

Political Leadership Training Manual



Aware Girls

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About AWARE GIRLS

AG is young women led organization working for the empowerment of young women and peace building, was established by a group of young women. We are striving for gender equality through strengthening the leadership capacity enabling them to work as active agents of social change and women empowerment.

Aware Girls advocate for equal rights and access of young women to education, health, employment, governance, political processes, and social services.

The focus areas of Aware Girls are

- i. Leadership among young women
- ii. Human Rights of Women
- iii. HIV/AIDS
- iv. Sexual and Reproductive Health Rights of Young Women
- v. Economic Empowerment of Young Women through Micro-Entrepreneurship
- vi. Gender mainstreaming Of Peace Building/Peace

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Facilitating Learning: The Role of the Facilitator

(Excerpted from Women's Learning Partnership's Leading to Choices: Learning to Facilitate Interactively, 2003, pages 17-19.)

Most people attend schools where teachers talk and students listen, except when called on to ask or answer questions about what the teacher has said. This traditional model, which assumes the authority of the teacher and the ignorance of the students, is both inappropriate and ineffective for a learning partnership. By contrast, an inclusive, participatory learning partnership engages each individual and empowers her to think and interpret for herself. It encourages critical analysis of real-life situations and leads to cooperative action toward a common goal.

A learning partnership calls for a method of learning in which the learners, not the teacher, are at the center of the experience and share authority and "ownership" of their own learning. In such a cooperative context, the word **facilitator** is more appropriate than **teacher**, for everyone in the group is a learner engaged in a common effort toward a shared goal. The goal of a learning partnership is not to generate a "right answer" or even agreement, but to collectively explore ideas and issues.

Becoming an effective facilitator requires both practice and a clear understanding of the role of the facilitator. In leadership training workshops or other learning situations, the role of the facilitator is to:

- **Establish a relationship of equality and cooperation with participants.** The facilitator is "first among equals," but responsibility for learning rests with the whole group.
- **Create an environment of trust and respect.** The facilitator helps participants feel safe and encourages them to speak honestly with the knowledge that differences of opinion are welcomed and respected.
- **Ensure that everyone feels included.** The facilitator ensures that everyone has an opportunity to participate.
- **Provide a structure for learning.** This might include setting and observing meeting times, opening and closing sessions, and keeping to an agenda. The facilitator continually consults participants about the effectiveness of the structure.
- **Fulfill the logistical needs of the meeting.** This might include gathering and preparing materials, setting up the meeting space, notifying participants, and seeing that necessary preparations are made.

However, there are many roles that an effective facilitator does not play. For example, a facilitator is not:

- **A teacher.** The whole group is responsible for learning. The facilitator is a co-learner, exploring all subjects as an equal partner with other participants.

- **A judge.** In a horizontal, inclusive learning environment, nobody—least of all the facilitator determines that some opinions are “correct” or “better.”
- **An expert.** Although she or he leads each session, the facilitator may not know as much about a subject as do some other members of the group.
- **The center of attention.** An effective facilitator generally speaks less than other participants and concentrates on including others in the discussion.
- **The housekeeper.** While the facilitator takes initial leadership in coordinating the sessions, she or he is not the only person who maintains the learning environment.

As with any skills, the best way to improve facilitation skills is to practice them often, self-critique, and always seek improvement. For example, the facilitator needs to evaluate herself continually as she facilitates:

- **Be very clear about your role.** Your behavior more than your words will convey that you are not the teacher but a fellow learner.
- **Be aware of your eyes.** It is important to maintain eye contact with participants when you are speaking and when you are listening.
- **Be aware of your voice.** Try not to talk too loudly, too softly, or too much. The tone of your voice is also an important part of creating a trusting, respectful learning experience.
- **Be aware of your body language.** Where you sit or stand will indicate if you may be exercising authority unconsciously. Sitting down when entering the discussion as an equal rather than being the only one standing may help everyone feel at ease.
- **Be aware of your responsibility.** Make sure everyone has a chance to be heard and is treated with respect; encourage differences of opinion but discourage argument; draw in those who are hesitant to participate.
- **Be aware of when structure is needed.** Explain and summarize when necessary; decide when to extend a discussion and when to go on to the next topic; encourage the group to remain on the subject.
- **Be aware of your role and share it.** Ask others to take on responsibilities whenever possible, such as taking notes, keeping time, and facilitating the discussion.

FACILITATION SKILLS

(Excerpted from Making it My Own-ICT Training Manual)

Facilitation skills improve with practice; most of them depend on the ability to motivate, listen, and relate to participants. In addition to reviewing the materials that you will deliver, here are a few reminders as you prepare for your workshop

- **Flexibility and Creativity:** Any facilitation Activity requires flexibility and adjustment of the agenda and pace of workshop Basedd on participants' needs. Additionally, you may be presented with technological challenges such as the unavailability of power, Internet connectivity, or a projector. Be creative in adapting to changing situations, such as switching to a module that does not require Internet if you encounter connectivity problems.
- **Talk and Click:** Explaining an activity step-by-step as you display it on screen is the best way for participants to understand a tool's functions. Describing the activity clearly while clicking through the steps will help participants follow along better.
- **Practice Makes Perfect:** Rather than providing solutions to problems, provide and support problem-solving opportunities. Expertise with icts comes from using them; therefore, build in time for hands-on activities and encourage participants to spend time exploring tool functions on their own workshop.
- **It's Okay Not to Know:** A facilitator is not expected to know everything. Instead, help participants learn how to find answers and continue learning on their own, especially after the workshop.
- **Verify and Adjust:** Check in regularly with participants to assess the pace of training and assimilation of learning and adjust as necessary.
- **Keeping the Time:** Balance staying on the agenda and keeping to the start and finish times with allowing participants adequate time to explore before moving on to the next activity. The former will help complete the course, but the latter will increase comfort and familiarity with the tool and is more important.
- **Share the Learning:** As we model and emphasize the importance of participative learning, engage participants in activities where they have opportunities to share their learning, and in discussions of ongoing (lifelong) learning.
- **Relax:** Remain calm, particularly when things go wrong (and they will). Participants are learning as much from the way you deal with a technology crisis as they are from the learning Activitys. Seeing the facilitator take the crisis in stride and handle it with ease builds their confidence that technology problems can be resolved.
- **Keep It Fun:** Remember to have fun. Workshops should be fun for both the participants and the facilitator. This will help participants overcome any sense of intimidation with technology and will result in greater retention.

Facilitation Techniques

(Excerpted from Making it My Own-ICT Training Manual)

To make a workshop interactive and to generate discussion, use a variety of techniques, including those that follow. Adapt them as necessary, and add your own as well as ones that participants suggest. As long as the sessions meet the “3-e standard”—educate, entertain, and empower— we are on the road to successful facilitation.

- **Analogy:** Use commonly understood, locally appropriate, real-life images to explain a technology concept. For instance, use a postal mail address convention and delivery process to explain the email send-receive process.
- **Fishbowl Conversations:** Having one participant work at a computer, while several others stand around and observe—in a fishbowl style—can be a useful way to make the most of minimal resources. For instance, if only a handful of computers have Internet connectivity, this method will enable groups of three to five to learn simultaneously. Each person can also take turns working on the computer, supported by her team members.
- **Icebreakers and Energizers:** Icebreakers, which help workshop participants become more familiar with one another, are most often used early on in a workshop. Energizers are helpful at any point in a workshop to help group members relax, have fun, and feel reinvigorated.
- **Match the Question and Answer:** Hand out index cards, half of which have questions and the other half have the corresponding answers. Ask participants to find their match.
- **Pair and Share:** Working in pairs enables participants to explore topics in-depth. When the whole group reconvenes, only key points that arise in the paired discussions need to be shared.
- **Personal Stories:** Narrate learning experiences of your own and encourage others to tell stories that highlight the barriers overcome and benefits accrued from learning technologies. This can be inspirational and motivational.
- **Put Steps in Order:** On a piece of paper, write the name of a task, and below it write out-of-order the steps required to perform that task—for example, send an email; log out; type the email; click Compose or New; sign up for an email account; log in; click Send. Then ask participants to number the steps in the appropriate order. This can be an effective review technique.
- **Read It, Teach It:** Participants divide into groups. Each group selects one topic to investigate and learn; then facilitate a 15-minute training session for the larger group.
- **Role-Playing:** Role-playing enables participants to hear and reflect on viewpoints that are not necessarily their own by enacting a character of their choice.
- **Speed Geeking:** A speed-geeking session generally involves around four participant-presenters. Each one picks a topic, tool, or feature on which to give a brief overview presentation to her peers, and each stands in a different corner of the room. Remaining participants divide into four groups, each of which walks over to a different presenter for a five-minute session demonstrating the tool. When the time is up, a signal is sounded, and each group rotates to the next presenter. This fast-paced session can be fun, exciting, and a useful way to strengthen presentation skills and cover a wide range of topics quickly.
- **Stump the Trainer:** Ask participants to pose questions, the answers to which you may not know. If you don't, find the answer and explain how you found it.

- **Teams:** Breaking the workshop group into smaller teams enables members to participate more fully in Activities and discussions. Participants may self-select onto teams or the facilitator may pre-select team members to ensure everyone has the opportunity to interact with as many other participants as possible.
- **Random Grouping:** The most common method for setting up teams is through random grouping. After determining how many teams are desirable, participants count off to that number. For example, for five teams, participants count off from one to five, then start over. All the number ones are on one team, all the number twos are on another team, and so on.
- **Grouping Basedd on Specific Criteria:** Participants can self-select groups Basedd on issues or subjects of common interest. For instance, all participants who are interested in children's rights can work together throughout then advocacy & campaigning institute.
- **Visual Aids:** Pictorial representations or simple illustrations can stimulate better understanding of complex problems. For instance, use a drawing of how computers connect through a modem to the Internet and World Wide Web.
- **What I Find Most Difficult:** At the end of a session or training day, ask participants which topic or session they found most difficult and post the topics on a flip chart. Spend a few minutes at the beginning of the next session to address as many of these topics as feasible.



Module 1

Introduction, rules, responsibilities and expectation

It is about introductions and getting to know each other. The participants should understand objective of the training. The participants should be introduced to the organization and its objective and mission. The participants should be introduced with each other.

Activity: *ME, your host*

Time 30 minute

Objective: the participants are introduced to the organization and the facilitator

Instructions:

- 1) The facilitator should introduce themselves by sharing their name, educational background, profession.
- 2) The facilitator should introduce everyone on the team

- 3) The host organization should be introduced. Their mission, vision, objectives, the basic work area and projects.



Activity: *Brief Interviews*

Purpose:

Introduce participants, gather some information about them, and help participants relax at the beginning of the training.

Materials: Paper, pens (optional)

Time: 20 – 40 minutes, depending on number of participants

Procedure:

1. Let participants know you will be asking them to briefly interview three people in this Activity, and that they will be asked to report what they have learned to the rest of the group to help introduce each of them. Let participants know they will have three minutes to interview each person, and that you will tell them when to stop.
2. Ask participants to start by interviewing someone they do not already know.
3. Give participants three minutes to interview their first partner. When three minutes are up, tell them to switch to a new partner. Give participants another three minutes, and ask them to switch to their third partner at the end of the allotted time. It is a good idea for you to participate in the interviews as well.
4. Ask participants to return to their places.

5. Stand behind each participant in turn and ask those in the group who interviewed that person to shout out what they learned. Do the same for each member in the group. When it is your turn, either ask a co-trainer to stand behind you or if you are training alone, point to yourself and ask what people learned about you.

Discussion: No discussion needed

Trainer Notes: This Activity allows participants to stay relaxed since they do not have to report on themselves. It also allows participants to relate to each other equally, regardless of position. In large groups, with over 20 participants, the Activity may take too long and people will get bored. To avoid this problem, ask participants to report back just three things they learned about the person.

Activity : Adjective Names

Purpose:

Introduce participants and begin the workshop in a relaxed atmosphere.

Materials: None needed

Time: 20 – 40 minutes (depending on number of participants)

Procedure:

1. Ask participants to come up with an adjective that describes themselves and begins with the same letter as their first name. For example, “sharp Sarah.”
2. The first person says his or her adjective plus his or her name.
3. Ask the second person to repeat the first person’s adjective and name, plus add his or her own.
4. Ask the third person to repeat the first two people’s adjectives and names, plus add his or her own.
5. Repeat until everyone has been included.

Discussion: No discussion needed

Trainer Notes: The adjectives used in this Activity can serve as reference points for the rest of the training. It is often a good idea to have the trainer start. A shorter version of the Activity has people introduce themselves with an adjective and an action or gesture but not repeating the names or adjectives of those who have gone before them.

Activity : Drawing Portraits

Purpose:

Allow participants to introduce their personal peace journey in a relaxed atmosphere, and initiate discussion in a group where participants already know one another.

Materials: Paper, pens (one per participant), tape

Time: 25 – 45 minutes (10 minutes for drawing a self-portrait, 10 minutes for “walking the gallery”)

Procedure:

1. Ask participants to draw a picture of them on a piece of paper in whatever style they choose (e.g. Cartoon, realistic portrait).
2. Ask participants to write their names on the portrait and at the bottom of the paper include three “stepping stones” or important events that led them to be peacebuilders.
3. Tape the drawings on the walls.
4. Give participants an opportunity to “walk the gallery” and view the portraits.

Discussion: No discussion needed

Trainer Notes: This Activity provides a good opportunity for people to learn new names and remember old ones using visual aids. It is often very amusing for people, and gives them some insight into their colleagues.

If the group knows each other very well, you can ask participants not to put their names on their portraits and challenge participants to identify each person in the drawing. An alternative format for this Activity is to ask participants to draw a representation of an important concept, like “peace” or “conflict” rather than a picture of themselves. The trainer can choose to have people explain their representations or not. (Adapted from Pretty et al., 1995, p.135)

Activity: What Do You Expect?

Purpose:

Identify what participants want from the training session and to set ground Rules for the training

Materials: Flip chart paper, markers, tape

Time: 15 – 40 minutes

Procedure:

1. Prepare three flip chart paper that say “Expectations,” “Worries,” and “Ground rules.” Explain that “Expectations” refer to what participants hope to get out of the peacebuilding training; “Worries” refer to what participants are most concerned about in doing peacebuilding programming; and “Ground rules” refer to what kind of rules they think participants should follow to create an open and respectful atmosphere within the training.
2. Give participants three colored cards (Green for Expectations, Red for Worries, and Yellow for Ground Rules) Ask participants to write 1-3 things on each piece of paper, writing should be visible.
3. When all participants have written their comments, ask them to paste it on the Respective Flip Charts; review and discuss.

Discussion: Discussing expectations, worries and ground rules can provide you with a good opportunity to respond to expectations that will not be met in the training. It is also a chance to identify basic rules for discussion, things to avoid in the training, and issues that can be brought up later when discussing programming.

Trainer Notes: Writing on flip chart paper provides a visible reminder of what participants hope to gain from the training. This can help focus the training and gives participants a Baseline from which to evaluate the training once it is complete.

(Adapted from Pretty et al., 1995, p.132)

Activity: Expectation, Skills and Post Training Ideas

Purpose:

Identify what participants want from the training, what skills they have and what plans they have post training.

Materials: Flip chart paper, markers, tape

Time: 20 – 40 minutes

Procedure:

1. Make a tree on a big Flip chart, the tree should have visible roots, stem and leaves/fruits. Write Expectations on Roots, Skills on main stem, and Post Training Plans on the leave/fruits of the tree. Expectations refer to what participants want to learn in the training or what they want to do in the training, Skills refer to the knowledge and skills the participants have and Post Training Plans refer to what participants want to do after learning in the training.
2. Give participants three colored cards (Green for Expectations, Red for Skills, and Yellow for Plans) Ask participants to write 1-3 things on each piece of paper, writing should be visible.
3. When all participants have written their comments, ask them to paste it on the Respective position on the chart
4. Ask all participants to come near the tree, and appoint three volunteers. Ask them to read out loud the expectations, skills, and plans of the participants.

Discussion: Discussing expectations, skills and plans of the participants can provide you with a good opportunity to respond to expectations that will not be met in the training, to identify what skills already exist in the group and how it can be utilized for achieving the objectives of the program.

