



**The Gender, Research and Documentation Centre and the Political Science Departments of
the University of Sierra Leone in collaboration with the 50/50 Group of Sierra Leone**

in partnership with Canada's International Development Research Centre (IDRC)

***BREAKING BARRIERS
EMPOWERING YOUNG WOMEN TO PARTICIPATE IN DEMOCRATIC POLITICS***

MANUAL FOR FACILITATORS

**"never doubt that a small group of thoughtful, committed Young women can change Sierra
Leone; indeed, it's the only thing that ever has."**

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FOREWORD

I am delighted to write a foreword to this excellent manual, and proud that the IDRC is so closely associated with the foundation and aims of this research. Our work in Sierra Leone is strongly focused on positioning the IDRC as a committed partner in tackling key reform agendas and promoting sustainable development. One of the most urgent and necessary reforms must be an improvement in the status and treatment of the female 50 per cent of this country's population; a 50 per cent that is currently not given the opportunities to make its full contribution to Sierra Leone's progress and well-being.

Many organisations, both national and international, are working hard and effectively in this area. However, one aspect of developing the role of women that seemed to us to need further work was that of female participation in representative government. Here in Sierra Leone there are few women in parliament or the senior reaches of government. The research team's close association with the IDRC will continue to provide a framework for our efforts in this vital area. We will support this and future research projects as necessary, and ensure that the partnership is effective in achieving a significant improvement in the number of women who participate in representative politics and government.

Eileen Alma
IDRC

ACKNOWLEDGEMENTS

The publication of this manual was made possible through the generous assistance of so many. Some contributed financially, others their time and skill others advice, guidance and support.

Our thanks to the IDRC, whose financial support made this work possible. Eileen Alma, the project Manager has demonstrated much commitment to the promotion of women issues and we are grateful for her consistent support.

Our appreciation is extended to the research pilot group for their excellent ideas which galvanised us into action. Special thanks are due to the following:

- All the councillors and students who took part in this study, for giving generously of their time and ideas
- My Co-Researchers, Dr. Nemata Majeks Walker and Ms. Lena Thompson for all the hard work and for sticking it through all the hiccups
- Professor Jonas Redwood-Sawyer, Vice-Chancellor, University of Sierra Leone, for supporting the research project
- Ms. Avril Renner, Finance Director for financial and accountability guidance
- Ms. Christiana Serry, Deama Lamboi and Constance Sama, dedicated research assistants, who have gone beyond the call of duty with this study.

The content of this material has been largely drawn from various training manuals in the 50/50 Group's *"Breaking Barriers: Empowering Women to Participate in Democratic Politics"* series."

Aisha Fofana Ibrahim
Lead Researcher

BACKGROUND TO THE PROJECT: INTERROGATING YOUNG WOMEN'S POLITICAL PARTICIPATION IN POST-WAR SIERRA LEONE

The global concern that women should play a more active and visible role in decision making, particularly in public, was clearly articulated in the twelve critical areas of most concern to women in the Beijing Platform for Action.

This Research aims to map young women's political participation at the Local Government, Presidential and Parliamentary levels including university student bodies. It also aims to track the political engagement and participation of young female aspirants and their strategies for engaging in local council and parliamentary elections in 2012. In essence, the aim is to understand the factors that have enabled their participation thus far and the barriers that impede their full participation.

Phase 1 of the study took the form of one-to-one meetings, round table discussions with various women, mainly councilors and college students from different parts of Sierra Leone. This study engaged in an action oriented participatory research approach that aimed at transformative social change. Three young women were trained in research methods as research assistants and participated in the design and execution of the study as they were able to identify their peers in tertiary institutions and local councils. Preliminary focus groups were used to solicit ideas and suggestions on how to design the study.

In phase 2 of the study, 20 young women will take part in a Training of Trainers' workshop aimed at providing skills and support for young women interested in participating in politics. These women have been involved in the creation of these training materials as will cascade training to 80 of their peers in the four regions chosen for the study.

This training manual is thus created to train at least 100 young university students from four tertiary institutions- University of Sierra Leone, Njala University, Bo Campus, Northern Polytechnic and Eastern Polytechnic, in leadership, political participation and on how to start an advocacy group around issues of young women's political participation and leadership.

OVERVIEW OF THE MANUAL

This manual starts in Unit 1 with the introductory element. This provides information about the manual with guidelines for you – facilitators about how you should run the first session

Gender Concepts is presented in Unit 2.

In the third unit: Human Rights and Women's Right to Vote and Participate in Democratic Politics – the meanings of democracy and political participation are explained. The unit also discusses why and how more women should vote and participate in politics.

Unit Four - Breaking the Barriers and Women's Empowerment- provides guidelines on how to present: Breaking the Barriers: It describes the main barriers that prevent women from participating and goes on to identify ways of breaking those barriers and increasing women's participation in democratic politics.

Unit five provides guidelines on how to present – Leadership and Teambuilding Skills

In unit 6 – Strategies for Advocacy, Lobbying and Campaigning- tips for campaigning effectively and how to target relevant audiences are given. Unit six also explains how to communicate campaign messages and who to target.

Unit 7 – Presentation and Communication Skills – gives guidelines for public speaking. It includes stages of preparation for speech making. Useful insights on how to present oneself in public and communicate with an audience are also provided.

Unit 8 – This session provides guidelines on how to present: how to start an advocacy group. It gives guidelines for starting an advocacy group including what an Advocacy Group is, the steps for starting such a group and the fundamental principles for running community-based organizations.

Unit 9 provides guidelines on how to present: Engaging the media. It defines the different types of media and goes on to highlight its roles and shortcomings. It ends with various tips for effective use of the media.

Unit 10: The objective of this unit is to provide guidelines on how to raise funds for your Campaign and your Organisation. It deals with questions you might ask about how important fundraising is, how to fundraise, and different ways of raising funds from Donors and the Local Community.

UNIT ONE

INTRODUCTORY ELEMENT

Overview of the session

This session provides guidelines on how to present the introductory element. This gives information about the manual and guidelines for facilitators about how the first session could be run.

WHO IS THIS MANUAL FOR?

This manual has been written as a guide for you – young women who participated in the IDRC funded study, “Interrogating Young Women’s Political Participation in Post-war Sierra Leone” conducted by the Institute of Gender Research and Documentation (INGRADO) and the Political Science Department of the University of Sierra Leone and the 50/50 Group of Sierra Leone.

This manual is presented as a complete training package with guidelines for facilitators and suggested handouts and training materials. It is hoped that it will serve as a useful guide to you as future facilitators and ensure some amount of uniformity in subsequent training programmes.

LAYOUT OF MANUAL

You will note that each unit starts with a quotation at the beginning culled from statements made by women worldwide who are fighting a battle similar to yours. In addition you will find the following:

- An overview at the beginning of each unit. This summarises what you will find in the unit.
- Suggested methods for teaching the session
- Guidelines for facilitators -i.e. the content of each unit. This provides guidance on how you should run each session. (Of course, you are free to be innovative and vary presentation).
- Participatory activities, experience sharing sessions and skills development exercises

HOW SHOULD YOU USE THIS MANUAL?

Although the manual is designed to mirror the process of training that you experienced during your training workshop, we do not want you to feel that you must run your different workshop sessions in exactly the way yours was run. You should tailor sessions to suit individual people’s needs and add your own participatory exercises as you deem fit.

The emphasis is on ***active learning*** and ***learning through experience, ie participatory learning***. The activities, which form a major part of the manual, provide opportunities for you to:

- practice and develop useful skills and knowledge;
- reflect upon your individual experience;
- share and learn from collective experience;
- work together on matters of mutual concern;

- change your behaviour or attitudes.

Flexibility is the key in using this manual

- It is designed to be used in a range of settings, mostly informal;
- The timings for activities are not rigid;
- The pace is to be determined by you;
- You are encouraged to create interesting variations, which appeal to the audience.

We hope that the format will enable you to lead sessions confidently and effectively.

WHAT IS YOUR ROLE AS A FACILITATOR?

As a facilitator, your main role is to make effective use of the materials suggested in this manual in leading sessions. You are not there just as the person running the course; you are also there as someone interested in and committed to young women's political participation, a role model, so that your own values, attitudes and circumstances become valid to the course. So, for example, a facilitator needs to be sensitive to, and understand, the doubts and fears participants might have. A summary of qualities shown here defines your role:

- Positive
- Optimistic
- In control
- Motivating
- Supportive
- Inspiring
- Confident
- Approachable
- Energising

THE FACILITATOR'S TASKS

Having outlined your role, you are expected to do four crucial things to demonstrate all of this:

- Energise
- Encourage
- Empower
- Enthuse

This is because many women think negatively about themselves, their potential and their achievements. It is this negativity that you should try to tackle in running this course. It is your job over the duration of the training to help the participants to:

- Change their attitude to themselves and to their potential.
- Develop their skills and to develop themselves more positively
- Gain support and encouragement
- Build their confidence

Some of this will be achieved through the course material and course design. Some of it will be achieved through the interaction with the other participants. Some of it -a good proportion- will be achieved through your ability to enthuse, energise, encourage and empower.

