tone of Voice, Words
 - d. Words, Body Language, Tone of Voice
2. True or False: When speaking to a large audience, you should try to make eye contact with as many people as possible instead of focusing on one or two.

Lesson 7: Allies and Opponents

1. Which of the following describes a stakeholder? Select all that apply.
 - a. Stakeholders are people that have an interest in what you are doing.
 - b. Stakeholders can only be allies.
 - c. Stakeholders may not care about your issue but are interested in how you pursue your efforts.
 - d. Stakeholders can only be visible/known to us.
2. Name one reason why having a diversity of voices, including women, youth and other underrepresented groups be good as allies?

Lesson 8: Constructing and Defending Arguments

1. What are the “Ps” of influence? Select all that apply.
 - a. Power
 - b. Politics
 - c. Payment

- d. Position
 - e. Persuasion
2. True or False: When constructing an argument, it is better to present your strongest argument last.
 3. 3. What is it called when you oppose the opponent in a debate?
 - a. Deny or defend
 - b. Rebuttal or refute
 - c. Reply or relay

Lesson 9: Communications and Strategic Messaging

1. Name the two elements for effective two-way communication.
2. True or False: A message is not influenced by the speaker's beliefs, attitudes, and knowledge, nor do these factors influence how the receiver interprets the message.

Lesson 10: Network and Coalitions

1. What is a coalition?
 - a. Networks in action mode.
 - b. Partnerships among distinct actors that coordinate action in pursuit of shared goals.
 - c. A formalized structure, with the members making a longer-term commitment to share responsibilities and resources.
 - d. All of the above.
2. How can building networks and coalitions contribute to constructive debate and dialogue? Select all that apply.
 - a. Networks and coalitions can give you access to more evidence and more ideas to strengthen our arguments.
 - b. Networks and coalitions can ensure that issues include representation of women, youth, and other traditionally underrepresented populations.
 - c. It is easy to bring together diverse groups with varying agendas and interests and find agreement.
 - d. Working in networks and coalitions on issues can help show decision-makers that this is an important issue to many citizens and constituents

Lesson 11: Consensus Building

1. True or False: Consensus building can lend legitimacy to the powerful/elite.
2. Why is consensus building important? Select all that apply.
 - a. Because many problems exist that affect diverse groups of people with different interests.
 - b. Because it allows a variety of people to have input into decision-making processes.
 - c. Because it allows for collaboration on solving complex problems in ways that are acceptable to all.
 - d. Because it helps participants explore mutual gains



MODULE FOUR

DEBATE AND DIALOGUE

PRE- AND POST-TESTS ANSWER KEY

Lesson 1: Power of Diverse Voice

1. C
2. Conscious and unconscious bias
3. D

Lesson 2: Debate, Dialogue, and Negotiation

1. D
2. Open answer. Answers may include: **Pros:** usually provided a dedicated time to present your side/arguments, outcome of debate is often determined by an outside factor (such as a vote if the debate is about a piece of legislation); can provide everyone an opportunity to speak if specific rules of debate are used; can be an opportunity to debate facts or hard evidence. **Cons:** can create/worsen tension between each side, arguments can often devolve into opinions or subjective analysis. Can leverage systemic and unequal power balances between men/women or other populations.
3. Open answer. Answers may include: **Pros:** an opportunity to learn new ideas or perspectives, can be a more level 'playing field' for participants if moderated well. **Cons:** Not everyone may have an opportunity to speak and provide their perspective; if not moderated well, it is easy for participants to cut off others thoughts and ideas

Lesson 3: Debate and Dialogue to Spur Change

1. False
2. B, C, and D

Lesson 4: What is Debate

1. A, B, and E
2. False
3. Open answer. Answers may include: Is usually conducted with two participants (one on each side of the issue) or by a team or club; Is held at a specific time and place and is governed by specific rules; The issue or topic is predetermined; There is a designated time for speeches; One party argues for a subject or an issue and the other argues against; There is a judge who determines the winner and loser of the debate; This is done either by a professional judge or by the audience. Sometimes, voters are the judge.

Lesson 5: What is Dialogue

1. False
2. Open answer. Answers may include: Giving the person speaking your undivided attention and acknowledging the message; using your own body language and gestures to convey your attention; reflecting what is being said and ask questions; and deferring judgement by allowing the speaker to finish and don't interrupt with counter arguments.
3. B, C, and D

Lesson 6: Public Speaking

1. C
2. False

Lesson 7: Allies and Opponents

1. A and C
2. Open answer. Answers may include: Including those voices in our open dialogues, debates and discussions only helps us create solutions that take into account everyone's needs and is representative of our country. Including different voices in these activities can also shed light on the real and perceived power differences across different groups.

Lesson 8: Constructing and Defending Arguments

1. A, C, and E
2. False
3. B

Lesson 9: Communications and Strategic Messaging

1. Talking and listening
2. False

Lesson 10: Network and Coalitions

1. D
2. A, B, and D

Lesson 11: Consensus Building

1. True
2. A, B, C, D all selected



MODULE FIVE

ADVOCACY AND ACCOUNTABILITY

ENDLINE ASSESSMENT & PRE- AND POST-TESTS

ID# (dd/mm/yyyy):

AGE:

GENDER:

Lesson 1: Awareness Raising, Advocacy and Accountability in a Participatory Democracy

1. What is the difference between *awareness raising* and *advocacy*?
2. How do awareness raising, advocacy, and accountability activities contribute to increasing citizen participation?
 - a. Influences voting based by providing citizens with new information regarding an elected officials' actions or inaction.
 - b. Creates supporters of an public awareness or advocacy campaign by connecting on issues citizens care about.
 - c. Provides citizens with direct opportunities to advocate for change
 - d. All of the above.
3. What are the three key steps in developing an awareness raising campaign?
 - a. Messaging, outreach and communication strategy
 - b. Debate, research, and outreach
 - c. Messaging, outreach, and dialogue
 - d. Messaging, communications strategy, and negotiations

Lesson 2: Intro to Advocacy

1. True or False: Advocacy can be a means to achieving equity and social justice through the empowerment of disadvantaged groups so they actively participate and are directly included in decision making processes affecting their lives.
2. What is the difference between issue advocacy and policy advocacy?