Trainer Notes: Writing on flip chart paper provides a visible reminder of what participants hope to gain from the training. This can help focus the training and gives participants a Baseline from which to evaluate the training once it is complete.

(Adapted from Pretty et al., 1995, p.132)

Activity: *roots ,trunk and fruits*

Time: 60 minutes

Objective: a fun way to understand the expectations of the participants and know their most treasured qualities, this activity gives an insight to the facilitator into the whole workshop

Material needed: post it notes, glue, scotch tape, flip charts , draw a tree with an empty trunk , leaves and roots area.

Optional:(*cut green post it notes in shape of leaves and some coloured post it notes in shape of fruits*)

Instruction:

- Distribute three different colours of post it notes in the participants.
- Ask them to write their expectation on the green post it notes and ask them to paste it on the leaves area of the tree
- Ask to write what qualities they bring to the workshop and what is their plus point or unique qualities they possess and paste it on the roots area of the tree.
- Ask them to write what skills they want to possess and gain in the training.
- Now brain storm the idea of a tree and its roots being the qualities they bring and trunk being the qualities that they will get and then bloom with the fruits as their achievement and getting their expectation.



Module 2

Me and my society

This module introduces individual to their own identity and needs. It eventually groups each individual into societies and helps the facilitator explain the importance of self-realization and the need for aware ness about society and how to make it a better place.

Activity: *The nearest and the dearest*

Time: 60 minutes

Material needed: flip charts, post it notes, markers, glue, scotch tape

Objective: introduction to one's own identity, to create curiosity of one's own needs and desires.

To create awareness that identity is not fixed but in fact it change with circumstances, age and situations.

To create awareness about the difference among individuals and respect for the versatilities of human life and the uniqueness of every identity.



Instruction

- Ask the participants to draw themselves on the flip charts. Also instruct them to clearly highlight their hearts in the drawing.
- Ask them to write 10 things on the post it notes that are nearest and dearest to them.
- Ask them to prioritize each post it notes near their heart and paste them on the flip chart according to priority.
- Now ask them to show it to as many participants as much possible in 15 minutes giving them enough information about themselves and their priorities.
- Now give them different scenarios and ask if their priorities would change i.e if they were all guys instead of girls, or if they were born in a different country, if they had been living alone, if they had families etc.

Activity: *the story*

Time: 60 minutes.

Material needed: flip charts, markers, coloured pencils, glue, post it notes.

Objective: to create vision and hope for a better world, to aware the participants just how much of a difference they can make if the act on their plans today.

Instruction

- Divide the participants into a group of 5 people
- Start the activity by giving the participants a scenario ' ten years from now you are on flight and suddenly you see that the front page of times have a picture of you with the group of people that you are sorted in now'
- Give them an opportunity to finish the article as in what do they think that they have done so great that times has their picture on the front page



- Ask each group to present their article to the whole group

Activity: *resources power and attitudes.*

Time 60 minutes

Objective: understanding the role of each person in society in decision making and the link between share in decision making and resources.

Material needed: markers, flip charts, post it notes and glue

Instruction

- Divide the participants into groups of 5
- Draw a table on a flip chart to explain to the participants by sharing an example

Serial no	Designation in society	Share in resources	Share in decision making
1			
2			
3			

- Ask each group to make a chart of different roles of life in their society and present it

Brain storm

Brain storms with them the link between designation in society and share in resources and decision making. Our Society is divided into different groups like caste, race, economical background, religious, culture and tradition. These groups interact with each other but marriages do not take place between them. These groups are divided on the basis of feudalism; industrialists which are the upper class people black smith, kulhar, chamyar, these lower groups are called artisans. Explaining one designation in society that is father and his share in resources and decision making. Participants are divided into 4 groups and are asked to write down on Resources vs. Status. They should write down about the class, their part in village's resources, and power in decision making, life style, attitude with people of same class and with people of other class.

Activity: *changes in society*

Time: 60 minutes

Material needed: flip chart, white board, markers

Optional: (projector)

Objective: the understanding of evolution of the society. The concept of change of power and role between men and women.

Instructions: *brain storming*



Commence the session by taking the participants on board. Explain that everything in this world is subject to change. Nothing can remain as it is, with the passage of time structure and nature of everything changes. But the question is what change is? For instance, change in infrastructure, change in lifestyles, change in both material and non-material things.

- Who brings the change? Knowledge and technology bring changes in the society, science changes the society, and religion brings changes, different cultures, behaviors, globalization and different political ideas and so on. Behaviors are least affected by any external force like family norms and values, importance of marriage, family honor and prestige. But we can adopt material changes easily like having mobile phones, modified forms of mobile phones, computers, and electronics and so on.
- Can we stop changes? Nothing can stop changes. It's a unstoppable process, . Change is a continuous process which is impossible to stop

Evolution of a Society

- **Hunting Period**

It was the era where there was no concept of men and women, marriages, men did not know about his children, nobody was aware of what to eat and how to eat. Just like animals those human beings used to behave and live. Mortality rates were high because they did not know what to eat and what to use.



- **Tribal Period**

But with the passage of time, resources were discovered; people became aware of different things and their usage. A tribe came into being. Physical power was the value of the tribal society, and physical power was linked to men. From there the concept of power was linked to men. Women and men were not aware of reproduction processes. Women were considered to be goddesses or divine creature as they were thought of having spiritual and magical power to produce children. The race was named after women and was known as matrilineal power. So women were kept aside from taking part in battles, so that they could reproduce more and generate more population. In battles and war, rape is the most ridiculous attempt which is done. The main motive was the mixture of different blood into that respectable society's race.

- **Agriculture Period**

12000 years ago, somebody from Europe invented agriculture. Then male animals were kept for trade. But they discovered that male animals could not reproduce alone, so they kept female animals with the male animals. From there they observed that it's not women who alone can reproduce but men's contribution is most important in reproduction process. Invasions process started from agricultural era and the concept of artisans came into being. The concept of marriages came into being and development processes evolved. But due to these developments, the oppressions and suppressions came into existence.



- **Modern Period**

Due to invention of machines and technologies, labors were required to work into the industries. Women were given



opportunities to work into those industries. Two classes came into existence one is labor class other is investor class. Investor invests money and profit is earned by the owner. Industrialization came into being in 18th century. Many developments took place. Norms and values were changed accordingly.

Pakistan is an agricultural society. Woman is oppressed just like tribal and agricultural period. The status of a woman is considered as property of man. They are considered to be reproduction machines. Women should act like catalysts in bringing the change in the society, in order to gain a respectable position in the society. In this modern era women should claim their right to education, work and expression and right in heritance. (HRMDC, 2008)

Activity: *power and its types*

Time: 20 minutes

Material needed: flip charts, white board, board markers'

Instruction:

Brain storming

Position Power:

Position power comes from the jobs and roles we occupy in the society. Using that position we can bring change inside the society, include women in different positions.

Relational Power:

Any power inside the relations leads towards relational power. We can use these powers and include many friends, families and build allies on. This can bring change inside the society.

Power of Resources and Status:

For this we have to be educated, knowledgeable and start a small businesses on, through this power we can be resourceful. Status also brings power, for instance, they made struggles and influenced many.

Power of Group:

Unions can protest and can move. People working in a group can easily make their voices reach to those unheard. Like mass protest movements, labor unions or any group have shown their impact on raising voices inside the society.

Power of Knowledge and Expertise:

Reading habit is very important; power comes from what we know. For instance, lawyers, doctors, entrepreneurs etc., by using such expertise and knowledge change can come easily. Having knowledgeable by reading any law or constitution of our country, women can know their rights and their basic rights. (Ismail, 2012)

Activity Power Mapping

Time: 30 minute

Material needed: flip chart, board markers, white board



Instructions:

Divide participants into 5 groups and ask them to mention women part in decision making process.

- 1) What are women resources in our community?
- 2) Who takes decisions?
- 3) Women's role in decision making?
- 4) Who makes the decisions that effect women?

All the participants should be involved in making presentations and discussions about things related to the involvement in decision making process of women. Women participation in decision making process is necessary.

Activity: Understanding Gender

Purpose:

To understand the concept of gender and the difference between gender and sex

Materials: Flip Charts, Markers, Sticky Notes

Time: 45 Mins-1 hour

Procedure:

1. Divide the participants into 2 groups, if the participants are more than 20 then divide the participants into 4 groups
2. Ask Group 1 to write characterizes of men (one on each sticky Note) and Group 2 to write characteristics of women on the sticky notes (one on each sticky note). Give them 20 minutes for the activity. Make sure everyone in the group is able to give their opinion and make sure they write only one characteristic on each chart.
3. Take 2 Charts. Write “Men” on the top of one chart and “Women” on the top of other chart, and paste these chart on a wall so that it can be seen by everyone.
4. Take another chart and draw two columns on it, write Gender on the top of one column and Sex on the top of other column. Clip this chart on the Charts Holder.
5. After 20 minutes ask both groups to paste their responses on their respective charts.
6. Once the group is settled down in the hall after pasting their sticky notes, take out any sticky note , read it out loud and ask the participants where they think it fits; in the column of Gender or Sex. If the participants respond correctly, ask them why they think it fits into that column.
7. Explains the definition and difference of Gender and Sex to the Participants
8. Repeat the process of reading out the sticky notes and pasting it in column where it fits.
9. If the participants have any confusion on where the sticky note fits, explain the difference of gender and sex to them
10. Explain the terms Gender Discrimination and Gender Equality to the participants.

Discussion: Ask the participants how do they think these roles have been distinguished for men and women by the society, and what is its effect on the lives of people.

Trainer’s Note: This session is the basis of the upcoming session, and will help them later in understanding how social norms and values are used to violate human rights. In the session explain the definition and difference of gender and sex to the participants, how gender and

gender roles are construct. Some characteristic may seem natural to the participants because of its very deep integration in the culture e.g. The role of men and women in the family, explain to them how these roles are constructed by the society and not the biology of the body.

Activity: Gender Boxes and Roles

Purpose:

To help participants understand the concept of masculinities and femininities, they explore how society has developed gender boxes through designating different roles and standards for men, how these gender boxes are reinforced through language and norms

Materials: Flip Charts, Markers

Time: 2:30 hours- 3 hours

Procedure:

1. Divide the participants into 2 or 4 groups ((depending on the number of participants)
2. Give one Flip Chart and markers to each group
3. Ask Group 1 &2 to draw portrait of a Role Model Men (How Society views a role model man), to write characteristics of role model men, and to write common proverbs or sonnets used to describe the gender roles of men
4. Ask Group 3 & 4 to draw portrait of a Role Model Women (How Society views a role model woman), to write characteristics of role model men, and to write common proverbs or sonnets used to describe the gender roles of women
5. Give 45 minutes to the groups for their group, ask them to have discussion in their groups before writing it down
6. After 45 minutes call back the participants to main group and ask them to do presentations of their group work. Give 10-15 minutes to each group. The participants can ask questions for clarification from the presenters
7. After the presentations, facilitate discussion on Masculinities and Femininities; how the gender discriminations are embedded in culture and language, how the society has extremely different expectations from both genders and how the society has set different standards from gender.

Discussion: Facilitate discussion on the concept of masculinities and femininities, different expectations of men and women Basedd on their gender roles. How gender roles and relations are shaped through the use of language, stereotyping, norms, traditions and customs. Debrief the stereotypes and proverbs by explaining the narratives they develop, their link to gender roles and relationships.

Explain how gender boxes restrict people from expressing themselves, from using their potential, and cause stigmatization, stereotyping and violence against those who break the

gender boxes Read the Theoretical Section on Gender and Violence against women to prepare for the discussion.

Trainer's Note: The session on Gender Boxes will clear the concept of the participants on gender Based violence.

Activity: Gender Boxes and its link with Human Rights Violation

Purpose:

The purpose of the session is to understand the impact of the manifestation of strict gender roles & norms on human rights.

Materials: None

Time: 1 Hour and 30 Minutes to 2 Hours

Procedure:

1. By the start of this session the participants will be clear about Gender, gender roles, gender boxes and it's manifestation in daily lives in their culture. This session will develop on the group work presentations of Activity 3.2
2. Ask the participants to go back to their groups and discuss separately the impact of the manifestation of gender roles and norms on Human Rights. E.g. There is a norm that women belong to home or grave; this norm violates the Right of Women to Education, to Employment, to Play, the Right to Freedom of Expression, the Right to Vote, the Right to Democracy etc. The participants have to find out the impact of different norms on human rights. Ask them to give concrete examples like the norm of modesty leads to honor killing
3. After 45 minutes of discussion, the participants report back to the main group.

Discussion: To debrief, ask the participants how they felt during the discussions, what new and interesting learning for them was, and how they link it to their personal lives.

It is important that the participants started identifying how they would like to see change in the gender norms and roles for shaping societies which are more human rights friendly. Ask the participants to identify the gender norms and roles they would like to change for building better societies

Trainer's Note: Some participants can be reluctant to link the gender norms with human rights violation, and may be of the view that any flexibility in these norms will cause destruction of social fabric. The trainer should have knowledge and rational arguments to explain this link to the participants. Read about Gender and Violence against women in the Theoretical Section of this Training Manual for better understanding of the topic.

Activity: Evolution of Society and Changing Gender Roles

Purpose:

To enable participants to learn the concept of patriarchy, about the evolution of society and its link to changing gender roles and the role of violence or fear of violence in strengthening patriarchy

Materials: Multimedia , Flip Charts, Markers

Time: 2 hours

Procedure:

1. Write word Change on a Flip Chart
2. Ask the participants what comes to their mind when they hear the word Change
3. Write the answers on the flip chart and sum up the responses of the participants
4. Ask participants what brings change, what are the factors responsible for change
5. Write word value and ask participants what does it mean to them, how values of a society change
6. Divide the participants into groups of 5-6 people and ask them to draw picture/map of their village for how their village looks like today and how it looked like 30 years ago. Ask them to identify both material and non-material changes of their village. Give the participants 30 minutes for the group work
7. Ask the groups to present their work
8. De-brief by asking questions; what you learnt from this group, what do you think changed your village, how values and gender roles have changed with time
9. After the de-briefing do a power point presentation on Evolution of Society; it should have information about the major four periods i.e. Stone Age, Tribal Period, Agricultural Period, and Industrial Period. Speak about the changing values and changing gender roles in each period. Ask from the participants about each period if they can still see any resemblance from these periods in their today's society

Discussion: Through this participation the participants should be able to learn that a society changes continuously, with changing circumstances, new inventions, and economic systems. Similarly gender roles and values of society also change. Values of society and gender roles are fluid. It changes with time, circumstances and new inventions. They will learn change is possible, society is not static, what is Right Today may have been a stigma yesterday.

Trainer's Note: Talking about evolution of society and privatization of human beings with the emergence of private property will enhance the understanding of participants on how gender roles (gender boxes) have been developed through the evolutionary process of the society, how they are strengthened and what prevent people from speaking up against it.

Activity: Rise and Fall of Patriarchy

Purpose:

Participants will learn what patriarchy is, how patriarchy started, and what sustains patriarchy

Materials: Multimedia , Flip Charts, Markers

Time: 45 Minutes- 1 hour

Procedure:

1. Write word “Patriarchy” on a white board and ask the participants what comes to their mind when they hear the word
2. Write the responses on the Flip Chart
3. Give a definition of patriarchy to the participants
4. Ask participants how they see patriarchy affecting their daily lives
5. Ask participants how do they think patriarchy started?
6. Do power point presentation on the Rise of Patriarchy
7. Ask participants to share stories from their life or village when they observed violence against women/gender Based violence has been used to control women or to sustain patriarchy

Discussion: In this discussion participants should be able to understand that patriarchy is not only oppressing women but all marginalized sections of the society. To maintain power imbalance women’s access to information, resources and decision making is restricted. Religion, culture, norms, and social institutions strengthens patriarchy and Women (or anyone) who breaks the norms face violence or fears violence.

Trainer’s Note: Use alternative word for patriarchy from local language, the participants may be aware of the concept but not the name of patriarchy.