THE FIRST SESSION

Guidelines for Facilitators

Introductions

Start by introducing yourself. This should be innovatory and include:

- your name,
- your institution,
- and one other interesting thing about yourself.

Now explain that since you will be working closely together for a whole day, everyone should try to know each other. Ask participants to pair up with someone they don't know and interview each other. They should each introduce their new friend to the group under the headings you used for yourself. During your introduction try to establish a rapport with the audience to put them at ease.

PARTICIPANTS' EXPECTATIONS FROM THE WORKSHOP

Say, although we have some set aims and objectives of the workshop, in this session, it is important to find out what you expect to get out of the workshop. Start by asking each participant to use a magic marker and write three expectations on three separate cards (if the group is large, you may want to reduce this to two or even one) or post-it notes boldly, then pin them on the board. Ask for a volunteer to read through all the cards. Now agree on broad headings with them like: "learn how to lobby", "learn about how to campaign" etc. Write these out on large cards under each relevant heading. Even though it is advisable to prepare some headings before hand, make sure that headings are derived from participants' lists. Please try not to impose your own ideas on the workshop expectations!

AIMS AND OBJECTIVES OF THE WORKSHOP

At this point, you can talk to the group about their expectations in relation to your objectives. Distribute handout 1 - Aims and Objectives of the Workshop. If some of their expectations are on aspects, which cannot be incorporated into the workshop, explain that those areas could form the basis of a future meeting with them. Tell them that you will include any new expectations to your list of objectives and try to do so where possible. Do ensure that you hand this out the next morning.

THE PROGRAMME

Go through the Workshop Program - handout 2 and Plan of Session - handout3 quickly with them so they will know what to expect. Tell them:

- when to expect coffee breaks, lunch etc.
- where to find facilities such as the toilets
- if and when they should or should not take notes
- set ground rules

WORKSHOP APPROACH

Make your participants aware that the approach you will be using is participatory. This implies that all of them will be actively engaged in learning. Unlike traditional methods, there will be very little input from you as facilitator. Gone are the days of chalk and talk! The emphasis is on active learning and learning through experience, otherwise known as 'experiential learning'. These are specified in some sections. Tell them that this method will enable them to find out things for themselves through discussions. Moreover participatory sessions help to overcome the problem of different learning abilities. Go on to tell them about the Chinese proverb:

What I hear, I forget

What I see, I remember

What I do, I understand.

Brainstorm what this implies. After a short discussion, add that all learners are likely to be more responsive to doing than simply listening. This enables them to show both to themselves and to others, that they have something. The implication is that learners are active during a learning session making something and arguing, or writing. This can be on either a group or an individual basis, with the learners involved in making decisions about what they learn, and at what time.

You will notice that there is nothing earth shattering about these methods, as they are approaches and methods that are used in any good training workshop. Then explain that the strategies suggested in the manual have been carefully selected. They are explained in some sections so that facilitators will be aware of the importance of the process.

WORKING METHOD

Explain that they will be working individually, in twos, fours and in groups and they should try to work with different people each time. People must be given the chance to try things out for themselves. Point out that both the content and the process are important. So that as well as doing the activity, participants should be asking themselves questions like:

"What does it feel like to do the activity?"

"What am I gaining from doing it this way?"

"How was I doing this before?"

WHAT HAPPENS AFTER THE WORKSHOP?

Go on to tell them that after the workshop, they will be expected to facilitate similar training sessions. Assure them that by the end of the day, they will feel able to do so.

Now give them the opportunity to pause and ask questions about the programme and all the information you have just given to them. Then explain how the sessions will be evaluated.

EVALUATION OF SESSIONS

Say evaluation is a vital but often neglected part of any training event. Training is an expensive undertaking. It makes sense therefore that the training session is evaluated to highlight attitude or behavior changes or whether any learning has taken place.

Explain that we will be evaluating the training at the end. This is why we have included evaluation forms in the folders. Point out that these will be confidential. Their honest views will help us improve on future workshops.

UNIT TWO

GENDER CONCEPTS

Learning Objectives:	By the end of this session, participants will be able to understand: <ul style="list-style-type: none"> • the definition of Gender • How we internalize gender roles – A Riddle: • How you define gender and sex and gender stereotypes • How you define other terms and concepts.
Methods	role play discussion, experience sharing and group work
Materials needed	Flip charts, marker, tape
Duration	30 minutes

Guidelines for Facilitators

Start by discussing the following with participants:

1. How we internalize gender roles – A Riddle:

A parent and young son were in an automobile accident. The parent was killed and the son who was critically injured was rushed to a hospital. As the attendants wheeled the unconscious boy into the emergency room, the surgeon on duty looked down at him and said “Oh my god, it’s my son!” who is the surgeon?

2. What do you think of the following statements?

- a. Socially, femaleness means femininity, which means attractiveness, which means sexual attractiveness, which means sexual availability on male terms.

3. Write down the first gender that comes to your mind when you read the following:

- a. "Stop being a wimp and show some real balls"
- b. The architect that designed this building graduated from FBC but the interior design was done by an IPAM graduate.
- c. What a gentle nurse I had during my hospital stay.
- d. My car mechanic advised that I get a tune up.

4. Ask the questions: who does or uses what? how and why?

- How do gender norms, values, roles, and activities affect men and women?
- How do biological differences between the sexes affect men and women?

DEFINITION OF GENDER CONCEPTS

Guidelines for Facilitators

Start by saying: Today everybody talks about gender. But when we really ask ourselves what gender means most people don’t have any idea.

Now ask participants to break into 7 groups and discuss the following:

1. What is Gender?
2. How would you define gender and sex?
3. What is Gender Analysis?
4. What is Gender Equality?
5. What is Gender Equity?
6. What is Gender Mainstreaming?
7. What is a Gender Sensitive Approach?

Take responses and go on to:

Facilitator's Input

1. What is Gender?

Gender is a multidimensional concept that is generally associated with the term “sex”. Politically it is important to understand the difference in order to recognise gender stereotypes and not to confuse “gender” with “sex”. The biological sex is part of the male or female identity and is not the sole element that determines female or male identity. There are other factors like social class, ethnic background, age etc. In addition, what we learn about being a woman or man is determined through power relations that only allow us to act in a pre determined way. With this activity the idea that our biological sex is not the only conclusive factor in our lives is communicated.

Gender refers to socially constructed rather than biologically determined roles of women and men, as well as the relationships between them in a given society at a specific time and place, while sex refers to the biologically determined difference and roles. The qualities, identities and behaviours expected from men and women are determined through the process of socialisation.

Gender is an analytical category comparable to race, class, ethnicity, religious background etc. and it should be used in a similar way as an analytical tool. Just as race, class, ethnicity, religion and culture, gender constituted and still constitutes a basis for oppression and discrimination among individuals; the term gender captures a frequently invoked reason for inequalities between women and men, boys and girls.

2. How would you define gender and sex?

- Gender is the social construction of masculinity and femininity.
 - Sex refers to those characteristics of women and men that are biologically determined
- Because society influences humans in developing masculine and feminine gender identities, women and men may be valued differently and thereby have unequal opportunities and life chances.

3. What is Gender Analysis?

Gender Analysis entails the examination and identification of processes of how, in a given context, relations between men and women are shaped and the various needs and experiences of each gender. The analysis is to be informed by how gender is also intertwined with and

affected by other identities and realities such as ethnicity, class, race, religion, disability, culture. This makes gender a cross-cutting issue to be addressed through a mainstreaming strategy. Gender Analysis is also:

- A way to describe and analyze different needs, challenges, gaps, and opportunities to reach men and women.
- A tool to identify the status, roles and responsibilities of women and men in society, as well as their access to and control of resources, benefits and opportunities.
- A framework to compare the relative advantages and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system.
- A set of standards to judge the potential impacts of gender on policies, programs and projects.
- A systematic way of looking at the gender division of labour, and the access and control women and men have over inputs or resources required for their labour, and their benefits or outputs from it.

4. What is Gender equality?

Gender equality entails that women and men enjoy the same status, have equal conditions for realizing their full human rights and potential to contribute to national, political, social, cultural and economic development and to benefit from the results. It is therefore the equal valuing by society of both the similarities and differences men and women and the varying roles they perform.

5. What is Gender equity?

Gender equity is the process through which equity leads to equality, seeking to overcome historical and social disadvantages that prevent women and men from enjoying a level playing field in different spheres of life.

6. What is Gender mainstreaming?

Gender mainstreaming is a strategy for ensuring that both women and men benefit and reflects the understanding that equality is both a means and an end. Gender mainstreaming requires a focus on actual results in terms of gender equality in the areas of work at different levels.

7. What is a gender sensitive approach?

A gender sensitive approach recognizes that women and men differ in terms of both sex and gender. Such an approach has the potential to define appropriate interventions for men and women accordingly.