Lesson 3: Developing an Advocacy Plan

1. What does SMART objectives stand for?
2. True or False: An advocacy campaign can be negative or positive.

Lesson 4: Presenting Advocacy Plans

n/a. No pre/post questions for Lesson 4.

Lesson 5: Civil Society as Watchdogs

1. What are some of the outcomes civil society groups seek to achieve through watchdog activities?
 - a. Increase citizen awareness of government activities
 - b. Increase sustained citizen involvement in political processes
 - c. Collect information to support advocacy, organizing or awareness campaigns
 - d. Increase government transparency, accountability and answerability
 - e. All of the above
2. What are the areas watchdog activities can help expand democratic governance?
 - a. Space, awareness raising, accountability
 - b. Voice, opportunity, rule of law
 - c. Space, voice, accountability
 - d. Accountability, decentralization, and pluralism
3. List four of the eight steps to successful oversight

Lesson 6: Political Processing Monitoring pt 1

1. Why should we consider doing legislative monitoring?
 - a. To see if issues of community concern are being addressed
 - b. To know how legislators are voting and which issues they are prioritizing
 - c. To monitor if elected officials are present and participating in plenary and committee meetings

- d. To ensure information about legislative processes and decisions are being made public.
 - e. All of the above
2. What is one way campaign monitoring initiatives create space for women, youth or other marginalized groups?

Lesson 7: Political Processing Monitoring pt 2

1. What is the difference between budget tracking and expenditure tracking?
2. True or False: Policy implementation monitoring can tell us government successes in implementing the decision and gaps in the government's implementation of the decision.

Lesson 8: Presenting Political Processing Monitoring Plans

n/a. No pre/post questions for Lesson 8.

Lesson 9: Advocacy and Accountability for Action

1. True or False: Decision, debate, and dialogue are three types of venues where you should not engage decision-makers
2. What is understanding power relationships important?
3. What do you have to consider to develop advocacy campaigns that speak to the needs of a wide swath of the community? Check all that apply.
- a. Debate
 - b. Intentionality
 - c. Dialogue
 - d. Intersectionality
 - e. Awareness raising

Baseline – Empowerment:

Based on your experience in the YALA program, please rate your level of agreement or disagreement with the following statements.

1. I believe that I can make a difference in my community.
- a. Strongly Agree
 - b. Agree
 - c. Neutral

- d. Disagree
 - e. Strongly Disagree
2. I feel that I can influence policy makers to solve an issue in my country.
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
3. I see myself as an individual who can have an impact on what happens in this country.
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
4. I do not have any solutions for some of the problems I am facing.
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
5. I believe men and women are equally capable of impacting change in their community and country.
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree



MODULE FIVE

ADVOCACY AND ACCOUNTABILITY

PRE- AND POST-TESTS ANSWER KEY

Lesson 1: Awareness Raising, Advocacy and Accountability in a Participatory Democracy

1. Open answer: Awareness raising is to spread knowledge of a particular problem or cause and advocacy is an action directed at changing the policies, positions or programs.
2. D
3. A

Lesson 2: Intro to Advocacy

1. True
2. Open answer: **Issue advocacy** is a comprehensive communications campaign strategy and tactics that advocate for, against or to neutralize a policy issue that is designed to impact a business, association or individual. **Policy advocacy** is defined as support of or against a particular policy or class of **policies**. A policy advocacy campaign is designed to bring awareness on a policy or set of policies that are in need of reform.

Lesson 3: Developing an Advocacy Plan

1. SMART objectives are: Specific, Measurable, Action-oriented, Relevant, Time bound
2. True

Lesson 4: Presenting Advocacy Plans

n/a. No pre/post questions for Lesson 4.

Lesson 5: Civil Society as Watchdogs

1. E
2. C
3. Open answer: 1) Determine what the desired outcomes and goals are and what impact is expected from oversight activities. 2) Determine what type of oversight activity is appropriate. 3) Identify entry points and barriers. 4) Determine Timeline. 5) Identify needed resources. 6) Collect data. 7) Analyze data collected. 8) Turn data into action

Lesson 6: Political Process Monitoring (pt 1)

1. E
2. Open answer: 1) Highlights promises or platform that directly related to increased access or rights for women, youth or other underrepresented groups; 2) Provides a platform for women, youth and others to directly ask candidates to address issues that are concern to these groups; 3) Provides an opportunity to hold newly elected officials to account on their promises to work with these groups in the post-election period

Lesson 7: Political Processing Monitoring (pt2)

1. Open answer: Budget monitoring is when citizen groups observe meetings and examine documents during the budget formulation and approval stages of the budget cycle. Expenditure tracking is when citizen groups monitor government resource allocations, spending and publicly funded projects by citizens or civil society organizations to see if budgeted funds are spent as intended and are used efficiently and effectively.
2. True

Lesson 8: Presenting PPM Plan

n/a. No pre/post questions for Lesson 8.

Lesson 9: Advocacy and Accountability for Action

1. False
2. Open answer: Power relationships help us understand who has power, who can gain more power and who can lose power is an important tool in your toolkit. Power dynamics can determine how you want to approach a stakeholder.
3. B and D