Module 3

Human rights

Activity: Understanding the Concept of Rights

Purpose:

The objective of the session is to understand the concept of Rights and Human Rights

Materials: Flip Chart, Marker

Time: 20 Minutes

Procedure:

1. Right the word “Rights” and “Responsibilities” on a flip chart
2. Ask the participants what they think Rights and Responsibilities are.
3. Keep on getting responses until you get the definition of rights from the participant
4. Sum up the responses of the participant and tell them the definition of Human Rights and Responsibilities

Discussion: Discuss with participants that rights are the basic entitlements. Every person is entitled to certain fundamental rights, simply by the fact of being human. These are called “human rights”. They are “rights” because they are things you are allowed to be, to do or to have. These rights are there for your protection against people who might want to harm or hurt you. They are also there to help us get along with each other and live in peace. When human rights are not well known by people, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise.”

The facilitator should the participants difference between rights and responsibilities, and facilitate discussion on who is responsible for protection of human rights

Trainer’s Note: Encourage participants for discussion

Activity: History of Human Rights

Purpose:

To equip young people with the knowledge on the History of Human Rights

Materials: Multimedia

Time: 30-45 Minutes

Procedure:

1. Ask participants what they know about the history of Human Rights, take maximum responses from the participants
2. Give a multimedia presentation on the History of Human Rights, talk about the main precursor of Human Rights such as Magna Carta (1215), the Petition of Right (1628), the US Constitution (1787), the French Declaration of the Rights of Man and of the Citizen (1789), and the US Bill of Rights (1791) and the Universal Declaration of Human Rights

Discussion: Ask participants how they related the History of Human Rights to their culture

Trainer’s Note: Trainer should be sensitive to the feelings in the room. Participants may have a different opinion about the history, the Trainer should give space to the participants to let them share their views on the History of Human Rights

Activity: What are Actually Human Rights

Purpose:

To equip the participants with the knowledge about Human Rights

Materials: Multimedia, Speakers

Time: 1 Hour

Procedure:

1. Ask participants what are actually Human Rights, what Rights are included in it
2. Take maximum responses from the participants, when everyone has given their opinions then play the video made by "Youth for Human Rights" about Human Rights
3. If the participants can't understand English, then pause the video after each Right and translate it for the participants
4. After the video is played facilitate discussion on what rights were more interesting for the participants, what rights are mostly violated in their communities, and where do they see themselves as perpetrators of human rights violation of others
5. Share Principles of Human Rights with the participants

Discussion: The trainer should translate the documentary for the participants. Use following questions for facilitating discussion

- Which of the human rights were more interesting to you
- Which of the Human Rights were new to you
- Which of the Human Rights do you think are mostly violated in our communities
- Do you think have you consciously or unconsciously been part of the violation of other's rights

Share Principles of Human Rights with the participants i.e. Human Rights are universal, indivisible, inalienable and interrelated.

Trainer's Note: If video can't be played, then conduct power point presentation on Fundamental Human Rights

Activity: Mechanisms for the Protection of Human Rights

Purpose:

To equip participants with the knowledge on International and National Mechanism for the protection of Human Rights of Women

Materials: Handouts on UDHR, CEDAW, and Constitution of Pakistan, Colored Charts, Markers, Sticky Notes, Scissor, Glue

Time: 2-3 Hours

Procedure:

1. Give a brief introduction of what does Mechanisms for the protection of Human Rights mean
2. Give brief introduction of Universal Declaration of Human Rights, Convention on the Elimination of All forms of Discrimination against Women, and The Constitution of Pakistan
3. Divide participants into 3 Groups, and ask groups to select anyone of three documents they want to read and present (Each group should get a different document e.g. Group 1 can have UDHR, Group 2 can have CEDAW and Group 3 can have the Chapter on Fundamental Rights in the Constitution of Pakistan)
4. Give copies of handouts to each group and give them 1 and half hour for reading and preparing creative presentations.
5. Ask the groups to present their group work, encourage other participants to ask Questions from the presenting group
6. After each presentation, Summarize the main points of the document for the group
7. Invite an Expert Lawyer to Speak on the Laws of the Country which protect Women's Rights.

Discussion: After the presentation encourage participants to have discussion on how these tools can be used for the protection of Human Rights of Women. If necessary, shed light on Advocacy and Advocacy Skills.

Trainer's Note: If the presentation of any group is not very clear, then explain that mechanism to the group so that they can get a clear idea about the mechanism.

Activity: *Rights and Concept of Human Right*

Time 60min

Material needed: white board, board markers

Instruction

Commence the session by asking the following questions and brain storm them with the participants.

What is right?

Do you have rights?

Have you been given your right?

Do you think you have all your rights?

Start the session with the definition of right.

Right is entitled to certain fundamental rights by the fact, being as humans, its called human rights. It is for the purpose of living in peace, for this one should live with certain rights, and these rights imply to ever human beings.

If these rights are provided to everybody, then it's easy to lead a peaceful right. It's the responsibility of the government to protect the human rights of all. In our society these rights are not protected, that is why nobody is getting proper rights and that is why, we are mingled in different problems and issues. When rights are not well known by people, then discrimination, intolerance, injustice, oppression and slavery arise. This act can be very well seen in our own society.

The United Nations signed a declaration on 1948, after the loss of many lives in World War II, in order to provide a common understanding on protecting every human's rights, which was built on the basis of freedom, justice and peace.

Human rights are applied to every single body, regardless of gender, age, religion, culture, traditions, norms and mores.

History of Human Rights

In ancient Persia, Cyrus the Great, conquered the city of Babylon, freed all the slaves, declared that every human have equal rights and established racial equality. This thing arose from Babylon toward India. He thought that every right of a human being should be secured. That is why Cyrus Cylinder was made in which in Acadian language, documented proof of human rights are present. This is a baked clay cylinder, which is known as Cyrus Cylinder and this is recognized as the first charter of human rights.

Magna Karta

In this charter, the King of England abolished all the ancient laws and customs, which was prevailed in England, his subjects forced him to sign a treaty called Magna Karta, which was the step taken towards human rights.

In Magna Karta:

- Every church should be free from governmental interventions.
- Rights of property to be provided to all citizens who want to inherit property and to be protected from excessive taxation.
- Widows have the rights not to remarry, who inherited properties.
- It also forbade the acts of bribery and official misconduct.

Magna Karta is the first step towards the establishment of freedom and its documents is considered as the most important development towards democracy. This agreement was signed by the English King in 1215 which proved to be the turning point in human rights.

Petition of Rights

Another turning point or milestone is the Petition of Rights by English Parliament. It consists four principles:

- English Parliament should decide that how much taxes should be collected. Bureaucracy was banned in this matter.
- No soldier should be penalized without cause
- Nobody should be imprisoned with showing any cause.
- Martial law should be abolished in times of peace.

American Constitution

US Constitution is very much important in talking about human rights, as the fundamental law of the US federal system of govt. And landmark document of Western World.

Freedom of speech should be maintained.

Freedom of religion should be maintained.

People can hold, keep and bear armors with them.

Punishment and compelled self-incrimination should be prohibited.

Declaration of the Rights of Man and of the Citizen

The French people abolished the monarchy system and establishment of a French Republic came into existence. Three weeks after abolition of feudalism, the Declaration of the Rights of Man and of the Citizen was adopted by National Constituent Assembly. It is considered as the first step towards writing a constitution for the Republic of France.

- The Declaration proclaims that all citizens are to be guaranteed the rights of “liberty, property, security, and resistance to oppression.”
- It argues that the need for law derives from the fact that “...the Activity of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights.”
- Thus, the Declaration sees law as an “expression of the general will,” intended to promote this equality of rights and to forbid “only actions harmful to the society.”

The United Nations

After the rant and rave in the first and second world wars, which brought miseries and chaos everywhere in Europe and Asia, in 1945 delegates from fifty countries met in San Francisco to establish an international body which protects and promotes peace and prevent future wars. Thus in 1945 United Nations came into being, which states in its preamble:

“We the peoples of the United Nations are determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind.”

Universal Declaration on Human Rights

By 1948 the UN's new human rights commission gained attention. It established a common understanding under the supervision of Eleanor. This document was named as Universal Declaration on Human Rights. The draft document's purpose was:

“All human beings are born free and equal in dignity and rights.”

30 Human Rights

1. We Are All Born Free & Equal.
2. Don't Discriminate.
3. The Right to Life.
4. No Slavery.
5. No Torture.
6. You Have Rights No Matter Where You Go.
7. We're all equal before the Law.
8. Your Human Rights Are Protected by Law.
9. No Unfair Detainment.
10. The Right to Trial.
11. We're always innocent Till Proven Guilty.
12. The Right to Privacy.
13. Freedom to Move.

14. The Right to Seek a Safe Place to Live.
15. Right to a Nationality.
16. Marriage and Family.
17. The Right to Your Own Things.
18. Freedom of Thought.
19. Freedom of Expression.
20. The Right to Public Assembly.
21. The Right to Democracy.
22. Social Security.
23. Workers' Rights.
24. The Right to Play.
25. Food and Shelter for All.
26. The Right to Education.
27. Copyright.
28. A Fair and Free World.
29. Responsibility.
30. No One Can Take Away Your Human Rights.

Thematic Division of Human Rights

- Civil and Political Rights
- Economic, Social, and Cultural Rights
- Collective/Group Rights
- Civil and Political Rights

This includes:

- Right of Expression: every citizen has freedom of expression, right to speak and talk before any one and anywhere.
- Equality before law: equality comes first before any law. No law should be

superior unless equality is maintained.

- Right to Mobility: every citizen has full right to move from one area to another, whether man or woman. This mobility ensures their active participation in day to day activities. Their exposure is maintained.
- Right to vote: every citizen has the right to vote. It means that man or woman has the authority of choosing his/her candidate.
- Freedom from torture and violence: every citizen should be freed from all unnecessary tension and tortures and violence. This is applicable to women as well who everyday bear and pass through nonstop tortures and violence in the society.
- Economic, Social and Cultural Rights

This includes:

- Right to Property: every citizen has the right to acquire property whether men or women. Their share in property should be observed equally.
- Right to work and earn: every citizen has the right to be economically prospered and earn for living and survival.
- Right to Education: every human being is entitled to have full right to education.
- Right to Health: every citizen men and women, has the right to acquire health facilities, whether medicine or proper medical checkups.
- Right to Participation in cultural activities: every citizen has the right to observe full participation in cultural activities, in order to promote his/her culture anywhere in the world.
- Right to Scientific development: every citizen has the right to be scientifically developed, so that his/her country or area should get benefit of the modern technologies and everyday science.
- Copy Rights: every citizen has the right to be protected from illegal copy rights.
- Collective/Group Rights

This includes:

- Right to Peace: every citizen has the right have and live peacefully in his/her own country as well as in others' homeland.
- To speak own language: every citizen has the right to speak and use his/her own

language wherever they go in any part of this world. Many countries provide interpreters for this purpose if somebody speaks his/her mother language or country's language.

- **Cultural and Religious Rights:** the cultural and religious rights should be provided to all. They are free to perform and propagate their cultures and religions in any part of the world, as this brings no harm to others' cultures and religions.

Now the question arises that who is responsible for all our rights which we talk about?

- **The International Covenant on Economic, Social and Cultural Rights (ICESCR)**

It is the multilateral treaty signed by the members of United Nations and was imposed from 1976. The purpose of this treaty is that it commits its parties to work towards the granting of economic, social and cultural rights to all individuals. It includes:

- Labor rights
- Right to health
- The right to education
- These right to an adequate standard of living.

- **The International Covenant on Civil and Political Rights (ICCPR)**

It is also a multilateral treaty which was signed by the members of United Nations and was enforced in March 1976. It commits its parties to respect the civil and political rights of individuals, including:

- The right to life
- Freedom of religion
- Freedom of speech
- Freedom of assembly
- Electoral rights
- Rights to due process and a fair trial.

- **The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)**

It's an international convention adopted in 1979 by the United Nations General Assembly. The convention on the elimination of all forms of discrimination against women (CEDAW) is an international convention adopted in 1979 by the United Nations General Assembly.

Activity: your right your protection

Time: 1 hour 30 min

Material needed: white board, board markers, flip charts, post it notes , print outs.

Instruction

Facilitator should divide the Participants into 5 groups. Each group is assigned a different topic on:

- CEDAW
- Universal Declaration of Human Rights (UDHR)
- Fundamental Rights Chapter from the Constitution of Pakistan
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Covenant on Civil and Political Rights (ICCPR)

Give the participants one hour to read

Take the presentation

In the end brain storm the four topics with all the participants.

ICESCR

- Every citizen has the right to choose his/her job in the fields of economic, social, politics and culture.
- Behaviors should be on equality basis with all citizens.
- Nobody has the right to bring barriers in the path of others.
- Everybody has the right to choose one's own occupation or job.

- Everybody has the right to earn whatever hard work is done by him/her. A package should be formed for them and then fruit of his hard work should be provided to them.
- Everybody has the right to build on trades. Every youth has the right to take part in the job sector.
- Nobody should live empty stomach. They should earn and live prosperous life.
- There should be the facility of free primary education.
- Everybody has the right that their families' should be protected by all means.
- Insurance of mental and physical hard works.
- There should be ngos or councils who come forward and show cultural benefits and same applies to the scientific filed personals.
- There should be vocational training institutes so that every man and woman could take benefit out of it.
- Secondary education should be provided in every district.
- Social and Economic Councils protect the rights of people in the fields relevant to the said council.
- The covenant should make all the efforts available from federal state level to other parts of the regions. Articles are made but applications on those articles are not ensured.

Fundamental Rights of the Constitution

- Everybody has the right to live their lives freely.
- Nobody has the right to take someone without any cause to imprisonment. Within 24hrs their acts should be reported.
- There should be no slavery. Child labor should be abolished.
- There should be no imprisonment or penalized twice.
- Human rights esp. Human dignity self-esteem should be protected.
- Everybody has the right to have free mobility within and out of the state.
- Ijtimah should be done according to the law.
- Everybody has the right to open any union but through proper channel.
- Everybody has the right to join any political party or politics.

- Everybody has the right to choose his/her own business or trade.
- There should be merit based jobs.
- Everybody has the right to choose any religion and live according to that religion, and they are free to promulgate their own religion in any part of the country.

CEDAW

The convention on the elimination of all forms of discrimination against women (CEDAW) is an international convention adopted in 1979 by the United Nations General Assembly.

- It is the convention which is for the elimination of inequality about women.
- Every country should make such laws or declarations which could protect every women's right.
- There should be no discrimination or sexual abuse in any country. Women should raise b=voice by claiming all these rights.
- Every country should give rights to women to be representatives of their countries.
- There should be rights of nationality and equity. Every woman should get free rights to change their nationalities by following the rules and regulations and through proper channel.
- Countries should say NO to all discriminations done on the basis of gender.
- Every women have right to have share in property or make the property in her own name.
- Women trafficking should be discouraged.
- There should be right to education to all women.
- Rural areas' women should get the same rights as those of urban areas.
- Women should provide medical treatment for instance; in pregnancy she should be provided maternity leaves.
- Women should have the right to take loans for starting the business.

- There should be rights to equality and marriages according to their choices.

ICCPR

- There are equal rights for men and women to actively take part in politics, right to vote to all women as this is not performed in our society.
- Without evidence, nobody has the right to put other's into imprisonment as it's done in India Pakistan border with fishermen.
- There should be no copy rights done in somebody else's names.
- Slavery should not be done forcefully on women or children.
- Rights to speak their respective country's or areas' languages wherever somebody from one country goes to another country.

Activity :*Video*

Material needed : video, screen, projector.

Method

* *The video can be downloaded from the link below the facilitator should preview the video and then brainstorm with the participants

[Ww.youtube.com/watch?V=hpjfbqonh7q](https://www.youtube.com/watch?V=hpjfbqonh7q)

**Cedaw a Superhero Woman

DEMOCRACY

OF THE PEOPLE BY THE PEOPLE FOR THE PEOPLE

Module 4

Democracy and good governance

Activity: *Democracy and Values of Democracy*

Time 45 minutes

Material needed: white board, board markers

Instruction

Brain storming

Commence the session by asking the participants about what is democracy?