Guidelines for Facilitators: End the session by saying:

Gender is not only a women's issue. Women cannot achieve gender equality by themselves. Men need to be involved if gender equality is to be achieved and programs advocated for are to succeed.

UNIT THREE

HUMAN RIGHTS AND WOMEN'S RIGHT TO PARTICIPATE IN POLITICS AND DEMOCRATIC GOVERNANCE

*"Women are not only asking for a slice of the pie,
they are saying that they have learnt the lessons of the past
and now want to make a difference to how the pie is shaped"*
Hameeda Hussein of Bangladesh

OVERVIEW

This unit provides guidelines on how to present: Human Rights, Democracy and Women's Right to participate in Politics and Governance. It explains what democracy and political participation mean and goes on to discuss why more women should participate in politics, vote and stand for elections.

Learning Objectives:	By the end of this session, participants will be able to: <ul style="list-style-type: none">• Understand the definition of, Human Rights, democracy and political participation.• Why women should participate in democratic politics• The right of women to participate in politics and their right to vote• How to get involved in politics
Methods	Games, role play discussion, experience sharing and group work
Materials needed	Flip charts, marker, tape
Duration	120 minutes

Guidelines for Facilitators

Activity 1

Start by asking participants to spend two minutes writing down what they understand the term "human rights", Universal human rights and "rights and obligations" to mean. Take a few responses and go on to:

Facilitator's Input

WHAT IS HUMAN RIGHTS?

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

WHAT IS UNIVERSAL HUMAN RIGHTS?

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Every person is entitled to certain rights by the fact that they are human beings. They are rights because they are the things that give you the right to be or to have. These rights are there for your protection against people who might want to harm or hurt. They are also there to help us get along with each other and enable us to live in peace.

When human beings and states fails to recognize the principles of the UDHR, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise.

The Universal Declaration of Human Rights was therefore created and adopted by the UN General Assembly on December 10th 1948 to provide a common understanding of what emerges of these rights. They formed a basis for a world built on freedom, justice and peace.

WHAT ARE RIGHTS AND OBLIGATIONS?

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfill human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfill means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

WHAT IS DEMOCRACY?

Pyramiding Technique

Activity 2

Start by asking each participant to spend two minutes writing down what they understand the term democracy to mean. After the two minutes, ask them to share their answer with the person sitting next to them. Then discuss as a whole group. After this, ask about 4 people to give their definitions. Then go on to:

Facilitator's Input

WHAT IS DEMOCRACY?

Democracy is popularly defined as the government of the people, by the people and for the people - decision making in which people play an equal role. The word itself comes from two Greek words, '*demos*' which means 'the people' and '*kratia*' which means 'rule'. Democracy

therefore is rule of the people. But for a long time, those who were counted as 'the people' did not include women.

Democracy is a process whereby both men and women should participate. Despite efforts towards democratisation in a number of countries and the fact that women make up over half of the world's population, they continue to be largely under-represented in most decision-making structures, locally, nationally and internationally. Africa's regional average for representation of women in national legislative bodies stands at 11%. Worldwide, women hold only 10% of seats in the parliaments and 6% in national cabinets. Without the active participation of women and the inclusion of their views at all levels of decision-making, the goals of equality, development and peace cannot be achieved.

WHAT DO WE MEAN BY POLITICAL PARTICIPATION?

Guidelines for Facilitators

Pyramiding Technique

Activity 3

Ask each participant to spend two minutes writing down what they understand the term political participation to mean. After the two minutes, ask them to share their answer with the person sitting next to them. Then discuss as a whole group. After this, ask about 4 people to give their definitions. Then go on to:

Facilitator's Input

Holding public office is only one way of participation in politics. Women are the majority of voters and they exercise their right to vote more consistently than men. It is therefore important that they know their rights and are educated to use their votes wisely. Women are the backbone of community groups and Non-Governmental Organisations (NGOs), which are one of the major ways in which people participate. Without NGOs and community groups providing services, advocating changes, representing groups of people, inventing new policies and programmes and checking up on what governments are doing, democracy would not survive. Enhancing women's participation in formal and informal political decision-making is the essence of political participation. Women have increasingly participated in the political process as voters, but the political process itself tends to restrict women's participation, limiting them as voters or as campaigners and not taking enough account of their voices as women, their experiences, their values and their demands.

WHY SHOULD WOMEN PARTICIPATE IN DEMOCRATIC POLITICS?

Activity 4: Group Work

Guidelines for Facilitators

Now ask participants to break into 2 groups. Allocate one of each of the following questions to each group for a three-minute discussion. Each group should write their answers on flipchart paper and paste around the room.

- Why should women participate in democratic politics?
- Do women have a right to participate in politics

Ask the rapporteurs to present their answers and discuss. Then go on to:

Facilitator's Input

Ask participants to read the following aloud in turn:

WOMEN SHOULD PARTICIPATE IN DEMOCRATIC POLITICS BECAUSE:

- Greater participation by women would bring new insights to all kinds of debates
- It is primarily a question of political justice and equality.
- There can be no true democracy or real participation in national development until we see equal numbers of women and men in all spheres of life including public decision-making.
- In Africa, for example, agricultural development funds have often been wasted because women farmers were not there to offer their knowledge and expertise when the plans were made.
- Women contribute to redefining political priorities, placing new items on the political agenda, which reflect and address women's gender-specific concerns, values and experiences and provide fresh views on mainstream political issues.

WOMEN HAVE A RIGHT TO PARTICIPATE IN POLITICS BECAUSE:

Women's right to vote and be voted for, has now become a 'must' feature of any democracy

In terms of absolute numbers, women who are eligible to vote are a potentially strong force. As a group they are quite capable of influencing the outcome of any election or referendum worldwide. The proportion of women in the voting age population i.e. 18 years and over in 1985 was 50.2% compared to 49.8% of males. By 2005, the percentage of women has been estimated to increase to 51.7% while that of males is expected to fall to 48.3%. The images created by these figures are clear. Firstly although women form the majority of the voting population and in theory have the same rights as men to vote or be voted for, or hold public office, in practice this right is not fully enjoyed.

- Democratic practice recognises these rights and experts in development believe that women's participation in decision-making will ensure improvements in such basic services as health, education, housing etc.
- Pressure to address the imbalance has resulted in an increase in the number of women representatives in some countries. In Rwanda is in the lead with women holding 58% of seats. 19% of the UK House of Commons (it was as low as 7% before the 1997 general elections). In South Africa, women hold 24% of seats in Parliament. In Scandinavian countries, women hold up to 40% of seats. Norway, for instance has a 50/50 percent male/female representation in its cabinet and the Prime Minister is a woman.
- But there are still countries where women are either not allowed to vote at all, as in Kuwait and Afghanistan or are discouraged from voting even though they have voting rights.

Guidelines for Facilitators

Activity 5

Now ask participants to break into 2 groups. Allocate one of each of the following questions to each group for a three-minute discussion. Each group should write their answers on flipchart paper and paste around the room.

Why should women vote in Sierra Leone?

Why should women stand for elections Sierra Leone?

Why should young women in tertiary institutions stand for elections in their campuses?

Ask each rapporteur to present their answers and discuss. Then go on to:

Facilitators Input

Ask participants to read the following aloud in turn and discuss:

The Sierra Leone Case

- Sierra Leone has a democratic constitution, and this constitution gives every Sierra Leonean above age 18, men as well as women, the right to vote and be voted for.
- However, though the constitution does not prevent women from voting or be voted for, many socio-cultural and other factors hinder women. Many Sierra Leoneans believe that it is not part of our culture for women to have the same voice as men in decision-making. These people put a lot of difficulties on the path of women who want to exercise these rights.
- Also some women believe so strongly in this cultural argument that they do not even try to exercise their right to vote and be voted for. But women are as able as men to meet the challenges faced by people in Sierra Leone. Today women head a majority of homes. It is therefore not right for these women to be excluded from decision-making that affects the national development processes and the status of women. They should be involved in decision-making bodies at local and national levels. This can only happen when they vote wisely and contest elections.

WOMEN SHOULD VOTE BECAUSE:

- To exercise their basic right as provided for in the constitution.
- To have a say in choosing their leaders
- To ensure that their voices are heard
- To influence the way parliament impinges on their everyday lives and how they themselves could become qualified as local or parliamentary candidates

WOMEN SHOULD STAND FOR ELECTIONS IN ORDER TO:

- Rectify the imbalance in the male dominated political scene
- Exercise their basic right as provided for in the constitution.
- Be a part of decision-making and have a say in how the country/educational institution is run.
- Influence the decisions taken in local and national parliaments.

UNIT FOUR

BREAKING THE BARRIERS TO WOMEN'S PARTICIPATION IN POLITICS AND WOMEN'S EMPOWERMENT

Empowerment means that women have equal human rights both de jure and de facto - that women have equal opportunities to participate in political as well as social and economic life, and that they are able to participate in agenda-setting and decision-making as an important aspect of governance.

OVERVIEW

This session provides guidelines on how to present: Breaking the Barriers: It describes the main barriers that prevent women from participating and goes on to identify ways of breaking those barriers and increasing women's participation in democratic politics.

Learning Objectives:	By the end of this session, participants will be able to: Explore challenges faced by women when they aspire to or participate in Politics and Governance Identify strategies for breaking the barriers and empowering women for effective participation
Methods	Game, role play, discussion, experience sharing and group work
Materials needed	Flipcharts, markers and tape
Duration	90 Minutes

BARRIERS TO WOMEN'S PARTICIPATION IN POLITICS

Guidelines for Facilitators:

Activity 1

Ask the Participants to break into two groups and discuss the major barriers that prevent women from participating in politics and governance both in their academic institution and nationally. Ask each group to present the outcome of their discussions. Then go on to:

Facilitator's Input

There are many barriers that prevent women from standing for parliamentary elections and in student politics. They vary in intensity from place to place. Until these barriers are removed the women who come forward as candidates will always be few in numbers and will not get the support they so badly need. Before the barriers are removed, they need to be identified.

These are

- practical (lack of time, money or access to education and training) and
- Psychological (lack of confidence, fear of failure, and dislike of the culture of politics).

Redressing the political imbalance calls for strategic action to change the attitudes and beliefs that underpin discrimination. In Sierra Leone as elsewhere, gendered poverty and political disadvantage are rooted in policies, practices, ideas and beliefs related to the position of women and girls in society. The 50/50 Group of Sierra Leone in their “Report of the Post-Local Government Assessment Workshop (2004),” outlined the following factors identified by female aspirants as contributing to the small number of women elected to district councils in 2004 included:

- intimidation by traditional rulers, members of parliament, ministers and the National Electoral Commission (NEC);
- exclusion of women from the electoral college;
- community resistance to women in leadership positions;
- discriminatory practices within political parties¹.
- the male domination of existing political structures nationally and locally – from political parties to the traditional authorities, particularly in the north and east
- many of the Chiefs in the north are extremely resistant to women’s participation in politics

We have identified the following ten barriers which prevent women from actively participating in politics and governance, which we refer to as the 10 Cs. The above, including the following, are barriers to women’s participation in politics. The overt barriers can be summarised as the 10 C’s - **Culture-Caring-Cash-Confidence-Corruption-Co-operation-Constitutional Constraints-Context, Capability and Cronyism.**

Guidelines for Facilitators

Activity 2

Ask participants to read aloud each of the following and discuss

Culture

Traditional norms and patterns of conduct in a predominantly male society and stereotypical perceptions of the roles and responsibilities for men and women pose a strong barrier to women’s participation and advancement in politics. Politics is traditionally viewed as a man’s game. Women’s disempowerment in Sierra Leone is rooted in harmful traditional and discriminatory customary practices. In the Northern and some parts of the Eastern provinces of Sierra Leone, traditional customs and cultural norms prevent women from becoming paramount chiefs. Such traditional customs and cultural norms are further reinforced by religion, especially Islam.

Women who reach high decision-making levels face negative attitudes ranging from reluctance to open hostility. Men and women are traditionally reluctant to support female aspirants for any public position to which men and women aspire. Similarly, political parties do not encourage female members to stand for any position of authority.

Caring

Women continue to bear most of the responsibility for caring and domestic work within the family. The traditional woman's prime years are taken up with having babies and looking after young children. This coupled with hours spent in food preparation, child-care and maintaining the family in addition to earning an income, place heavy demands on women's time leaving little time for political activities. So juggling children and family responsibilities is a major obstacle to women deciding to enter politics.

Cash/Poverty

Since men are traditionally the breadwinners, women do not have the financial and other resources to enable them to run effectively for public office and win. The day-to-day struggle for existence leaves no time or resources to even consider a political career

Candidates require money to campaign, money that women often simply do not have. Parties may provide political funding or support for candidates, but often candidates have to fund their own campaigns. Lack of resources is a particular problem for women in situations where politicians are expected to provide 'gifts' to voters in exchange for their support, especially in constituency-based elections.

Confidence

Many women lack the confidence and assertiveness to embark on a political career. The sharp divide between the public sphere, which is perceived as men's and the private sphere, which is perceived as women's makes it not surprising that many women lack the confidence and self-esteem to embark on careers that would expose them to competing with men.

Corruption

Corrupt practices, which today characterize all public activities, have precluded women (who by and large tend to shy away from anything that would shame them or their families) from exercising their rights on an equal footing with men. The culture of violence is characteristic of election processes in Sub-Saharan Africa.

Co-operation

A weak network of women's groups translates into a weak sense of solidarity among women themselves. Besides this, the usual high level of rivalry among women militates very strongly against their coming together as a strong force.

Capability

A certain level of education is often an informal requirement for candidates for political office. In Sierra Leone, citizens are required to reach a certain level of education before standing for election. The high level of illiteracy and poor education and negative images in the media about women's role make women reluctant to step forward into leadership roles. They lack knowledge about the system, of how they could become politicians or how being in parliament could influence and change their everyday lives.

Constitutional Constraints

The Constitution of the Republic of Sierra Leone Act No. 6 of 1991 is ambivalent as far as discrimination on the basis of sex is concerned. On the one hand, the constitution condemns and prohibits discrimination on the basis of factors including sex i.e. sections 27(1&2); on the other hand, it legally justifies discrimination in exceptional cases as evidenced in sub-sections 4d of section 27. Furthermore, though Sierra Leone ratified the CEDAW in 1988, and is a signatory to the Beijing Declaration and Platform for Action that recommends Affirmative Action for the acceleration of women's political participation, the Constitution is silent on this issue. It provides that international treaties and conventions signed only become legally binding after a process of domestication

Context

The "masculine model" of political life implies that men dominate the political arena and set the rules of the political game. Political life is organised according to male norms and values e.g. winners and losers, competition and confrontation rather than mutual respect and consensus building. This environment is often alien to women – so they either reject politics or participate in small numbers. There is further a lack of party support – such as limited financial support for female candidates, limited access to political networks, and the prevalence of double standards. Women play important roles in campaigning and mobilizing support for their parties, yet they rarely occupy decision-making positions in these structures. It is not known that any party has any strategy for equal representation in its executive; so far parties have not accepted any other system to increase the number of women holding party offices.

CRONYISM is simply old boys' networks. Men take care of each other.

WAYS TO OVERCOME BARRIERS AND EMPOWER WOMEN

Guidelines for Facilitators:

Activity 3

Ask the participants to break into two groups and discuss the major strategies that can be used to break the barriers and empower women to participate in politics. Ask each group to present the outcomes of their discussion. Then go on to:

Facilitators Input: Ask Participants to read the following in turn:

SARAH LONGWEES EMPOWERMENT FRAMEWORK

Welfare

At this level the material welfare of females relative to men in areas such as nutritional status, food supply and income are met. At this level women are merely passive recipients of welfare benefits and are not capable of changing their lives. They must have access to resources.

B. Access

Women should have more access to education and wage employment and more access to credit, labour, land and skills training to make them more productive. Though these services exist in

communities women do not benefit much from them because their high burden of domestic work and subsistence labour means that they do not have enough time for their own advancement.

C. Conscientisation

There is a belief that women's low socio-economic status is natural or "god-given". These beliefs are conveyed in the media and in everyday languages such as "a hen cannot crow". For a woman to be empowered she has to overcome these psychological barriers through the process of conscientisation which makes her realize that women are not inferior. They should be allowed to use their god-given talents and abilities. What a man can do a woman can do if given the chance.

Her Excellency Ellen Johnson-Sirleaf of Liberia, Margaret Thatcher who once ruled England. Sex roles are god-given and cannot change but gender roles are cultural and can be changed. The belief in gender equality is crucial for mobilization on issues of discrimination against women.

D. Participation

At this level women and men participate equally (50-50) in the development processes. Women will have to be represented in decision-making processes equally with men. They should not be confined to the levels of welfare and access but should be actively involved in the development process. In a development project women will be represented in the process of needs assessment, problem identification, project planning, management implementation and evaluation. Women's participation is not easily obtained in a patriarchal society. There should be increased mobilization that is why conscientisation is very important.

E. Women's Network

Women themselves must organise and mobilize their networks, learn to package and communicate their issues with different organisations, and push for mechanisms to enhance their own representation. Women need to learn to support each other more.

F. Alleviating Poverty

This will have a positive impact on women's increased participation in the democratic process. The economic empowerment of women, along with education and access to information will take women from the limitations of the household to full participation politics

G. Role of Media

The media is sometimes called the fourth branch of power because of its influence on public opinion and public consciousness. The media needs to adequately inform the public about the rights and roles of women and should take up with government issues for improving the women's position.