- Freedom of thought
- Freedom of expression
- Government of the people, for the people and by the people
- Representation of all

Democracy is the way of politics in which people express their views about choosing a leader. Even the minorities are included in this decision making body. The supreme authority or power is with the people, in which citizens are politically equal, because they have equal voting rights.

Sovereignty of the citizens is above all. All the policies are made by the center or power, which is made by the people, men and women. Talking about democracy in a group, then everybody has the right to share different views, in order to make a new knowledge. One is representative democracy where these representatives talk before a platform on behalf of its people. Policies will be made according to their respective areas' people's views because that representative is chosen to talk on their behalf. Citizen is also responsible as it's the power center, but equally responsible in the ruling of a democratic country.

Categories

- Direct Democracy: means that citizens are directly involved
- Indirect democracy: where representatives are involved

Explain that majority rule is not democracy, but democracy is also applicable to minorities. Minorities views are also included inside the decision making body. In democracy, it's not necessary that majority rule is always democratic, they might oppress the remaining percentage of the people who are not in the decision making power. This system of democracy is not called fair and just. At some places, different views clash with other different views, so for one person might my view would not be

acceptable, here we cannot say who is right or who is wrong. We can solve the problem by voting. There are systems where monitoring of fair and just elections can be made by the common people.

Democratic society can be coupled by the minority, or majority rule under the framework of human rights. Minorities' rights' are not dependent on the good will of majorities. There should be a legislation to protect minorities' rights.

Democracy is inclusiveness. It takes the views of everybody, through participatory approach. Here everybody's representatives operate through transparent methods, and how these transparencies are monitored. Media has the role to show these transparencies.

Democracy is responsive to the citizens' needs. Let's say, power issue prevails inside Pakistan, people protests against this act, and the government then responses towards these protests.

It is coupled with the human rights, which is written in our constitution. The representatives then act according to the constitution. The citizens can check whether their representatives act according to constitution or not. It is the citizens' responsibility to take the accountability of their representatives.

Pillars of Democracy

- Supreme decision making power is of citizens
- Everybody has the right to do anything with responsibilities. They should not violate about human rights
- Government is run by those whom they are governing
- Minority rights to be protected
- Caring for basic human rights
- Free and fair elections
- Independent judiciary and equality before law
- Due process of the law. Proper application of the law is very important.
- Constitutional limits on the govt.
- Social, economical and political pluralism. Citizens can have different cultures, traditions, life styles, they can have different political parties, and they can have different mainstreaming and controlling of their economic power.
- Values of tolerance, cooperation and compromise

- Free excess to information through media.

It is not fair to blame the political parties, because they have been selected by the people itself. Corruption is done in every angle. To diminish or abolish corruption, the way is to start from ourselves. Media always show the negative part of a system, it is up to us to analyze the surrounding politics, leaders and environment. Change should come from within.

Activity: *Governance*

Time 45 min

Material needed: flip chart , white board, board markers.

Instructions:

The facilitator should commence the session by asking questions from the participants about governance.

What is governance?

What is the method of decision making in governance?

What is government?

What is politics?

Brain storming

- Decision making through collective decision. For that purpose a representative is selected. The candidate chosen has the responsibility to listen to the issues of the mass, understands it and solves them. They sit in an institution where they could make a collective decision making, that institution is called Parliament or Provincial Assembly. After that policy is constructed, and it is the duty of government to implement those policies. These all mechanism is politics.

Politics can be started by

- By making student unions. By solving issues of the students through selecting a representative from the students.
- Community issues could be solves inside their communities. The participants could establish some working places for the said purpose.

Further add that a party's manifestos can be checked before joining a party. If a participant wants to work on educational issue, then they have to check that party's manifesto in which they are working on education.

- One could join a political party and then through that manner the participants could solve the issues of the people.
- Establishing Community Based Organizations. (cbos)
- By proper voting system for collective decision making process.
- They can write letters or applications to decision policy makers about any mis-management going on. For instance, if there would be any issue of road construction or water supply issue, then we can aware the decision making bodies through letters.
- By signature campaigns. Taking signatures from all the people against the representative selected on a single letter.

When a long march took place against the government in favor of Chief Justice, the people wanted that judiciary to be sovereign because judiciary is important for justice, it should be freed. By taking all the people together and raising voice against bad deeds of the government, one takes such steps by coming out of their comfort zones.

- D. C. Officer should be informed.
- Meetings could be conducted with the local governments.
- Press conferences could be arranged. Those people, who are sitting inside homes, would become motivated and would take our side.
- Protests and strikes could be arranged for raising voices against those representatives who are going out of the way.
- Our local or cultural institutions like mosques, hujras and community elders could be helpful to which or whom our voices could be reached.
- We can select a leader to whom we can take our problems, let's say issue of primary schools. We can tell them that primary schooling system is not up to standard, we can tell the leader to make our problems solved.
- If there is any problem like water so tube wells can be made. It means along with the problems, solutions should be mentioned in the suggestions to the leader inside the letter. Leaders also don't know how to solve problems according to the needs of the people, so solutions should be mentioned in the letters.

Activity: *Good Governance*

Time 30min

Material needed: white board, board markers

Instructions

Start the session by summarizing that:

- Politics is collective decision making.
- Governance is the process of decision making and its implementation.
- Democracy is the tool of political governance.
- Government is the machinery of ruling a country.

Ask the participants about good governance

- Ruling the country in fair policies
- To take the masses views
- To implement the policies for the best interest of the people.

Brief the participants about good governance as:

- Participation: participation of all is must and are included in government policies
- Rule of law: every policies are according to the law
- Transparency: enforcement of decision making
- Responsiveness: responding masses' problems for proper solutions
- Census Oriented: everybody's agreement is involved
- Equity and Inclusiveness: to construct programs for women to become citizens of our county
- Effectiveness and Efficiency
- Accountability: we can do accountability of the government selected by us through law and order

Module 5

Government system

Activity: *the show*

Material needed:

Hand-outs , charts , white board

Method

- The facilitator should act as a host of a show where the best team gets the title of government geniuses.
- Share the rules of the show with the participants
- Divide the participants into a group of 5 and ask them to choose a name of their group
- Start by asking each team a question
- Score each team for every correct answer

Rules of the show

- 1 mark for every correct answer
- If any team fails to answer correctly the other team gets the question
- There will be three rounds in the show
- Each round carries equal score

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NATIONAL GOVERNMENT QUESTIONS

1 How is the President elected?

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

2. How long is the term of a President?

Five years

3. How can the President be removed from office?

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

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

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

5. How is the Prime Minister elected?

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

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

Five years

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

332 seats

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

60 seats

9. How are members of the National Assembly elected?

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

10. How are reserved seats for women allocated?

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

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

Five years

12. How many seats are there in the Senate?

100 seats

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

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

14. How are members of the Senate elected?

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

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

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

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

The President

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

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

18. What is the title given to the head of the Supreme Court?

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

The Chief Justice of the Supreme Court

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

16

20. Who appoints the members of the Supreme Court?

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

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

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

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

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

Activity *PROVINCIAL ASSEMBLY*

Material needed:

Hand-outs , charts , markers

Method

Distribute the hand out on What is a Provincial Assembly? And review with participants.

Be sure to hang up a map of Pakistan that clearly distinguishes the different provinces.

LOCAL GOVERNMENT

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

What is the main purpose of local government?

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

Why are local councils needed?

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

Continue the show round 2

Questions

What are the different levels of Local Government?

Answers: District Level Tehsil/Town Level Union Level

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

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

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

Answers: 96 Districts 352 Tehsils 6020 Unions

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

Answer: 33 per cent at all levels (District, Tehsil and Union) Distribute the What is Local Government? Handout and review with participants.

Activity: *STRUCTURE of the LOCAL GOVERNMENT SYSTEM in PAKISTAN*

Material needed

Hand-outs , flip chart, markers

Method

Distribute the Structure of the Local Government System in Pakistan handout and review with participants.

Focus on the following

The Local government system is a system of tiers: there is a supervisory relationship between the higher and lower tiers; there is also a partnership aspect to the relationship in that material assistance (money, material and supplies) is provided from the higher level

Ask the following questions to expand the discussion:

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

Discuss how the various positions within local government relate to each other.

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

Zila (District) Council: The Zila council has the following key functions

a) Legislative: Levying of taxes and making by-laws, rules, and procedures applicable to local governments.

B) Monitoring: The Zila Council monitors the district administration through a specialised committee system.

C) Approval of Budget and Development Plans: The Zila Council approves the district budget and annual development plans.

Tehsil Council: Some of the primary functions of the Tehsil Council are:

A) The primary function of the Tehsil government is the provision and coordination of municipal services to both urban and rural areas across the whole Tehsil.

B) The second function of the Tehsil government is development through land use control and master planning for every town and village across the Tehsil.

C) The third function of the Tehsil government is to monitor the work of the Tehsil administration and district government officials located in the Tehsil.

Union Council: A few of the Union Council's functions are:

A) Union Councils undertake local development projects and monitor citizens' rights, security, and services

B) Another function of Union council is the presentation of annual development plans along with local inputs that can be used in support of those projects.

C) The Union council perform the functions related to resolution of disputes in civil, criminal, and family matters.

FUNCTIONS of LOCAL AUTHORITIES

Highlight the following points

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

- Some services are provided on a cost recovery basis, some by revenues collected by the Council and some are subsidized.

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

ACTIVITY: *Knowledge of Government Structures*

Material needed

Cards , flip charts , tap , markers

Method:

In advance of the workshop, prepare 4 identical sets of cards with the key government structures (1 structure per card)

O National

O Provincial

O District

O Tehsil

O Union

Prepare a second set of cards with the number of each of the structures

0 1

0 4

0 96

0 352

0 6020

Divide the participants into 4 groups.

Give each group one set of cards, a piece of flipchart paper and several pieces of tape.

Instruct groups to stick the structures on the flipchart paper so that they are in the proper order. They should then put the appropriate number next to the structure.

Post group results and review. Correct any mistakes.

Activity provincial assembly

Method

Brian storm with the participants

WHAT IS A PROVINCIAL ASSEMBLY?

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

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

segment of the country and local government bodies are even smaller segments within the Province.

What are the main functions of a Provincial Assembly?

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

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

How often does the Provincial Assembly meet?

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

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

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

What is the duration of a Provincial Assembly?

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

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

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

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

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

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

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

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

WHAT IS LOCAL GOVERNMENT?

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

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

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

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

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

Local government is first and foremost people-oriented; that is, development must be measured by the extent to which people of the community are involved and how much they benefit directly or indirectly from a particular initiative. Local government must

embrace the principles and practices of democracy, by allowing citizens to participate in the decision-making process. The ultimate goal is an inclusive system of governance with a fair distribution of public services.

The purpose of local government can be summarized as follows:

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

STRUCTURE OF THE LOCAL GOVERNMENT SYSTEM IN PAKISTAN

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

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

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

to declare a city/tehsil as City District and Towns when it becomes urbanized and fulfills the criteria of a City District.

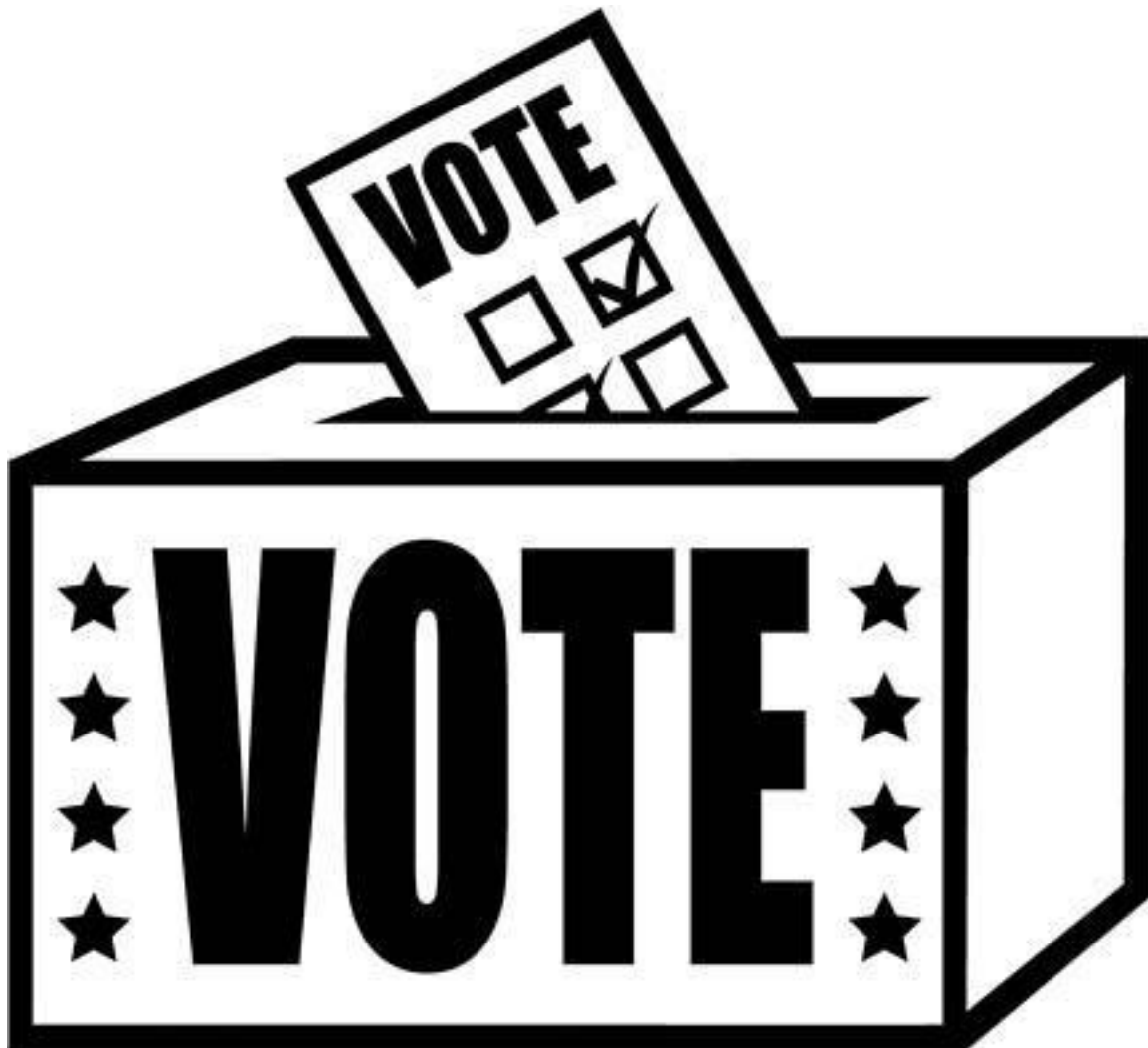
The middle tier, the Tehsil, has a Tehsil Municipal Administration headed by the Tehsil Nazim. The Tehsil Municipal Administration includes the offices and sub-offices of the Urban Local Councils established under the repealed Local Government Ordinance 1979, offices and sub-offices of Local Government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

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

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

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

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



Module 6

Activity *why vote*

Time 30 minutes

Material needed: white board, board markers

Method

Start the session by asking the participants

- How many of you have voted this year
- Why don't we vote?
- Why do we vote?
- Can our vote make a difference?

The facilitator will get answers like this . If these answers are not arrived then brainstorm with them

- We decide voting because we want the candidate of our own and for that purpose we vote for him/her. For that purpose:
- Issues should be addressed and listing of those issues should be developed.
- Then build and list a compile list of goals in the next 4 to 10 years, which should be achievable and realistic. For instance, to eradicate poverty, to abolish energy crises, to promote free education.
- List those issues which are not supported by us. Like gay marriages. For instance, we won't support any political party who is against women rights, who is against women education, who is not promoting health facilities etc.
- Find out the names of those candidates, who are elected in our community, find

out their profile, what they have done. This could be done by having information through media. It is necessary to know about the campaigns which are the sound bites, which purpose is to misguide the nation.