H. Change of Attitude

Men must change their attitudes to Female participation. Equality of control enables women to gain improved access to resources welfare and participation. At this level women and men have equal power relations. When women and men have equal power relations, then women can

participate fully in politics because all the barriers will have been removed. If there are equal power relations husbands will not stop their wives from voting or standing in elections, for example.

PLEASE REMEMBER THAT:

- What a man can do a woman can do also.
- Affiliate yourself with women's group and/or other community-based organisations in order to mobilize women's support.
- Take the initiative to start some income raising activities with the help of for example "osusu".
- Participate in trainings organised by NGO's and other institutions or organisations in order to strengthen your skills and knowledge.
- Start campaign fundraising activities through appeals for donations.
- Participate actively in meetings called by the Local Council, Ward Committee or other institutions that work in favour of local development.
- Remember women's low position is not God-given and can be changed.
- Strengthen your network and maintain friendly relationships with strategic stakeholders to gain support.
- Men should learn to trust their wives. Women should also behave well so that their husbands can trust them;
- Men should take up household work when women go for meetings for example, men should assist with household chores/a family member can be asked to move in to help;
- Men and women must change their attitude towards women standing for elections
- Women need to learn to support each other more;
- Sensitisation of men so that they can allow their wives to take part in local government;
- Train women to develop their confidence and self esteem
- Organise adult literacy classes for women in communities;
- Get more women into the places where decisions are made: parliaments, local councils, trade unions and business. It takes a number of women to really make a difference.
- Develop women's training, political education programmes, women's group's conferences and meetings. Experienced women can help by passing on skills, sharing experiences or inviting less experienced women to help learn the job.
- Monitor women's progress. If we can't get involved on the inside we can learn to take part from the outside, by lobbying, using the media and influencing those around us by speaking up.
- Use your legislative reform processes to provide affirmative action in favour of women in your national constitutions as has been done in countries like Namibia, South Africa and Uganda. The African National Congress (ANC) has reserved 30% of parliamentary seats and 50% of local government seats for women.
- Change oppressive traditional and cultural practices.
- Support women leaders at all levels of society
- Review and challenge electoral processes and discriminatory practices against women.

UNIT FIVE

LEADERSHIP AND TEAM BUILDING SKILLS

***The aim now is to bridge the gap, not just between men and women
but among women and women***

OVERVIEW

The Objective of this session is to provide guidelines on how to present Leadership and Teambuilding Skills.

Learning Objectives	By the end of this session, participants will be able to: <ul style="list-style-type: none">• define leadership• Identify the qualities of a good leader• Have a clear picture of leadership styles• Identify the relationship between leadership and team building.
Methods	Group work ,discussions and experience sharing
Materials Needed	Flipchart, makers and papers
Duration	30 minutes

Guidelines for Facilitators

Activity 1:

Ask participants to define leadership. Write responses on flipchart and discuss.

Facilitators' Input

Leadership is the art of making people act in a particular way so that the goals of the organization/group can be achieved. It involves organizing, motivating, mobilizing, directing and managing people, materials, funds and time for the performance of tasks in a group, organization or community.

It is a management device to provide guidance to a person or group of persons to carry out special functions and tasks in order to accomplish a goal. In short, leadership is an interaction which influences and controls the behaviour of others towards some kind of a goal-whether that goal is determined by the leader alone or in collaboration with the followers. For this reason there can be no leadership without a following.

Guidelines for Facilitators

Activity 2

Ask participants to read in turn the qualities of a good leader

THE QUALITIES OF A GOOD LEADER

A good leader is someone ...

- Who is liked, trusted, respected and accepted by people to lead them towards solving their development needs and problems,
- Who guides the actions and opinions of people?
- Who is able to get along with people better?
- Whose ideas, opinions and exemplary actions influence others to develop themselves?
- Who is sociable, persistent, self-confident and knows how to get things done together with members;
- Who has insight into situations and sound judgment?
- Who is popular, adaptable and cooperative?
- Who is fair and friendly but firm?
- Who can ably guide the group to recognize its purpose, maintain and build its unity as a team?

Guidelines for Facilitators

Activity 3

Ask participants to break into 5 groups. Each group should discuss one of the following 5 leadership styles as follows:

Group 1. THE DEMOCRATIC LEADER

Group 2. THE AUTOCRATIC LEADER

Group 3. THE LAISSER-FAIRE LEADER

Group 4. THE SITUATIONAL LEADER

Group 5. TRANSFORMATIONAL LEADERSHIP

Ask them to put their answers on a flipchart, report in plenary and discuss. Make sure their responses include the following:

1. THE DEMOCRATIC LEADER

- Under this leadership, the leader allows freedom of opinion and expression
- S/he encourages participation in major policy decision-making
- S/he has a sense of direction for members.
- S/he is flexible and has low need for power.
- S/he is objective and fact-minded
- S/he makes policies and laws by group decision
- S/he respects people's views, opinion and ideas.
- S/he is tolerant and patient
- S/he is sympathetic and empathetic
- S/he is warm, friendly but firm
- S/he relies on gentle persuasion and influence, not use of force
- S/he allows objective criticisms.
- S/he is a good listener and communicator
- S/he believes in people's capacity for self-improvement
- S/he delegates power and responsibilities to others etc.

Under this type of leadership, group atmosphere is conducive and pleasant for growth and development.

2. THE AUTOCRATIC LEADER

In this type of leadership, the leader is very dictatorial and gives top-bottom directives.

S/he is self-centred and partial

S/he determines policy-making decisions

S/he does not accept constructive criticisms.

S/he remains aloof from group participation except when demonstrating.

S/he is personal in his praise and criticism without giving objective reasons

S/he is normally intolerant and impatient

S/he uses people as mere appendages. Under such leadership, group atmosphere is chaotic and tense.



3. THE LAISSER-FAIRE LEADER

Under this kind of leadership, the leader is non-directive and indecisive.

S/he leaves freedom of choice and action to group members

S/he is indifferent to what happens to others, i.e. apathetic

Her or His relationship with members is personal

Her or His group goals and objectives are not clear

S/he is care-free

Under such leadership, group atmosphere is disorderly or confused.

4. THE SITUATIONAL LEADER

This is a relatively new type of leadership that has emerged in adult education and community development circles. It revolves around the concept that leadership is specific to differing situations and that the factors, which give rise to a leader in one situation may not necessarily be the same as those required of the leader in another situation.

Essentially, this style emphasizes that the leader embodies the ideas and goals of the group or followers and her or his functions relatively vary according to the social values and functions of the group led. It means that the leader's roles and functions are determined to a large extent by the demands of the situation. Thus, situational leadership is to be conceived of in terms of the interaction of variables or situations, which may arise as and when necessary.

Under this leadership style, group atmosphere is unpredictable.

5. TRANSFORMATIONAL LEADERSHIP

Under this leadership, the leader creates valuable and positive change in the followers

S/he transforms others to help each other and look out for each other

S/he is encouraging and harmonious

S/he supports the strength of the organisation as a whole.

S/he motivates followers by charisma and individual consideration.

S/he provides morale to enhance performance.

S/he creates significant changes in the life of people and organisation

S/he redesigns perceptions and values, changes expectations and inspiration of employees

S/he seeks for new working ways and identifies new opportunities versus threats.

Activity 5: Teambuilding

Guidelines for Facilitators

Write the word 'TEAM' on flipchart. As an acronym ask participants what it means. Then draw an analogy of the football team to illustrate the point followed by a discussion on the role of the leader in team building. Add the following to the points discussed:

Facilitators' Input

Together

Each

Achieves

More

A good leader builds a team by making them aware of what the organization stands for. S/He...

- Creates awareness about roles and responsibilities
- Takes the needs of the people into consideration and tries to satisfy them.
- Maintains the team when s/he: -
 - Gives them opportunities to express their views
 - Encourages them to listen to each other and provide mutual support.
 - Discusses issues and problems with the people.

Guidelines for Facilitators:

Activity 6: Role Play

Ask participants to break into groups to dramatize the different leadership styles. Groups perform and comments after each play.

UNIT SIX

STRATEGIES FOR LOBBYING AND CAMPAIGNING

*The dominant culture of control and aggression
which characterises much political life and
decision-making could be countered effectively
with affection, seduction, personal charm, and intelligence.*

Hellen O'Connell

Overview of the session

This session provides guidelines on how to present: Strategies for Lobbying and Campaigning. It gives guidelines on how to plan your campaign and explains how to communicate your campaign messages. Tips for campaigning effectively and how to target relevant audiences are also given.

Learning Objectives	By the end of this session, participants will be able to know about: <ul style="list-style-type: none">• Why are campaigns necessary and How to Campaign• Lobbying & Lobbying Tactics• Getting Support• How to write effective messages• Drawing up slogans
Methods	Group work ,discussions and experience sharing
Materials Needed	Flipchart, makers and papers
Duration	40 minutes

Guidelines for Facilitators

Start by brainstorming: Why are campaigns necessary? After taking a few responses, ask participants to pick out the statements that are true.

Campaigns are necessary to:

- educate the public
- change people's views
- neutralise opposing views
- gain position and power
- stir up public outcry
- check corrupt practices
- win over an undecided public
- help change laws and practices
- gain affection
- instill confidence

- influence the opposition

Facilitator's Input

Campaigning events make people know about your organisation or party, attract new members and give your supporters confidence.

How to Campaign

Brainstorm how to prepare your campaign step by step. Write suggestions on flipchart, then prioritise and discuss, giving examples for each step.

Facilitator's Input

Target a group or audience: e.g. fellow students, men, women, housewives, and decision-makers.

State new behaviour or attitude you are trying to encourage: e.g. getting more women to vote, getting more women to contest elections, to get government to change its policy on women's rights

What resources do you have? - People, Time and Money

Guidelines for Facilitators

Now to break what is beginning to sound like chalk and talk, ask each participant to turn to the person sitting by her or him and agree on one way in which they would make full use of the resources at their disposal - the time, money and people they have. Now take a few responses and go on to add the following, which could be put on the flipchart:

- People: could belong to your campaign team, your legal or Public Relations team
- Time : Spend it talking to people, visiting homes, handing out leaflets, holding press conferences, fundraising, lobbying, conducting research, doing interviews with the press, speaking in public, making new contacts,
- Money: Spend it on conducting research, travelling
Printing leaflets, handouts and other publications, organising meetings, press conferences, etc. but certainly not on giving bribes - though tips are acceptable for tasks carried out.

Decide who the people are who can change laws or help you to achieve your goals. The following people can change laws or influence change in other ways. Write these on flipchart or vanguard. Facilitator and participants should pick out the appropriate ones and add to the following list:

- Policy makers
- Members of Parliament
- Market Women
- Local Councilors
- Retired civil servants
- Employers
- Employees

Lobbying

Brainstorm what is lobbying. Take a few responses and go on to:

Facilitator's Input

A lobby is a waiting room where people wait to meet others. When you lobby, you try to get a policy or decision-maker to change a policy or decision.

Getting Support

Small Group Task

Ask each group to decide on one issue they would want to lobby on. They should then make a list of those individuals or groups who could be affected by the issue. At the end of the exercise, each group leader should present the completed task. Discuss briefly and go on to:

Facilitator's Input

- Talk or write to individuals or groups that you want support from.
- Organise a meeting with them to see if you can form one group that agrees on at least two or three main points.
- Approach influential people in the community who would agree to represent you. Brief them well.

Lobbying Tactics

Where are decisions about your issue made?

- Nationally?
- Locally?
- At community level?

Who needs to be lobbied?

- Politicians or those in close contact with them?
- Organisations that have influence?
- Local community leaders?
- university authorities?

Writing Letters

Ask each participant to write a letter that would be sent to the people to be lobbied. In the letter, say what is wrong and what you want done. Be brief and to the point. After two minutes, ask two or three participants to read out their letters and go on to:

Points to Remember

- Write directly to the policy makers
- Ask everyone in the support group to write a similar letter.
- Each support group member should also get a friend to write.
- The letter you write should be a sample of the letter you want written.

- For greater impact, fix a date when the letters should be sent so they will all arrive at the same time.

Personal Lobbying

- Get an appointment with the decision-makers.
- Decide whether your visit should include your support group or just you and one or two others, i.e. formal or informal meeting.
- Prepare your case well.
- Plan for a short meeting at which you will make your points at a given time.

Who influences the people you are going to lobby?

- Chiefs
- Youth groups
- Opinion leaders
- The media
- Voters

Ask participants to add to this list.

How are you going to reach these people?

Brainstorm ways of reaching the public; take a few responses and go on to:

Facilitator's Input

Meet them at their places of work, business, homes, at their groups, clubs, associations or organisation meetings. Also, you can reach them through the media, especially electronic media - i. e. radio and TV.

Brainstorm: Why should these people support you? Take a few responses and go on to:

Facilitator's Input

You need to convince and persuade them that you have their best interests at heart and that together, you can work to change things and improve their situation. Give the example of the following campaign:

Better Life for all students

Students will be given loans

School administrators will listen to students' needs

new recreational facilities for female and male students

Brainstorm what do you want them to do? Take a few responses and go on to:

Facilitator's Input

- Support you
- Tell others about you
- Bring more supporters to your camp

- Vote for you

Brainstorm 'When do you want them to do it?' Take a few responses and go on to:

Facilitator's Input

They can do it during the campaign period, until elections and after??

CAMPAIGNING TIPS - INDIVIDUAL EXERCISE

Ask each participant to write 5 tips for campaigning on vanguard cards and paste on the wall. Ask everybody to move around the room and read each other's points. Allow 5 minutes for this exercise. Then simply ask the whole group for a report-back: 'what came out of that?' or 'what were the main points of that exercise?'

How to write effective messages

Now ask participants to break into groups and:

- create a simple message for their campaign
- create a slogan

Ask leaders to report back and go on to:

Facilitator's Input

Since it is not easy to change attitudes or feelings, you need to make your messages simple and easily understood.

An example of two simple messages:

Vote for a woman today!

Forward For women!

An example of two slogans:

Breaking Barriers

Building Bridges

Some reasons why messages may not be understood or acted upon are:

The message may not reach the target audience - because you have used the wrong method of communication. *What would be a wrong and right method of communication for an illiterate audience?*

- People may receive the message but not understand it - perhaps you used the wrong kind of language. *Give an example of the wrong language in a given situation*
- People may receive the message but it may conflict with what they have been taught or what they know. *Give one example of this.*

- The message may be too negative. *Give an example of a negative message. Make it positive.*
- People may receive the information but do not know what to do about it - you gave them no practical advice. *Write down one piece of information that needs practical advice to carry out.*
- People may receive the information but not change their behaviour for very long - you have to repeat the message. *Write a message that is meant to change a particular kind of behaviour.*

Some rules for making simple messages.

Small Group Task

2. Here are some rules for making simple messages.

- Clearly define what behaviour you are trying to promote. *Give one example.*
- Decide who you are trying to influence. *Give an example.*
- Determine whether new ways of behaving need new skills. *Does the behaviour above need new skills?*
- Learn about your audience's current beliefs. *Give two examples of audience beliefs from your own experiences.*
- Think about where they get their present ideas and information. *Give examples.*
- Find the right methods of communicating e.g. leaflets, posters, and meetings.
- Design a message, which is understandable, practical, brief and above all positive.
- Test your ideas with other people first, and evaluate the results. *Do this in your groups.*

Small Group Task

Go on to read and discuss the following together:

- Do not make fabulous promises you know you cannot keep
E.g. *I promise to provide scholarships for every in-coming student at the college*
- Show the advantages of your message. For example:
 - *support women and experience a new way of life*
 - *fight corruption to develop the economy*
 - *promote the living standards of ALL and not a privileged few*
 - *give the government a better reputation nationally and in the international community*
- **Tackle issues of public concern**
 - *E.g. health, education*
- **Maintain a good rapport with the press**
 - *E.g. invite them on campaign trips, hold regular press conferences*
- **Get your facts right!**
 - *Before you say anything, make sure it has been corroborated*

- **Be well informed of what the opposition is doing**
- *Do not be complacent or under estimate your opponent. Be certain that s/he has spies in your camp*
- Establish a campaign team that will be readily available and *led by a good campaign manager*
- **Handle negative situations without anger**
- *Even if you are insulted in public, try to rise above the situation*

Remember: repeat the message and slogan so it sticks!!

Now discuss as a whole group.

Your Opponent

Brainstorm: who is my opponent?

Facilitator's input:

Your opponent is not your enemy. He/she is just someone who sees things from a different perspective and is presenting it from another platform.

What should be your attitude to your opponent? Tick the statements that don't apply:

Contempt	Animosity	Aggressiveness
Tolerance	Friendliness	Hate
Distrust	Dislike	Acceptance
Respect		

Role-Play

Ask participants to divide into two groups. Each group chooses its own leader and asks them to act out the following:

Two candidates have planned to hold rallies at the playing field of a local community. Unfortunately, the authorities have given them permission to use the field at the same time. One rally is underway when the other candidate arrives with her supporters. The scene should show how the supporters react and then how each candidate handles the situation.

At the end, the whole group should discuss the following:

How did you feel when you saw the people from the other party?

What was your first impulse?

How do you feel about the way it was handled?

What role did you play?

Would you have reacted differently if this had happened in real life?

Ask each participant to write a short message beginning with: *treat your opponent -----*

Their responses should be pinned on the walls.

The Voters

Who are voters? How do you see them?

Each participant is asked to give her/his own personal definition of which the voters are.

Remember: the way you see the voters determines how you are going to approach them and treat them.

At the end of this exercise ask two participants to do a role-play in which a candidate and one of her staff are discussing how to get young people in a community to vote for her. The candidate is one who, unlike her staff member, believes that there are better ways of getting young peoples' votes than offering them money, and drugs.