- Participate in to those debates or rallies where the candidates are conducting their campaigns, we should question them in depth in order to know whether that politician is true or not.
- Eliminate those candidates who are not matching to our vision or issue. Cross them with a red mark.
- Who is addressing our issues and visions, we should continue their listings. That would be the better candidate which we want to vote.
- We should monitor those candidates till the end for the purpose of accountability. By taking continuous follow ups, whether any candidate is fair on what he/she is promising or not.
- Then we should must go and support the candidate who is ticked with green mark and must vote for him/her. (Ismail, 2012)



Module 7

Political party

To understand the roles that political parties play in healthy democracies and To consider how political parties can be reformed to be more representative through increasing leadership opportunities for women

This section has been adapted from NDI's Training Manual on Strengthening Women's Political Participation and Building Effective Campaign. The facilitator should develop customized agenda.

Facilitator note

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

Activity *POLITICAL PARTY*

Method

- Brainstorm with the participants.
- Ask participants to provide answers to the question "What is a political party?"

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

Activity *Who Does What within the Party?*

Material needed

White board, hand-outs , markers

Method

1. In advance of the workshop, prepare a flipchart with the following columns and headings

Mostly Men,

Mostly Women

Both Equally.

2. See the hand out on Who Does What within the Party for the list of tasks. Distribute the hand out and read the list out loud one activity at a time and ask participants which category it belongs in: Mostly Men, Mostly Women, or Both Equally”.
3. When all activities have been categorized, lead a discussion on what this Activity tells us about women within political parties.

The general message we receive is that women are welcome to vote, to follow the party leaders and to work voluntarily for political parties. However, they do not often decide on crucial matters or share power on equal footing with men.

- 5 Distribute the Checklist of the Main Criteria for the Truly Women/Gender Equality Friendly Party and review with participants.
- 6 Ask participants to consider whether their party meets these criteria or if there is still a need for reform on these issues. Remind participants that your party has made a public commitment to increase opportunities for women within the party by signing the Global Action Plan. They each have a responsibility for ensuring that their party keeps this commitment. Remind them that the more prepared they are to assume positions of leadership and the more they demonstrate these leadership skills, the more likely it will be that their party will become more inclusive of women.

Activity: *THE ROLE OF A WOMEN'S WING WITHIN THE PARTY*

Material needed

Flipchart, white board, board markers.

Method

- Lead a brainstorming session on activities that a women's wing can carry out in order to strengthen the role of women within the party
- Explain to the group that many parties establish Women's Wings as a means of addressing women's issues within the party. Note that in some cases, Women's Wings are actually used to marginalize women, to put them in "their place", and to prevent them from posing a challenge to the male-dominated leadership. Remind participants that we are largely responsible for the success of our women's wing.

Possible answers include the following:

1. Gathering of the most important gender directives of the international governmental organisations, non-governmental organisations, and the Government of Pakistan (CEDAW, UN Beijing Plan for Action, Global Action Plan, etc.) So that these documents are readily available and so that party activists are aware of the commitments that their party and their country have made.
2. Gathering positive examples of gender equality policies and organizational models from other parties both in Pakistan and internationally.
3. Getting support from and sharing experiences with women from other parties both in Pakistan and internationally.
4. Identifying the strongest male/female supporters and potential collaborators within the party. V Organizing training courses for the female party activists and sympathetic male activists.
5. Establish a permanent training unit within the Women's Wing with an experienced full-time trainer.
6. Drafting of a party gender equality policy statement and gender equality related statute articles and articles on quota regulations within the party.
7. Organising an informal brainstorming meeting with the strongest party male and female leaders to define the party's gender equality strategy.
8. Identifying, training, fundraising for, and supporting women candidates.
9. Lobbying party leaders on the many policy issues that affect women differently from men, like employment issues, health care and war.

Activity *HOW CAN A WOMEN'S WING BE STRUCTURED?*

Material needed

Hand-outs, markers.

Method

Brainstorm

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

Module 8



Women participation in politics

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

Activity *UNDERSTANDING GENDER (riddle)*

Method:

Share the following riddle with participants:

“A father and his son were travelling in a car when they had a terrible accident. The father was not badly hurt but the son was in critical condition. The father was sent to one hospital while the son was sent to another. When the son arrived, the surgeon looked down at him and said “I can’t operate on this man. He is my son.”

Ask the participants what the relationship is between the surgeon and the son. After everyone has had a chance to guess, reveal the answer: the surgeon was his MOTHER!

ACTIVITY: *Gender and Sex: Exploring the Difference*

Method

Prepare three flipcharts, one entitled “Men”, one entitled “Women” and one entitled “Either”. Hang the “Men” and “Women” flipcharts on the wall.

Divide the group into two smaller groups.

One group will brainstorm what men do in our society while the other will think of activities that women do. Give each group a stack of Meta cards making sure to give each group a different colour.

Each group will write down activities on Meta cards and post them on the appropriate flipchart. Give each group about 10 minutes then invite everyone back to the larger group. Hang up the “Either” flipchart.

Read each card from the “Women” flipchart out loud and ask the participants whether or not this job can also be done by men. For example, cleaning the house is something that both women AND men can do. If the job can be done by either a woman or a man, move the card to the “Either” flipchart.

Repeat the process for the “men’s roles”.

Initiate a discussion on any cards left behind - those that are done only by men or only by women. Then discuss the cards that represent biological differences between the sexes (giving birth to children, for example).

Post the following definitions of gender and sex (prepare these flipcharts in advance):

O Gender: Gender refers to women's and men's roles and responsibilities that are socially determined. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organised not because of our biological differences. People are born female or male, but learn to be girls and boys who grow into women and men. They are taught the 'appropriate' behaviour and attitudes, roles and activities, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles.

O Sex: Sex is the property or quality by which organisms are classified as female or male on the basis of their reproductive organs and functions.

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

ACTIVITY: Women in Politics: True or False?

Method

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

Test their understanding of this topic by administering the following True or False quiz. Go around the room and try to ask each woman a question

WHICH OF THESE STATEMENTS ARE TRUE AND WHICH ARE FALSE?

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

Choosing to Get Involved in Politics: Impact on the Family

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

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

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

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

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

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

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

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

Women's Contributions to Political Parties

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

Tips for Organizing a Successful Nomination Campaign

1. Understand that campaign activities that will take up a lot of your time.
2. Be prepared for changes in the people who are helping you – including those you regard as friends.
3. Approach everyone whether or not they know anything about you, the position you are seeking or the issues you are promoting.
4. Be prepared for the question of gender to be considered important.
5. Don't be discouraged if you hear good things about your opponent. These comments are often a result of his/her own self-promotion. Use this same strategy for yourself.
6. Know that you will be criticized – this aspect of campaigning cannot be avoided and is something you must face to reach your goal.

7. Don't fool yourself that you will win because you deserve it. You will win by implementing the best campaign based on messages that appeal to the majority of voters.

8. If you get the nomination, invite everybody to your celebration. Even if you don't get the nomination, this is the time to show your gratitude to everyone who contributed to your campaign. Even if you can't celebrate victory, you can celebrate hard work and say "thank you".

Tips for Advancing in Your Political Party

- Meet and get to know your local political party leaders. Make sure that they know you and your name. Tell them what your political ambitions are. Make sure they know that you support the party, and that you encourage others to support the party too.
- Identify men in your political party who are supportive of your goals. Seek these men out and develop good working relationships with them.
- You have to be - and be seen to be - more active, more honest, more sincere and more hardworking than any male elected representative or party activist. Other men AND women find it easy to criticize women in politics. Therefore, you have to work hard to prove yourself capable and win the trust of others.
- Never engage in any activities that might be seen as dishonest
- Never misuse any public or party funds for your own or your relatives' personal gain.
- Never accept gifts, money or special favors that you will be expected to return someday through your influence as a party leader or elected official
- Make an extra effort to show that you are a service-oriented politician, not interested in serving yourself, but others.
- Get involved in your political party's local women's association, if there is one. The members of your party's women's wing can provide you with organized support when you need to pressure the party. You can also gain leadership experience by working within a Women's Wing. Keep in mind that the party realizes the value of women who are organized at election time.
- Be involved in one of your political party's committees whether at the national, provincial, or local level. Often these committee meetings do not take a great deal of time. You can work your way up within the party to higher-level committees in the future. Be an active member of the committee. Make friends. Volunteer to take on responsibilities and demonstrate your hard work. Gain support and experience

- . • Encourage more women to become involved in your political party and help them gain seats on various committees. Be a mentor. Work to build a movement – involve lots of women!
- Let your party and your voters know what you are doing and what work you have accomplished in your community. This is important in order to demonstrate your accountability. It is also important in order to promote yourself and get credit for your efforts. Don't rely on someone else to promote your achievements; but if they do, it's an added advantage
- If there is not a women's organization in your political party, start one. Begin by networking and meeting with women in your party
- . • Don't limit yourself to the activities of the women's organization of your political party: get involved in the main body of the party. (Keep in mind that the real power lies within the party structure where men occupy important party positions.)

Handling Personal Attacks and Criticisms

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

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

Here are a few examples:

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

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

There are many factors to take into account when considering how to handle personal criticism and attacks. To begin, we have to be sure that we are really being attacked. Our own feelings of not being good enough can sometimes lead us to believe we are

being attacked when we are not. We must be on our guard not to invent negative motives on the part of the other person.

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

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

The key points we need to remember are:

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

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

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

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

Tell the person to stop it Occasionally, we are faced with completely irrational attacks that are personal and hurtful. For these attacks a different approach is needed. In these circumstances we need to understand that the other person has decided to attack us regardless of what is right or wrong. We can then communicate that we require the

attacks to stop immediately and refuse to engage in any further conversation, correspondence or explanation until this happens.

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

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

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

Module 9

Political Leadership Skills- Empowerment and Leadership Skills, Communication Skills, Public Speaking Skills, Negotiation Skills, Effective use of Media, Making Press Release, SWOT Analysis, Message Development



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

ACTIVITY: *SELF CONFIDENCE*

Material needed

Handouts flip charts and markers

Method

Measuring Self Confidence

Distribute the Self-Confidence Quiz. (Do not distribute the Score Analysis yet.)

Have participants complete these individually (5-10 minutes).

Distribute the Score Analysis. How did they do? (Most people find they do better than they thought they would.)

Debrief: Did they learn anything new about themselves from the quiz? Provide definitions for esteem (to place a high value on, to respect, to prize, to regard well) and self-esteem (self-worth, self-image). Distribute the hand out on Ten Ways to Build Your Self Esteem and review with the participants

ACTIVITY: *THINKING AND TALKING ABOUT EMPOWERMENT*

Write the following definitions on flipcharts in advance of the workshop. Go over the definitions with participants before beginning the following activity.

Empower - to give someone official authority or the freedom to do something - to invest with power - to equip or supply with an ability; enable

Empowering – something that is empowering makes you more confident and makes you feel that you are in control of your life

ACTIVITY: *MEASURING LEVELS OF EMPOWERMENT*

Method

Measuring Control in Your Life Activity Ask each participant to close her eyes and think about how much power or control she has over her own life.

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

ACTIVITY: *Measuring Levels of Empowerment Activity*

Distribute the hand out on Measuring Levels of Empowerment and read each of the headings aloud. Ask the participants to think about how much empowerment she has in each area and record a mark out of 10. 10 = complete. 0 = none at all.

- Decisions (big and small) in the home
- Equality with men in the household
- Setting goals for self (planning and carrying out plans for life)
- Ability to represent self and stand up for self
- Influence over what goes on in community
- Influence over what goes on in country
- Education (knowing things)
- Skills (knowing how to do things)
- Problem-solving experience
- Self-confidence

- Self-reliance (ability to look after self)
- Resources and access to resources (what sources of support are available and how to get access) Have each participant take turns sharing what she was thinking and feeling during this Activity.

ACTIVITY: *STRATEGIES FOR SELF-EMPOWERMENT*

Method

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

Distribute the handout that includes the Assertiveness Survey and Typical Characteristics of Non-Assertive, Aggressive, and Assertive Behaviour and review with participants. Write the following definitions of “assertiveness” on a flipchart (in advance of the training session) and share it with the participants.

- ☐ Acting in your own best interest.
- ☐ Standing up for legitimate rights.
- ☐ Expressing views directly and openly.
- ☐ Taking care of self and making good choices for self while taking others into account.
- ☐ Assertiveness does NOT mean aggressiveness.

Read the Survey aloud. Tell participants to write yes or no if the statement definitely applies or doesn't apply to them, or leave a blank if they are not sure. After finishing the survey, facilitate a discussion. Participants can explain why they answered the way they did.

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

FIVE-STEP EMPOWERMENT PROGRAM

Share the following five steps of an Empowerment Program with the participants. Be sure to write these on a flipchart in advance of the workshop.

- O Identify and state the problem.
- O Make a commitment to change.
- O Collect information about self and problem area.
- O Come up with a plan
- O Work the plan.

Have participants commit to addressing three of their “problem” areas, identified in the Assertiveness Survey Activity.

ACTIVITY: *LEADERS & LEADERSHIP*

Method

Small Group Discussions Divide participants into groups of three or four. Have each small group identify one person whom they consider a ‘good’ leader.

NOTE TO TRAINER: The group does not have to agree on one person. Any one member of the group can propose a name of a leader, either living or dead. Ask the groups to think about and answer the following questions:

- Why is/was that person a good leader?
- What leadership responsibilities does/did the person have?
- Why did the person take on the responsibility of leadership?
- What personal and other difficulties did the person face?
- How did the person overcome the difficulties?
- What leadership skills does/did the person have?
- What leadership skills does/did the person not have?

- Did life in the community improve as a result of the person's leadership? If yes, how? If no, why not?

Have each small group report on their discussions and their conclusions about leaders and leadership. How many women leaders came up? Were most of the identified leaders men? If so, why might this be?

ACTIVITY: *WOMEN & LEADERSHIP: Home, Work and Community (Panel Discussion)*

Method

Invite one or two women who hold leadership positions within the party or in Parliament to speak to the group. Facilitate a panel discussion where each person discusses the steps she took in becoming a leader. For example:

- How she became involved in party work
- What leadership positions she has had and how she got them
- How she got nominated; how did she run her campaign; how she got elected
- What strategies she uses or knows about for being elected and for being an effective leader Have the group come up with questions they wish to ask the panellists ahead of time. After each panellist has presented, suggest that participants ask specific questions, along the following lines:
 - Her family situation and the situation in the community and society in general
 - Her political background
 - Her education and training
 - Challenges with respect to her family, community, party, government or council, departments, ministries, among men, among women
 - Her motivations, thinking and feelings
 - Her future aspirations, for self and for other women

Allow each panellist 5 to 10 minutes to speak. After the women have made their presentations, invite questions from the audience on women and leadership – specific and general. After the panellists have left, discuss how each of the women presented herself, how she came across – pay attention to image, assertiveness, what was positive and what was not.

Activity *STRATEGIES FOR BUILDING* ***LEADERSHIP CAPACITY***

Method

Distribute copies of the Strategies for Building Leadership Capacity handout and review with participants.

Go around the circle and assign each of the points to a different participant. Have each participant read her point out loud and explain how this strategy can develop leadership capacity.

For example by asking for and using constructive feedback, we can understand our weaknesses and work to improve on them. Ask why it would be important for leaders to develop leadership skills among others who are not yet leaders.

Activity *VISIONING WOMEN IN LEADERSHIP*

Method

Have each participant close her eyes and imagine her community led by women. Slowly read the following questions aloud leaving long pauses between each question for participants to really think about each one:

- What projects and programs would you implement?
- What strategies would you use to overcome any difficulties?
- What would this women-led community look like in 10 years?
- How would it be different from the current male-led community? Would it be more or less peaceful? Would government priorities be the same or different?

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

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

Material needed

Paper , markers.

Method

Give each participant a piece of paper and have her write her name at the top. Participants should then pass their sheet to the person on their right. Ask participants to write one message about the person whose sheet they have that they feel would help that woman feel more confident and better about herself. This message can be something simple or something more personal and thoughtful: something they appreciate about the other person, a strength, or an ability.

For example: “Rukhsana is a charismatic public speaker who can get people excited about her message”.

Once they have finished, participants should again pass the sheet they have to the person on their right, and write another message in the “booklet” they have just received.

This process should continue, until each participant has written a message in all the other participants’ sheets. (I.e., until each participant receives their own sheet back.

Have participants read (to themselves) the messages others have written to them.