At the end of the scene, participants should discuss good, clean ways of getting not just young people but anyone of voting age, to vote.

Small Group Task: Drawing up slogans

Participants divide into three or four groups to draw up slogans to encourage other candidates to avoid getting voters the wrong way. For e.g.

A Voter is not a thug.

Voters, say "NO" to drugs and violence.

Give out the following for each participant to complete:

TEST YOUR POTENTIAL AS A CAMPAIGNER

	Usually	Sometimes	Rarely
I am good at influencing people			
I do not hesitate to approach people			
I know how to make use of my resources			
I like the challenge of influencing change			
I am willing to take risks and learn from my mistakes			
I promote team spirit and effort			
I stand for what I believe in			
I use every resource at my disposal to achieve my aim			
I am not afraid of criticism			
I evaluate everything others have to say			
I reflect the values I believe			
I work at short term plans whilst making long-term plans			
I am committed to whatever I set out to do			

If you've answered '*usually*' to most of the questions, you are on your way to being a very good campaigner. You must strive to improve in areas in which you answered '*sometimes*' or '*rarely*'.

UNIT SEVEN

PRESENTATION AND COMMUNICATION SKILLS

Overview of the session

This session provides guidelines on how to present: Presentation and Communication Skills. It gives guidelines for public speaking including stages of preparation for speech making. Useful insights on how to present yourself in public and communicate with your audience are also provided.

Guidelines for Facilitators

Say: The way you present yourself to an audience and the manner in which you deliver whatever you want them to hear is what is going to determine how successful your campaign is.

Small Group Work

Ask participants to break into groups and write a short speech of one minute's duration introducing themselves to people who want to join their party. Each group should choose a leader to do the presentation. Discuss performances briefly. And go on to brainstorm how participants would prepare for speechmaking. Then ask them to break into groups and do the following exercise using the example below as a guide. Write on flip chart papers and go on to:

PREPARATION

Write down your message

State your aims and objectives

Identify and prepare one simple and brief message related to your objectives

State one issue that is of interest to the audience.

Example:

Know your message - Vote more women into Parliament

Clarify your aim - To convince the audience to vote for women

Identify and prepare a message - Women will solve women and men's problems

Make mention of issues that are of interest - women will ensure free education for your children

After five minutes ask the leader of each group to present their findings and discuss each briefly.

PERSONAL PRESENTATION AND IMAGE

Read the following statements and tick the ones that are important for the public speaker:

Lena has just finished making a speech and you have been asked to rate her competence and effectiveness by picking out what is applicable to her from the following:

She had her emotions under control and refused to respond rudely or angrily when provoked.

She got very angry when asked about her personal life.
Her body language suggested that she had little confidence.
She spoke a lot about all the positions she had held in the past.
She shyly refused to talk about her past leadership roles.
She could only answer questions that had to do with her role as a wife and as a mother.
She thoroughly enjoyed herself: she smoked and drank a lot of wine throughout the rally.
She is not worried about putting anyone down in public.
At the end of the rally all the other women could talk about were her flamboyant, expensive clothes.
The women also spoke about how skillfully her eye shadow and lipstick had been applied.
No one could tell what she was thinking even when people said things to make her angry.
She never looked anyone in the eye when speaking.

During her speech, Lena:
Spoke clearly for everyone to hear.
Spoke so fast it was difficult to understand what she was saying.
Offered few solutions to the problems that concern us.
Did not define her problem well.
Made her position quite clear.
Spoke at length about her vision.
Made the audience feel as if they had known her a long time.
Spoke for so long that some people began to leave.
Showed that she had had the audience in mind when preparing her speech.
Did not entertain any questions.
Showed that she knew very little about the audience.
Told the audience exactly who she was and what she wanted them to do.
Spoke positively and confidently about her plans for the future.
Often strayed from the point she was making.

Facilitator's Input

Using the information you've just put together, spend five minutes writing a short speech of not more than 150 words, introducing yourself and your party. Include three main points about what you plan to do for your community if you are elected.

HANDLING NEGATIVE SITUATIONS

Participants act the following skits to illustrate how not to and how to handle negative situations:

Role Play 1

Imagine you are presenting a speech and the audience turns hostile. One person confronts you. How do you handle it?

Zakeeya: So, as I was saying, if you vote for more women...

Jurai: Just get out. You are all thieves. You just want to wear fine clothes and drive big cars with the money you've...

Zakeeya: Who are you calling a thief?

Jurai: You! (The rest of the crowd cheers)

Zakeeya: (Advances threateningly): If you call me a thief once more I'll show you who I am.

They advance on each other. People from the audience struggle to keep them apart.

Role Play 2

Fatu: So, as I was saying, if you vote for more women...

Isha: Just get out. You are all thieves. You just want to wear fine clothes and drive big cars with the money you have stolen. After we've voted for you, you will forget all about us and we will always be poor and out of work.

Fatu: My friend, I know how you feel. This is how things have been in the past but we want to change all that. That's why I'm here.

Isha: It's all lies.

Fatu: (*Pasuasively*) Why don't you try me first? Everybody is not the same, you know.

Jurai: I agree. Let's give a woman the chance this time. Women are our mothers and sisters.
Many people from the audience nod in agreement.

Guidelines for Facilitators

After a brief discussion, go on to discuss the following. Some of the statements may be inappropriate.

GUIDELINES FOR PUBLIC SPEAKING

Do your homework before making a speech

Tick the appropriate answers to these questions:

- | | |
|--|--------|
| 1. Should I find out what the needs, interests and opinions of the people are? | Yes/No |
| 2. Should I go into the community to find these out? | Yes/No |
| 3. Should I talk to both men and women? | Yes/No |
| 4. Should I go to groups, clubs, and village elders? | Yes/No |
| 5. Should I make promises I can't keep? | Yes/No |
| 6. Should I do my homework well ahead? | Yes/No |

Miscellaneous

- Consider what an appropriate body language is

- Practice how to use the microphone and the podium before hand
- Time the program well - think of the season
- Be prepared for questions from the audience
- Don't be afraid to stop and collect your thoughts before continuing to speak

You and your Audience

Tick the statements that you agree with:

When I face my audience, I must try to:

- convince them of the sincerity of my mission
- persuade them to work with me
- get their votes.
- get the audience to support me
- get the audience to jeer at me
- get the audience to oppose my opponents
- make a long speech so they will vote for me.
- make a short, concise speech that deals with issues of interest to them
- talk to the audience at their level
- tell them how arrogant I am
- make many promises
- elicit the views of audience, especially the elders
- disrespect the views of the audience
- impress the audience

Facilitator's input:

- The role of the audience is to listen, ask questions and make up their minds about me.

Structuring the Message

- Introduction - ask them to play a getting to know each other game
- Introduce what you want to say and why you want to say it
- Present information about your opponents
- Group relevant facts and keep to logical sequence
- Check the understanding of the audience
- Encourage questions and give answers
- Use visual aids
- Hold discussions
- Use positive terms and expressions

Visual Aids: Reasons for using them

- ensures break of talk, enhances understanding
- focus attention on the main point
- make abstract ideas more concrete

A Note of caution for preparing Visual Aids

- Make sure they convey the message
- Do not use too many visual aids at a time
- Presenter needs to familiarize her/himself with the visual aids
- Do not put too much information on one visual aid
- Do not use pictures that are negative

Your notes should:

- cover the contents
- use key words only
- make corrections where necessary

UNIT EIGHT

HOW TO START AN ADVOCACY GROUP

Learning Objectives:	By the end of this session, participants will be able to understand: <ul style="list-style-type: none">• What is an Advocacy Group?• What are the steps for starting such a group?• What are the fundamental principles for running community-based organizations?
Methods	Games, role play discussion, experience sharing and group work
Materials needed	Flip charts, marker, tape
Duration	1 hour

Overview of the session

This session provides guidelines on how to present: how to start an advocacy group. It gives guidelines for starting an advocacy group including what an Advocacy Group is, the steps for starting such a group and the fundamental principles for running community-based organizations.

Guidelines for Facilitators

Start by asking participants to break into 5 Groups and discuss the following:

Small Group Work

1. What is an Advocacy Group?
2. What are the steps for starting such a group?
3. What are the fundamental principles for running community-based organizations?
4. How do we begin the process?
5. How do we run the first meeting?

1. What is an Advocacy Group?

An advocacy group consists of individuals who gather to discuss, explore, promote and/or lobby for a particular cause. For example, the 50/50 Group is an advocacy group for gender parity and an increased representation of women in all sphere of life. - **Homelessness, disabilities, environmental** concerns and child abuse are just a few other examples of issues that motivate people to form an advocacy group. Such groups may be initiated by 1 or 2 people or entire organizations.

Advocacy groups are similar to an entrepreneurial organization where goals and objectives are continually examined and improved as the environment changes, according to James E. Swiss, a total quality management expert from North Carolina State University. "Quality is not a static attribute; it is a constantly changing target because it represents a delighted (not just satisfied) customer." What is defined as "high quality" today may not be tomorrow, so stay on top of the issues.