Debrief, allowing at least 10 minutes. Ask participants if there was anything that surprised them. Any strengths or attributes that they didn’t think they had? How does it feel to get these messages? Are there any that they want to share with others? How does this Activity make them feel about their ability to be leaders?

STRATEGIES for BUILDING LEADERSHIP CAPACITY

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

ACTIVITY: *SWOT Analysis*

Use this activity to identify barriers that women face within your own political party. In advance of the workshop, prepare four flipcharts labelled

Material needed

Handouts, flip charts , markers, post it notes

Method

Distribute the Key Points/Example of a SWOT Analysis and SWOT Analysis Framework handouts and review.

Explain that Strengths and Weaknesses are primarily internal (to the person or the organization) and therefore there is greater potential to change or influence these elements. Opportunities and Threats, on the other hand, are primarily external and so, while we can have strategies to deal with these aspects, it is less likely that we can change them.

Divide participants into a few smaller groups. Give each group a sheet of flipchart paper and markers.

Ask each group to do a SWOT analysis on the situation that women face within your party. Once groups are finished, post all the results on walls.

Ask participants to go around and make a check mark next to whatever they feel are the three key strengths and weaknesses from any of the posted results. They should also make a check mark beside whatever they feel are the three key opportunities and threats from any of the posted results.

In the end, each woman should have put a total of three check marks next to statements from each of the categories (and not three check marks per category per group).

Tabulate: add the number of check marks beside the Strengths and write the top 3 (those that have the most checks) on the prepared flipchart.

Do the same for Weaknesses, Opportunities and Threats. Have participants return to their small groups and give each group one of the top- scoring items. If there are more items than groups, divide them evenly.

Instruct each group to identify what strategy they would use to (depending on what topic(s) they were assigned):

- increase or exploit the Strength
- decrease or limit the negative impact of the Weakness
- take advantage of the Opportunity
- decrease or limit the negative impact of the Threat

Debrief: What have participants learned about their party through this Activity?

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

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

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



Advocacy and negotiations

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

ACTIVITY: *UNDERSTANDING* *KEY* *NEGOTIATION CONCEPTS*

Method

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

Process – the series of steps or actions used in doing something or bringing about a desired result. When you examine ‘process’ you look at how something was done.

Ethics – good/bad conduct, moral/immoral behaviour, right and wrong, acceptable/unacceptable, legitimate and not – within the culture and outside the culture. Example discussion questions:

- What things are you prepared to do and not to do?
- Are there situations where telling lies can be justified?
- Can keeping family or party secrets ever be wrong?
- Should self, family, party, religion, ethnicity or country ever come first? If this choice is what others are making, what is right or wrong for me and my group?
- Is putting self, family, party, religion, ethnicity or country last, ‘right and proper’ or wrongheaded and foolish?

Negotiation – a negotiation is any communication in which you are attempting to achieve the approval, agreement or action of someone else.

ACTIVITY: *“Stranded in the Thar Desert”*

Method

Organize participants into several groups of about 10 people each. Distribute the Stranded in the Thar Desert Role Play. Explain that you will be asking them to role-play that they are stranded in the middle of the Thar Desert. They are women parliamentarians who were on their way back to Karachi after participating in a parliamentary session in Islamabad. Their plane crashed somewhere over the Thar Desert but miraculously, all 10 women survived. There were no other survivors. Two of the women are seriously injured and cannot walk. After three days, a jeep arrives

with a search team but only has space to take 4 people to safety. The team will send another car to rescue the rest of the group, but it could take several days, and supplies of food and water are running out. One of the injured women is in very critical condition and may or may not survive a long ride in a jeep through the desert. Then again, if she remains there, she will certainly die. The group must decide which four people will go with the rescue team within the next 15 minutes. Stop the Activity after 15 minutes and discuss what happened. Examine the negotiation process and ethics:

- Who, why, how, what ... and when ...

For example:

- Who negotiated what?
- What arguments did people use to save themselves or to give themselves up?
- How did others decide whom to save?
- Why did the group choose to save the four people that they did?
- How were the 15 minutes used?
- Ask about these and other issues: choice, bribery, persuasion, bartering, life and death, fears, appeals, time limitations, ethics. Spend some time having each participant talk about how they negotiated this situation. How did people feel about not being saved, for example? Were there winners and losers?

Activity Beginning Formal Negotiation Skills Training Work

Material : markers , flipcharts and handouts

Method

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

Before Negotiation

- This handout emphasizes the importance of doing a great deal of research, analysis and preparation before entering the actual negotiation.

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

During Negotiation

- Focus on the issues and do not get distracted by the various personalities in the negotiation. • Trust is crucial among the parties to the negotiation. You will never close a deal with a party that you do not trust.
- Building a relationship with the other part(ies), where feasible, enables trust to develop. Take time away from the negotiating table to get to know the members of the other team(s). And remember, your relationships with the other part(ies) may also be important after the negotiation. This is especially the case in politics, so keeping these relationships positive, whenever possible, should be a goal in every negotiation.
- Actively listen to the other part(ies). Repeat back to them what you think you heard.
- Focus on interests and where you have common ground with the other part(ies) to the negotiation. In your preparation, you thought about what you really wanted to get out of the negotiation; also consider the interests behind those ‘wants’. Try to learn from the other part(ies) what their interests are. One way of doing that is by asking a lot of questions such as ‘why’.
- In many cases, if you look below the surface, the interests of both parties can be met. A very basic example: You are negotiating with another party over a shipment of oranges; you both want the oranges, believe your reasons are more important than the other party’s reasons and neither party is going to give in. Through the negotiations, your negotiating team begins to ask ‘why’ the other party wants the oranges; the other party’s interest in the oranges is to make juice. Your interest in the orange is to use the peel for chutney. Both of these interests are compatible and you are able to make a deal.
- In making your point and putting forth solutions, use objective criteria. In order to convince the other part(ies) about the strength of your argument, you need to back it up with rational points; quite often that means backing up your argument with facts, not just a statement that you are right and they are wrong.

Three Common Negotiation Situations

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

Activity *NEGOTIATION ACTIVITY*

Method

Ensure that the role play is considered against the points outlined in the Before Negotiation and During Negotiation handouts.

Begin the discussion, following the role plays, by asking

- : • What each side got
- What each side gave up
 - What each side got for what they gave up, and
 - What the whole community got

Organize participants into two factions of the women's section of a party.

Tell them that the party wants the women's section to nominate one woman from the group to fill a reserved seat in Parliament.

Tell the groups that they have 15 minutes to negotiate which one woman from the group will be sent forward.

. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the Activity.

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

Method

Divide participants into groups of four to five people each.

Ask each group to come up with a policy that they would like to include in the party's platform. Examples: Requiring that 30% of all party tickets go to women; requiring that there be at least two women on the party's central committee; etc. Ask each group to fill out a Levels of Support form for their policy.

Each group should also complete a Strategies to Persuade Others form. After giving each group 15 minutes to fill out the two forms, ask each group to nominate a representative to go over their policy, evaluation, and strategies.

NETWORKING AND RESOURCE MOBILISATION

Spend some time going over the meanings of: network, networking and resource mobilization. Be sure to write these definitions on a flipchart in the workshop.

Network: a group of people who exchange information, contacts and experience for professional or social purposes.

Networking: establishing a network; communicating with other people to exchange information, establish new links, etc.

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

ACTIVITY: *Asset Mapping*

Material needed

Handouts, flipcharts and markers

Method

Lead a discussion about assets that women have personally and in the community. Distribute the Asset-Mapping handout and ask participants to complete the Activity.

Below are some examples to assist participants in the activity.

Personal assets:

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

Assets women have in the community:

Examples:

- Women's Wings
- Women's groups
- Libraries and resource centres
- Community elders and leaders
- ngos concerned with women's and community issues
- Religious groups and organizations
- Constitutional provisions on women's equality
- Ministry of Women's Development
- National Commission on the Status of Women • Women mnas, mpas, and local councillors

ACTIVITY: *Diagramming Networks Activity*

Explain the process of making a network diagram as follows:

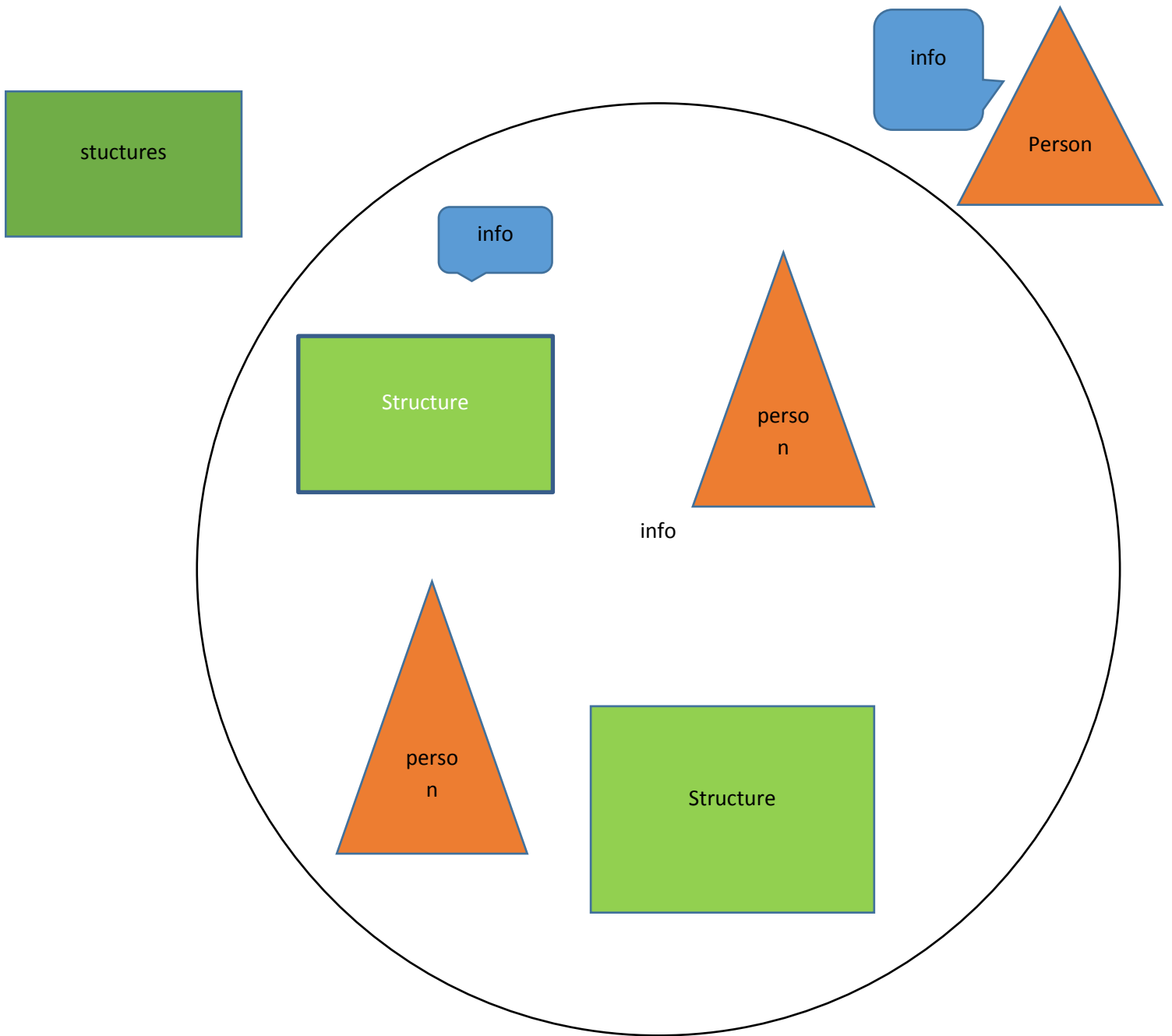
- The large circle is the organization (Example: political party). People are represented by triangles structures (Example: Women's Wing, Central Committee) are represented by rectangles.
- Starting within the circle, participants indicate all the key people and/or structures that exist within the organization
- Outside the circle, participants should indicate all the key people and/or structures that are or might be important as sources of information and support.
- The size of the triangle or rectangle should reflect the importance (perceived or real) of the person or structure
- Lines can be drawn between people and/or structures to indicate existing relationships. A solid line indicates a strong positive relationship. A broken line indicates a weak or difficult relationship. No line indicates no relationship.
- Within each shape, indicate what kind of information or support the person or structure has/can offer. • Once they have finished, participants write any strategies to fill information or support gaps underneath the diagram. Hang up a sample of a networking diagram (see below) to give a better idea of how it works.

Divide participants into groups of no more than 5 per group. If possible, groups should be based on a common organization. Each group should have a very large piece of paper that they can draw their large circle on. Tell participants that it is good to list all the people and structures on a piece of paper before beginning their diagram. Once they have the list, they can begin drawing each person or structure until the diagram is completed. Once the groups are finished, each group presents in turn.

Debrief: Are the identified gaps very similar or different? Are the strategies presented realistic? Are there any individuals or structures that the group may have forgotten to add? What about non-governmental organizations? What about universities?

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

Sample Networking Diagram



Activity ***COLLABORATING WITH OTHER POLITICAL PARTIES***

Material needed

Handout flipcharts and markers

Method

Distribute the handout on Lessons Learned in Cross-Party Efforts to Promote Equal Representation of Men and Women and review with the participants.

Lead a discussion on any efforts your party has made to collaborate with other parties on pro-women policies. Have these efforts succeeded or failed? On what sorts of issues do participants think there is a consensus? In other words, what are some of the issues that would be good candidates for a cross-party effort?

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

ACTIVITY: *Identifying NGO Resources*

Material needed

Hand-outs

Method

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

ACTIVITY: *DEVELOPING MESSAGES*

Developing clear messages for the public In order to demonstrate the importance of creating good, clear messages

Method

Have participants sit in a circle.

Start by whispering a message about a candidate to the person to your right.

Make sure this message is complicated and long.

For example, “Labiba Khan is running for local council. She has served as your local councillor for the last two years and has demonstrated her interest in serving the people of Islamabad. If you vote for her, she will make sure that more schools and hospitals are built and that the local council provides better services to the poor.” Write the message down so you don’t forget it, but don’t show it to anyone.

Ask the women to pass this message on word-for-word by whispering it to the person to their right.

When the message reaches the last woman in the circle, ask her to say it out loud.

Tell the group what the original message was (usually it will be quite different).

Try the activity again with a shorter message and have the participants repeat it three times. For example, “Hina Wahab: improving educational and economic opportunities for all villagers! Hina Wahab: improving educational and economic opportunities for all villagers! Hina Wahab: improving educational and economic opportunities for all villagers!”

Discuss with participants what this activity reveals about how messages get passed. Ask the women the following questions:

O Which message passed most clearly through the circle? Why?

O What was wrong/right with the first message?

O What does this activity teach us about creating campaign messages?

At the end of this training activity participants should understand the following two things about creating messages:

Short is sweet.

Repeat, repeat, repeat your message!

ACTIVITY: *Using Every Day Words*

Method

Brainstorm with participants the primary issues of concern in their communities: the economy, education, health care, etc.

Divide participants into a number of smaller groups and assign each group one of the primary issues.

Ask them to discuss what every day words citizens use to describe or talk about the issue they have been assigned.

Tell participants to imagine that they are at a gathering area in the village – what words are the women there using to describe the issues brainstormed above

? For example, instead of saying “Income inequality is a major threat to poverty eradication in Pakistan” someone in the village is much more likely to say “How will poor people like me ever get ahead when all of the money is in the hands of a few landlords?”

Report back to the large group. Remind participants that they should use every day words to keep their messages relevant to the lives of the “average” man and woman. Use these words to speak to their “hearts, stomachs, and pockets (wallets). Consider preparing a flipchart picture of a person with a large heart, a large stomach, and a large pocket!

ACTIVITY: *Basing Messages on Local Needs*

Method

Provide participants with the following definition of a “message”. Write the definition on a flipchart in advance of the training.

A campaign message tells the voters why the candidate is running and why the voters should chose them over the other candidates.

A message is a simple statement that will be repeated over and over during the campaign to persuade voters. Go over the main requirements for an effective message:

○ It must be short

○ It must be truthful and credible

○ It must be important and persuasive

○ It must show contrast between you and your opponents.

○ It must be clear and speak to the hearts and minds of voters ○ It must be targeted at a specific group of voters

○ It must be repeated again and again

Go over the three points to message creation with the participants (see below). Read over the example.

Divide the participants into two groups and assign each group one of the case studies. Read the two case studies out loud before giving each group 10 minutes to come up with their message based on the information. Come back together as a group and share messages. Let the groups provide feedback on each other’s messages.

1) Identify the problems: Talk to people (both women and men) throughout the village and identify their concerns.

2) Develop solutions: Think of ways to solve their problems.

3) Create your message: Think of a message that addresses the constituent’s concerns and highlights your solutions and strengths.

Here is an example:

1. Problem: Many people in the village do not have enough money to buy clothes, salt and other basic items.

2. Solution: Small income generating activities should be initiated to improve the economic status of the villagers.

3. Message: "Asma Jehangir: improving economic opportunities for all villagers."

Case Study #1 In Margalla Village there are many problems. The school building is falling down and only half of the village children attend school. The Basic Health Unit is

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

Case Study # 2 Satellite Town is a semi-urban area. Many houses have been built close together. The population is increasing rapidly because the town is located near a main road. There is a need to build a small road to link Satellite Town to the main road. The road project is now in the fourth year and the project has barely started. The Council members say that more money must be raised to complete the project. All of the project equipment has been purchased through contractors who are also council members. Several citizens have asked the council to show where the money has been spent, but it cannot account for the money because of poor record keeping. Some of the citizens have said that a few of the council members have gotten wealthier over the last few years.



Media use

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

ACTIVITY: *Group Discussion*

Material needed

Flip chart, markers, and white board

Method

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

Highlight the following points:

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

To understand what the media is and how we can use it most effectively. Because each of us views the media differently, it is important to explore different concepts of what media is.

To build relationships with media professionals. For the most part men seem to control the media. In order to get women and women's issues on the agenda, it is critical to build relationships with media professionals.

Understanding how media professionals do their jobs can help us to be better at providing them with the stories they need, in a format they can use, in time to meet their deadlines. By doing so, they can help us deliver our message to citizens.

ACTIVITY: *WHAT IS MEDIA?*

Material needed

Flip chart, markers, and white board

Method

Group Discussion Ask participants to brainstorm definitions of media.

Record contributions on a flip chart. Discuss definitions

Definitions of Media Some general definitions:

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

ACTIVITY: *ESTABLISHING MEDIA RELATIONSHIPS*

Method

Small Group Discussions

Divide participants into smaller groups. Bearing in mind the definitions of media and the issues facing potential candidates for elected office and party leaders, have the groups discuss the following two questions:

1. As potential candidates and party leaders, why do we need to establish media relationships?
2. How do we establish these relationships? Discuss the issues in the larger group and flip chart the responses.

Small Group Discussions on Discussing Media Relationships Some issues that might arise:

Why a Media Relationship?

- People tend to vote for whom they know. Newer faces need the exposure that a media relationship will bring.

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

How do we establish this relationship?

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

ACTIVITY: *DEVELOPING A MEDIA STRATEGY*

Material needed

Flip charts , handouts, markers.

Method

Distribute the handout on Developing a Media Strategy.

Ask participants to answer the following five key questions to help them develop their media strategy:

1. What is your goal?

- What message are you trying to convey?
- Who is your audience?
- What is your desired effect?

2. How will you achieve your goal?

3. What do you want the media to tell the public about you and your team?

4. What resources are available to you?

5. Do you or people you know have media contacts? Emphasize that the media is one of the most effective tools you can use to get your election or advocacy campaign message - your platform and/or plan of action - out to your voters.

Share the following tips for developing a media strategy:

Get others involved. Form a committee of people to work with you to develop your media campaign. Be as inclusive as you can be, allowing people to contribute to the work.

Determine your goals and objectives. Have a clear understanding of what you want to accomplish before you start.

Create your campaign message. Draft “talking points” that will answer basic questions about your issues. Make sure that everyone on your team is using the same “quotable” points. You want one simple, direct message.

Identify your target audience. Who is the audience you want to reach and how do they think? Consider that a different approach will be necessary with each environment. For example, a target audience in remote communities might be community members at a village meeting. The approach and language you will use will be less formal than, for example, a press conference in an urban setting. If possible try to pre-test your campaign message with a sample group from your target audience.

Identify media opportunities. Analyze and assess the media outlets and opportunities available in your community. Which media will help you to reach your target audience? Remember to consider informal methods.

List your resources. These might include, but are not limited to budget, donations of material, the time and talents of involved individuals or related events that you can use to highlight your efforts.

Remain flexible. Revise your plans if circumstances or resources change, or if parts of your plan are not working. And stick with what does work!

Activity :*Developing a Media Strategy*

Method

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

Learn about the media available in your community, town and country. Read the paper, watch TV, if available, and listen to the radio.

Discover reporters who may cover issues similar to yours and whether they are reporting on them positively or negatively. It is good to establish relationships with friendly people in the media. This targeting may mean that you gain a friend and possibly a champion in the media.

A media campaign can influence public opinion, persuade opinion leaders and generate debate.

Some communities are very isolated and have no access to the more common forms of media today. Other ways of communicating your message need to be considered such as: word of mouth and community meetings.

Remember that media professionals need news. Often, there is one or two days of the week when it's easier to get your story covered because it's a "slow news" day. Regardless of whether there is a lot or a little happening in the community on any given day, journalists still have newspapers to fill. They will be more than happy if you help them do their jobs!

Activity *THE MEDIA and HOW TO USE IT*

Method :

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

KISS Principle

Keep it Short and Simple

ACTIVITY: *Formal Media*

Method

Group discussion Brainstorm ways to target various media: print and electronic

Group Discussion on Formal Media Discussion should include:

THE PRINT MEDIA Newspaper

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

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

or weekly. Different newspapers target different audiences. Keep these factors in mind when targeting print media.

Newsletters and Magazines

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

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

THE ELECTRONIC MEDIA Radio and Television Electronic media has traditionally referred to television and radio but now also includes the Internet.

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

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

Informal Media

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

Word of Mouth. Get your message out by telling community leaders, religious leaders, teachers, etc. Prominent people reach a large number of people in the community and their opinion is well respected.

Pamphlets, flyers and bulletins are a good way to provide information on your organization or issues. Remember to make them clear, short and easy to read.

Loudspeakers are often used to publicize events and meetings. It is important to be considerate as to the time of day that you use this method and to ensure that your message is being transmitted clearly through the speakers.

Attending special events that attract a lot of people on a particular day is an effective way to get your message out. Sporting and other community events provide a “captive” audience.

Community meetings are a good way to reach out to people in your community. They can take many forms including a village meeting or a religious gathering such as meelad.

Walk-abouts are another effective way of getting out and meeting community members and communicating your message directly to your constituents.

Activity *WRITING PRESS RELEASES*

Method

Preparing a Press Release Distribute the handout on Preparing a Press Release, including the sample NDI press release and review with participants. Press releases should be sent to the media house in a timely manner before the event. Doing so will increase the likelihood of them being published and enhance your relationship with the agency.

An effective press release should:

Be written in a standard form.

Be one page long and definitely no more than two

Be printed on plain white paper, usually standard size business paper.

Be computer generated or typed.

Leave a margin of about 1 ½ to 2 inches around the edges of the text. This allows the editor or reporter room to make notes in the margins. Clearly state contact

information. If you have personalized stationery, use it – this helps to identify your organization as the source of the press release. If your address is not on the paper you are using, type the complete address in the upper left-hand corner of the page. The name and phone number of the contact person should be included.

Start with a headline. The headline – title and subject of the press release should be written in ALL CAPITAL LETTERS. Put the interesting part of the story near the beginning of the press release; often editors don't read past the headline and first paragraph. Answer the following in the first paragraph:

- Who is the subject of the story? A person, group, event or activity;
- What is happening that the media should know about;
- Where the event is going to take place;
- When it will take place – date, day of the week and specific time; and
- Why is this so important? The reason should be compelling and specific

Include a quote from someone involved in your event/activity and describe clearly who that person is and why s/he is important. Be brief and to the point. Have the word “more” typed on the bottom of the first page if the release is longer than one page, and “end” at the bottom of the last page.

Follow-up your press release with telephone calls, to make sure that it has been received. A follow up call also helps to build relationships with media personnel. Some media professionals - especially in local media that do not have the resources to send journalists to every event - are willing to print the press release almost exactly as it was written. Include a photograph, if relevant, and you've helped them to do their job. Meanwhile, they've helped you to communicate your message. Everyone wins!

Activity ***DEVELOPING A MEDIA STRATEGY***

Method

Tell the participants Questions to ask yourself when developing a Media Strategy:

1. What is your goal?
 - What message are you trying to convey?
 - Who is your audience?
 - What is your desired effect
2. How will you achieve your goal?

3. What do you want the media to tell the public about you and your team?
4. What resources are available to you?
5. Do you or people you know have media contacts?

Tips for Developing Your Media Strategy

Get others involved

Determine your goals and objectives

Create your campaign message

Identify your target audience

Identify media opportunities

List your resources

Remain flexible

Activity ***PREPARING A PRESS RELEASE***

Method

An effective press release should:

Be written in a standard form.

Be one page long and definitely no more than two.

Be written on plain white paper, usually standard size business paper.

Be computer generated or typed.

Leave a margin of about 1 ½ to 2 inches around the edges of the text.

Clearly state contact information.

Start with a headline, written in ALL CAPITAL LETTERS.

Have the names of the people receiving it printed clearly on the release.

Announce an issue of importance for which you want media attention.

Be brief and to the point.

Answer the following in the first paragraph:

- Who is the subject of the story?
- What is happening?
- Where is the event going to take place?
- When will the event take place?
- Why is this so important?

Be as accurate and specific as possible.

Have the word “more” typed on the bottom of the first page (if the release is longer than one page), and “end”, the number – 30 – or the symbols ### at the centre bottom of the last page.

Follow up the press release with telephone calls.

SAMPLE PRESS RELEASE

PRESS RELEASE

For Immediate Release August 24, 2004

Contact: Yasir Dildar at (051) 2255992

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

provided by the Bureau of Democracy, Human Rights, and Labor of the US Department of State.

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

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

Public Speaking

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

MATERIALS

Copies of the handouts , Flipchart Paper ,Markers

Method

Provide a brief introduction to the art of public speaking.

Provide a definition and some background information such as the following:

O The act of public speaking could be defined as: “a talk or address, especially one delivered to an audience.” Yet, to many people, the notion of speaking in public has the effect of rendering one speechless. Some studies show that many view public speaking as their number one fear.

O Yet so many professions and careers require us to address an audience of some kind and size at one time or another. For example, teachers, business people, and politicians all speak in public. Some circumstances may require a more formal delivery of information and may be more nerve- wracking than others that are more casual and generally presented to smaller audiences. What many people with a fear of public speaking do not realize is that whether at work, at home or at school, we all do speak in public on a daily basis at one level or another. O Remind participants that sooner or later, we all are called upon to get up in front of a group of people and speak. This experience can be either harrowing or pleasant depending on our preparation

O Tell them that the following tips are designed to make public speaking less stressful.

Distribute the handout on Tips for Making an Effective Speech of Presentation and review with participants.

ACTIVITY: *Demonstrating Good and Bad Public Speaking Habits*

Method

Demonstrate a good introduction to a speech followed by a bad introduction.

Good example: Standing straight, making eye contact – introduce yourself loudly and clearly stating your name, where you are from, party and purpose for speaking

(convincing the group why you should be nominated for a leadership position in the party).

Bad example: Wringing your hands, speaking softly, stuttering, and looking at the ground, start into a speech about why you should be nominated for a leadership position within the party. Ask a few participants to volunteer to demonstrate good and bad speaking habits. Pick different aspects of delivering good speeches and have women demonstrate good and bad habits.

ACTIVITY: *fears and beyond*

Material needed

Flip charts, markers, snow board

Method

Go around the room and ask each participant to name the one thing that she fears most about speaking in public.

Write a summarized version of each answer on a flipchart.

If the same answer comes up again, put a check mark next to it each time it is mentioned. Once everyone has had a chance to acknowledge their fears, count up the number of times each answer was mentioned.

Lead a brainstorming session on the top three fears and ways to reduce them.

At the end of this session, distribute the handout on How to Manage Your Fear and Speak with Confidence and review it with the participants. Highlight any strategies that they did not consider.

ACTIVITY: *Practice Speech*

Material needed

Paper, pens and post it notes

Method

Explain that each participant will be presenting on an assigned topic from the material presented in previous sessions. For example, if your training program has covered topics such as “strategies for seeking party nominations”, “the qualities of a good leader”, and “the roles and responsibilities of local government” use these as topics for practice speeches. Give each participant a topic and inform them that:

- They will have only five minutes to prepare their presentation, starting from when they receive their topic.
- They will have only two minutes to make their presentation.
- After each presentation, two participants will be called upon to give the presenter constructive feedback about their presentation.

Pass out two copies of the Presentation Feedback Form to each participant and assign them two other people to whom they will provide feedback. Briefly review the form so participants understand what they should be looking and listening for during the speeches. After giving the participants five minutes to prepare, start the presentations using a stopwatch or a watch with a second hand to time them. Allow one to two minutes for feedback on each presentation divided between the two reviewers. Be sure that something positive is mentioned about each speech. Debrief: Were they able to reflect presentations from earlier sessions accurately? In other words, have they learned new things as a result of the training? Was it easy or hard to keep talking for two minutes? Were their presentations effective in terms of their speaking style?

ACTIVITY: *Quiz on Body Language and Communication Styles*

Material needed

Flip charts, pens ,post It notes

Method

Prepare a flipchart with the following categories:

- Words _____
- Voice (tone, rhythm, volume, etc.) _____
- Body language _____

Ask each participant to take out a piece of paper and write these categories on the sheet.

Ask participants to guess what percentage of a message is communicated using each one of these categories. The total should add up to 100 per cent.

Give participants a few minutes to think about it and write their answers.

Ask a few volunteers to read their answers out loud and write them on the flipchart.

Then provide the participants with the answers below:

- 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.

Explain to participants that there are two ways to communicate non-verbally:

1. Body movements such as facial expressions, gestures, and posture.
2. Spatial relationships – distance you put between yourself and the other person.

Emphasize that it is important to understand the importance of non-verbal communication because over 50% of communication is received from body movements. Provide participants with an example by saying “I am very angry” very softly and gently using pleasant, happy facial expressions. Ask participants how this information could be useful when speaking in public.

Activity *Image and Presentation*

Material needed

Flip charts hand-outs and markers

Method

Distribute the hand out on Image and Presentation and review it with the participants. Emphasize that first impressions are important.

Lead a discussion on the difficult decisions Pakistani women politicians may face when choosing how to present themselves. For example, what message will it send if a woman politician goes out “bare-headed”? What about women politicians in a full head scarf? Are men as carefully scrutinized as women in terms of their appearance?

ACTIVITY: *Making a Political Speech*

Material needed

Flip charts handouts and markers

Method

Distribute the handout on Preparing an Effective Political Speech and review with participants.

Divide the participants into smaller groups of 4 or 5 people each. Ask each group to outline a speech to launch a political campaign.

Ask each group to choose one person from the group who will give a three minute presentation to the larger group.

Have the rest of the participants from each group role-play the voters and react to the presentations while they are going on.

Following each presentation critique the speeches as a group, using issues raised during the discussion on political speeches.

Be sure to focus on what each participant did well. Other comments should start from how she might improve, not simply what she should improve.

Activity *Preparing for an Interview*

Material needed

Handouts , flip charts, markers

Method

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

ACTIVITY: *Interview Practice***Material needed**

Handouts , flip charts, markers

Method

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



Module 9

Mock elections and parliament

Activity: *issue of my land*

Time 55minutes

Material needed: post it notes, flip chart, board markers, white board

Method

Divide participants in to four groups. Give them each one issue out of these four

Group 1: What should be the quota of women in Parliament?

Group 2: What percentage of the budget should be allocated to each province?

Group 3: Making a legislation or law on domestic violence.

Group 4: In Punjab and Khyber Pakhtunkhwa, there are demands of separate provinces, is there any need of separate province

Ask each group to work out a plan to address the above issues but such that all the participants of the group agree. Hence keeping and practicing democracy.

- Ask the participants to present their findings.
- Brains storm each issue with the participants.

Note: the issue can be changed as per the facilitator's choice into any current issue at the time of workshop.

Activity: *Mock Elections*

Time 2 hours

Material: coloured flip charts, board markers, glue, tape, white board.

Method

Start the session by clarifying the process of elections:

- It is the responsibility of the government to take elections.
- Votes of the people are registered.
- Those who want to be elected or want to be a candidate, they take election forms. Then the Election Commission inquires about that election forms, whether their full bio data and NIC or any information is properly available or not.
- Then the candidate is provided with an election symbol by Election Commission in the belt sheet.
- Then the people go to Election Commission for the correction of the nominations, if they find any.
- Then the process of rallies and debates are begun for the votes in order to win by the candidates.
- Election period is started through ballot boxes in polling stations. Polling stations comprise polling registrar and observer. Every party's member is present in each polling station.
- The vote is then started with the procedure of stamping on the election symbol of their candidates on the belt sheet and the vote is thrown into ballot boxes.
- Till 5 pm voting system continuous in front of members of every political party, counting process of the votes is started. Members of parties are present due to avoidance of corruption.
- After the vote is thrown in the ballot boxes, the thumb of the candidate is marked with a dark ink.





People go and check the list hanged by election commission in order to make corrections if somebody's name is mis-printed or printed wrong.

Now conduct the mock elections practically through participants on the process mentioned above, by properly guiding the candidates.

The participants participated actively in the election process.

Establish An election commission

Choose candidates for election

Provide Candidates with election symbols.

The participants playing the role of people should go to the election commission,

Get their votes registered

Each candidate should be given a chance to run campaign and share their manifesto

The election should take place

The election commission should then give results

Activity: *moke parliament*

Time: 2 hour

Objective: this activity gives the participants an insight to the system of parliament of Pakistan and the step by step practical approach makes them understand every hurdle of the system .



Material needed: flip charts, markers, coloured markers, white board glue.

Instruction

Introduce by starting a brain storm session on parliament system of Pakistan.

Ask them to mimic the whole system step by step and ask them to create a bill and pass it by proper opposition.

Note: Pakistan parliament system refer to annexure page this



Activity: *Local Government Structure*

Time 45min

Material needed: white board ,flip chart, board markers.

Method

Brain storm

During Musharaf's era the local government system went down. This system consists of Nazim, Naib Nazim and Counselor. But there was a similarity between Nazim's and Naib Nazim's power, their work techniques had some problems. Magistrates were assigned to every district like police stations. Unfortunately in Musharaf's era, the process went down.

The law and order situation was good because magistrate is accountable to assistant commissioner, assistant commissioner is accountable to deputy commissioner is deputy commissioner is responsible before commissioner to Chief Secretary. The responsibilities of Deputy Commissioners and Commissioners are to maintain law and order situation and dealing with different cases.

Now the local government has the structure of 11 members in every Union Council and 7 general seats, irrespective of men and women and 2 reserved seats are for women and 1 seat is for minorities and 1 seat is for peasants, in which farmers and artisans can also participate. This is the local govt. Of district level. The chairman is elected by them when they are formed. Now the management and local governments should be separated and should be indulged in developmental projects. District council provides aid to union councils and other facilities in the running of their processes, just like previous time. But this system in Musharraf's era was badly failed that is why this system is modified.

Appendix

Formulates party electoral promises?			
Leads the party			
Represents the party to the public and the media			
Represents the party abroad			
Is trained within the party			
Raises the money for the party			
Decides how party funds are used			
Decides about the promotion of party activists into leadership positions			
Carries the main burden of volunteer work between elections			
Carries the burden of volunteer work in electoral campaigns			
Gets the party tickets/nominations in elections			

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

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

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

- 1. **PARTY PROGRAM – WOMEN'S/GENDER EQUALITY PROGRAM** Party values and general political orientations are also the framework for the Party's women's group. General women's group's program is approved and accepted by the highest party program policy body. The Women's party organization sets its own program priorities and works for their acceptance as party majority priorities. When the executive party bodies do not accept proposals from the women's group, this group has the right and respective party executive bodies have the duty to organize a general party discussion on the women's organisation priority/policy/action/campaign proposals.
- 2. **MEMBERSHIP IN THE WOMEN'S WING** Automatic – all women party members are women's wing members. Membership in the party women's wing is a free choice for each female party member. Membership in the party women's wing is a free choice for each female AND male party member. Women can join the women's wing - either as full members or as auxiliary members - without necessarily also joining the party.
- 3. **ORGANISATIONAL CHOICES** Territorial principle – following party organisation (organized at national, provincial, and district levels). Project/specific issues based model of organisation. Combination of both principles.
- 4. **DECISION MAKING PRINCIPLES** High level of centralisation, strong hierarchy – majority decides what all the members of the group should do. High level of decentralisation, a lot of space for local and individual initiative, joint work only of the branches and individual members of the women's party organisation who are interested in the issue at hand. Decisions or parts of decisions are taken on consensus – where a longer discussion is required and dissenting points of view are considered until everyone is comfortable with the final, negotiated outcome.
- 5. **WHO ELECTS THE WOMEN'S WING LEADER?** The leader of the women's group is proposed by party leadership, elected by all party members at the general meeting of the party local branch. The leader of the women's group is proposed and elected only by the members of this organisation.
- 6. **PERSONAL CONNECTIONS BETWEEN WOMEN'S WING AND KEY PARTY POWER STRUCTURES** Women's organisation leader is a member of the party's central committee, automatically, through her position. Women's organisation leadership has a direct working relationship with party parliamentary group and party-nominated ministers and other highly positioned party-nominated provincial officials. Women's organisation delegates at least one representative to the party programmatic boards/committees. Women's group delegates at least one member to the party electoral boards on all levels. Women's group delegates one representative to the party finances monitoring board.
- 7. **FINANCING OF THE WOMEN'S WING** Its budget consists of: office space costs, communication costs, meeting costs, travelling costs, training costs, activities,

campaigns, projects costs, women's electoral campaigns costs, etc. Fair sharing of all party facilities and technical staff. Fair sharing of the party members' fees. Fair share of the party state-provided funding. Fairness in spending party electoral funds on male and female candidates. Private donations.

- 8. PUBLIC VISIBILITY AND MEDIA STRATEGY OF THE WOMEN'S GROUP
Presence at all relevant regular party press conferences. Presence at the party parliamentary group/ local council group press conferences on gender equality issues. Development of special media contacts for the party women's organisation. Special party women's group's press conferences/releases/media campaigns. Visible women's group presence in public party events and information bulletins. Special party women's group logo, leaflets, posters, web page, publications,

Self-Confidence Quiz

Score yourself the following points for each question: Always = 5 points Often = 4 points
Sometimes = 3 points Rarely = 2 points Never = 1 points

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

Score Analysis for Self-Confidence Quiz

98-105 Super Human Self-Confidence. Share what you have learned with others.

77-97 High Self-Confidence. You are on the right track.

1-76 Average Self-Confidence. With some courage you can grow in confidence.

43-58 Low Self-Confidence. Spending time on improvement will be very beneficial.

21-42 Danger Zone. Very low self-confidence.

MEASURING LEVELS OF EMPOWERMENT

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

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

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

Ten Ways to Build Your Self-Esteem

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

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

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

Step Number Three: Imagine your goals are already achieved. Most of us rarely accomplish all the goals we've set. But visualizing the goal can help make the dream become a reality. Step Number Four: Remind yourself of your successes. Start a "victory wall" of accomplishments. Whether it was a photograph of a special time or an award we received, it builds our esteem to showcase and remember our triumphs and achievements.

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

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

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

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

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

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

SWOT

Strengths:

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

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

Weaknesses:

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

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

Opportunities:

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

Threats

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

Carrying out this analysis will often be illuminating – both in terms of pointing out what needs to be done and in putting problems into perspective.

You can also apply SWOT analysis to your competitors – this may produce some interesting insights!

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

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

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

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

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

STRANDED IN THE THAR DESERT ROLE PLAY

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

BEFORE NEGOTIATION

(1) DECIDE

- Examine your options:

Is it best to negotiate, or not?

What do you have to give up? What you are willing to give up?

What do you have that others want?

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

(2) PREPARE

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

- Practice by doing role-play sessions to prepare for what might happen.

(3) SET UP MONITORING, EVALUATING AND FOLLOW-UP ARRANGEMENTS Someone or a small, independent group should monitor and evaluate the negotiation process on an on-going basis.

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

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

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

DURING NEGOTIATION

1. **Discuss problems, not people**

- People can be a problem, but in some cases, people are removed and the problem remains; focus on changing behaviours, not changing people.
- Build relationships with members of the other negotiating team(s), where feasible

2. **Negotiate interests, not positions**

- Interests are the reasons behind why we take certain positions.
- Try to determine the interest behind why the other part(ies) are taking that position. Ask “why”?

3. **Use objective criteria**

- This element means making arguments rational in order that they appear objective. It is not enough just to be right. It is important to convince. In order to convince, arguments must appear ‘objective.’
- Are there established criteria beyond your own beliefs that can justify your argument: legal, moral, past precedent, external facts, etc?

4. **Look for alternatives, be creative**

- Sometimes the solution to a negotiation is easier to achieve than expected if we don’t rely only on the way this issue has been resolved in the past. There are always new approaches to old problems.

THREE COMMON NEGOTIATION SITUATIONS

1. Negotiation between one group of people inside of a larger group, party, organization or institution and another group of people in the same group, party, organization or institution. Example: council members negotiating with one another about a community issue

2. Negotiation between people from a particular group, party, organization or institution and people from another group, party, organization or institution. Example: One party representative negotiating with someone from another party over proposed legislation in Parliament.

3. Negotiation between a group, party, organization or institution, within the legal system and a group outside the legal system (e.g. Armed groups, terrorists, drug lords, gangs) or a group from outside the country (e.g., non-nationals engaged in arms smuggling). Example: The government negotiating with hostage takers.

HANDOUT: ASSET-MAPPING

Personal Assets:

Community Assets:

Other Assets (business, etc.):

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

Everything begins with one leading party. The first to initiate the changes. If it prefers its leading position to the success of the whole project, it will lose both – the lead and the project.

The role of the national gender equality machinery such as the National Commission on the Status of Women (NCSW) could be crucial. It could block or bring in the support of allies from the ruling party.

There is a danger of competition between the women's groups from the strong parties on this issue. The only ones who profit from such competition are those opposed to the project. If this happens all women lose.

Cross –party cooperation is crucial, but there are limits which party women cannot cross if they want to stay strong within their own parties. It is important for party women's organisations to have initiative and to help each party leadership define its gender equality policy in political representation as an issue of national consensus.

Success is more likely with the active support of women's ngos. In many countries, women's ngos were the ones to initiate the process for the political empowerment of women. When it is time for the women in the parties to do their part, they feel pushed aside and try to do it on their own. The rivalry for the public visibility and success in this issue between the women in ngos and the women in political parties leads to the failure or the smaller outcome of the project.

International support is a great asset but it can never replace national women's joined strategy and action. It can also cause more damage than good, if the international actors do not let the national women's coalition lead the project. The success of the project depends heavily on the support of the media. One way to ensure support from the media is to incorporate it as a partner in the project. It is imperative to prepare a media strategy and to retain strong allies in the most popular media outlets. Search for the support of the editors – the journalists will follow.

The foes of the real changes in the gender power balance within the parties and in the nations will try to use the best possible weapon to stop your project: they will get visible women to speak out publicly against your coalition proposals.

They will try to split your project coalition asking for your loyalty to the party. Publicly unveil their tactics! Keep your project coalition together, strengthen your mutual trust, and intensify the informal information flow within your coalition. Challenge your foes to justify why it is better to have only male politicians.

Remember: the success of your project coalition for the equal representation of women and men in politics depends on:

1. The broad and smooth organisation of the work of this project coalition (different political party women's organisations, ngos, researchers, governmental and parliamentary gender equality machineries, media supporters, etc.)
2. On your lobbying capabilities and skills of turning foes into supporters.
3. On your determination to complete the project even if you have to sacrifice a bit of your party or your NGO group fame and visibility.

Tips for Making an Effective Speech or Presentation

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

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

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

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

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

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

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

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

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

How to Manage Your Fear and Speak With Confidence

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

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

8. Don't worry too much about it. Just relax and try to enjoy it. The more relaxed you are, the easier you will find it and the better you will appear to your audience

Presentation Feedback Form

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

	Needs work	Ok	Good	Outstanding
Presentation structure				
Clear purpose				
Main points highlighted in opening				
Core purpose restated in closing				
Others				
Posture and gestures				
Stood still with good posture				
Used gestures comfortably and naturally				
Avoided playing with hair adjusting dupaatta				
Other comments				
Eye contact				
Looked at eyes and noses				
Looked at everyone in room				
Held eye contact for 5 sec				
Avoided looking at visual or notes while speaking				
Other comments				
Suggestions				

Image and Presentation

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

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

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

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

Plan your wardrobe ahead of time

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

How and Why

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

Color for the media

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

Accessories Accessories that are interesting and stylish can add to your appearance. Use them but sparingly. Dangling earrings and bangles can distract audience attention

from what you want to say. You want the audience to pay attention to you, not your accessories.

Preparing an Effective Political Speech

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

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

State the problem, how it affects the audience, and support it with evidence. "I have observed a great number of people who are having many difficulties raising enough money to survive. The people of this village do not have enough opportunities for raising money. Many voters have shared with me their frustrations about this important issue..."

State your position on the issue. "I believe that we must make small scale income generation our top priority. If I win this election, I promise to improve our village by bringing more income generating opportunities here. I will work to increase economic opportunities for villagers..."

Give your solution and show how it benefits the voters. "If I am elected I will work to involve more people in small income generating projects. As a result, their financial problems will improve..."

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

Ask for their support and their vote. "Lastly, I would like to say that your valuable vote would provide me an opportunity to work for the development of our village. In order to help me improve our village's economic situation, I request that you vote for me, Gulmina Habib. Thank you."

Preparing for an Interview

Prepare your material for the interview.

- Gather all the necessary information and review it before the interview.
- Practice making your point in interesting ways using vivid language, unusual examples, illustrations or statistics.

Be clear about your goals.

- Have a clear understanding of: What you want to achieve through the interview
Who the audience is
- There are two main types of interviews: A personality interview: the purpose is to ask questions about you. An issue interview: the purpose is to ask questions about an issue or an event.

Be confident.

- Do not let nervousness prevent you from participating in an interview. You will be talking about something that you are familiar with, so do not be shy or hesitant

Stay calm.

- Overcome nervousness by thinking of the interview as a conversation.
- Beware not to fall into traps laid by journalists. For example some will deliberately try to make you lose your temper to make you look bad.
- Tell the truth. Saying “I don’t know” is better than telling one small lie.

Confirm details.

- Prior to the interview, confirm the date, time and place for the interview
- Prepare yourself for the interview based on your knowledge of the interviewer’s style and the format of the show:
 - Will the interview be live or taped?
 - Will you be interviewed alone or as part of a panel?
 - How long will the interview be?
 - Will the interview be:
- On the record? (Whatever is said may be published and attributed by name)
- On background? (Whatever is said may be published with an agreed upon identification – “an official spokesperson” or “well-informed source”)

- There is no such thing as “off the record”.

Clarify your message.

An interview may be a few seconds or five minutes.

- Limit yourself to the three most important points that you want to make.

Have examples ready.

- Prepare a brief example to illustrate each point.
- State the facts about your issue. However, avoid giving detailed statistics in an interview because they tend to be confusing to listeners.

Practice.

- Practice with a colleague, friend or family member who will act as interviewer.
- Try to be as natural as possible.

Maintain eye contact with the interviewer.

- Always look directly at the interviewer. Do not worry about the camera.

Focus on all aspects of the interview.

- Pay attention to the body language of your interviewer, and look for non-verbal cues.

Be relaxed and professional.

- Consider clothing that allows you to be comfortable and relaxed and will also give you confidence and a professional look.