2. What are the steps for starting such a group?

Here are the steps for starting an advocacy group.

The formula to create a local advocacy group is a simple one. The well-organized group begins with a committed core group of advocates who can recruit, train and motivate volunteers to champion the cause. The key to a group's success is the ability to gain mainstream community support of activities. With a high level of support, a successful group can influence behavior, affect long-term systems change and attract more and more interested people.

3. What are the fundamental principles for running community-based organizations?

The beauty of a local advocacy group is that it is an independent body -- flexible, creative, and able to adapt to and initiate change quickly. Advocacy experts recommend several fundamental principles for running community-based organizations:

- The group must be action oriented -- focus on achieving the mission and goals of the organization.
- Empower members of the group by giving them meaningful roles.
- Act as a catalyst. Be resourceful. Partner with other organizations to meet your objectives.
- Be competitive. Competition is a basic part of any organization that is concerned with excellence.
- Remember to always be customer-driven. You are in business to make changes for your customers, i.e. your constituents and yourself.
- Be proactive rather than reactive.
- Be "market-oriented" -- evaluate your community and initiate change with regard to the environment. **

** From Reinventing Government by Ted Gaebler and David Osborne, and Organizing for Social Change by Kim Bodo, Jackie Kendall and Steve Max.

4. How do we begin the process?

To begin the process:

- i. **Gather a small core of individuals who will assist by recruiting other members.**
- ii. Personally visit those who you think will be sincerely committed to carrying out a meaningful program -- young women's groups, NGOs and CBOs, family members, business leaders, government representatives, service providers, small business owners -- just to name a few.
- iii. Include community leaders who have connections and influence among government officials, NGO representatives and other key groups.
- iv. **Make sure the group is culturally diverse and represents a range of ages.** Diversity will give the group a better understanding of important ethnic and social issues that impact young women in the community.

- v. Advocacy groups may have as many as 25 members or as few as two or three. Size is not as important as the commitment of the individuals in the group. However, a large group of committed individuals will have a greater ability to change policy in your academic institution, the government and with other NGOs/CBOs.
- vi. **In your recruiting visits, talk about what the group can accomplish for young women in your community,** and ask for ideas and feedback on the prospect of forming a local advocacy organization. Seek individual opinions and try to establish similar philosophies. People are more likely to become involved in a group if they help shape its mission and strategies from the beginning.
- vii. **Empower Young Women:** An effective group will involve young women and supportive men in your community. At least half of your membership should be made up of young women. Their insights into the needs of young women in the community will give the group focus and direction. By involving young women, you are empowering them to create change. Their participation in leadership roles and in the general membership says to all members of your group as well as those in your community that young women can help to positively change society. They are vital members of society who can work to make improvements.
- viii. Empowerment means "buy-in" to the goals of the group. There comes a sense of ownership that will result in a more dedicated, harder working membership.

The First Meeting

After you have enlisted volunteer members, decide on a **date and time** for the first meeting. Ideally, you should have someone from the administration and student union. It is important to have these people's support for the group and its mission. Encourage active participation, and ask for their support and their names to announcements, campaigns and other events. Having them involved does not mean your advocacy group loses its "independence." Maintaining connections with school university officials can only build the strength of your community-based group.

Be sure to choose an **accessible place to meet**. At the first meeting, discuss the purpose of forming the group and the role of the members. Choose someone to be secretary to record the meeting notes. Ask everyone to introduce themselves and explain their reasons for wanting to become involved. Make sure everyone signs their name, address and telephone number in a register.

Parliamentary Procedure

To be as organized and productive as possible, it is important to know **the rules of running a meeting properly**. Much of the following information is taken from the United States League of Women Voters' "Simplified Parliamentary Procedure," based on Robert's Rules of Order. For a copy of the brochure, please refer to the bibliography page.

There are specific parliamentary procedures for the chairperson or presiding officer to follow in order to maintain an orderly flow of business, to discuss and vote on issues, and to nominate and elect officers.

It is the chairperson's responsibility to use the rules of parliamentary procedure appropriately so that the business of the meeting moves forward. At times, the formal procedure may be relaxed as long as the meeting accomplishes its purpose and the rights of absentee members are protected. In general, the group's chairperson should:

- Be ready to call the meeting to order on time.
- Follow the agenda and clarify what is happening and what is being voted on at all times.
- Deal firmly with whispering, commotion, and frivolous or delaying debate and motions.
- See that debate is confined to the merits of the question and that personal comments are avoided. No one should speak more than twice on a subject, and no one should speak a second time until all who wish to speak have had a chance to do so.
- Talk no more than necessary. Except in small boards and committees, the presiding officer should not enter the debate without giving up the chair to a substitute until the motion under debate has been voted on.
- Remain calm and deal fairly with all sides regardless of personal opinion. To preserve this impartiality, the presiding officer abstains from voting except by ballot or to cast the deciding vote on an issue.

Set up a second meeting time and go from there. Ask the recording secretary to type the meeting minutes and distribute the minutes to all members in attendance as soon after the meeting as possible.

Guidelines for Facilitators

Start by asking participants to spend two minutes writing down what they understand by the following:

1. **A well-organized advocacy group must have clear goals, objectives and a well-defined Vision and Mission Statements, separate committees based on your objectives and strategies, Guiding principles or a constitution**

Take responses and go on to:

Facilitators' Input

A well-organized advocacy group must have clear goals and a well-defined vision and mission statements, objectives, separate committees based on your objectives and strategies, in short - guiding principles or a constitution.

The goals of your group should relate directly to the unmet needs of young women in your community. In other words, "the customer is the ultimate determiner of quality," says total quality management expert James Swiss. To determine these needs, your group may want to

conduct research. Check on how women are represented in the student union, departmental societies, groups, social clubs, academic programs, etc Check on what are the attitudinal barriers to young women's political participation, perceptions of community members on young women's political participation, as well as young women's educational and recreational needs, Based on these results, you can form your group's goals accordingly. It is crucial to build quality into your organization's efforts early on, rather than react to negativism later in the process.

Share the results of your study so that everyone in the group helps establish goals and objectives. An example of a goal might be: "Remove barriers that prevent the participation and acceptance of young women in politics.

Objectives might include:

- working with the student union and university authorities to recognize this lapse
- working with established women's advocacy groups
- becoming knowledgeable about activities in the legislature and the laws affecting young women's political participation

You may want to form separate committees based on your objectives and strategies.

Your group must focus on results and, therefore, you need to take on specific issues--not general problems that are too big to tackle. Conquering one issue at a time allows you to make real progress toward achieving your goals. The book "Organizing for Social Change" indicates that the goals or issues of your advocacy group should meet certain criteria:

- The goal results in a significant improvement in the lives of young women
- Members feel the goal is worth the hard work that is often required.
- The goal is achievable with the human and financial resources available.
- The need to achieve the goal is deeply felt throughout your community.
- There is a clear timeline to achieve your objectives and your goal.
- The issue does not force your constituency to take sides, therefore weakening your power base.
- Achieving the goal gives members of your group a sense of their individual power.
 - Your campaign includes roles that build leadership skills.
 - Issues that provide or save money typically have a wide appeal.
 - The goal is consistent with your mission.

Vision Statements

Define the optimal desired future state - the mental picture - of what an organization wants to achieve over time; Provides guidance and inspiration as to what an organization is focused on achieving in five, ten, or more years;

Example: Our vision is a world without gender discrimination

Mission Statements

- Define the present state or purpose of an organization;

- Answer three questions about why an organization exists -

WHAT it does;

WHO it does it for; and

HOW it does what it does.

- are written succinctly in the form of a sentence or two, but for a shorter timeframe (one to three years) than a Vision statement; and,
- are something that all employees should be able to articulate upon request.

For example: our mission is to work strongly with other stakeholders to reduce gender discrimination

To support your vision and mission your organization may want to create a set of **guiding principles or a constitution, which** could include the following components/articles:

ARTICLE 1 – VISION

Example: A Country where men and women have equal opportunities and capacities, where women are empowered and the where the principles of gender equality are firmly embedded in all efforts to advance development, peace and security
or

Equal representation and participation of women and men in public life in Sierra Leone political life and in governance processes at all levels.

ARTICLE 2-MISSION

Example: WOMEN is a non-partisan organization, advocating and campaigning for increased political participation and equal representation of women in decision-making processes and initiatives at all levels in Sierra Leone.

ARTICLE 3-MOTTO

For e.g. More women Better Politics!

ARTICLE 4-OBJECTIVES

For e.g. To increase women's participation in democratic politics
To lobby for the Zipper system of representation in politics-one man one woman.

ARTICLE 5- MEMBERSHIP

ELIGIBILITY

Every participant of the **IDRC BREAKING BARRIERS** workshop of May 2013 is a member.
Membership shall be open to all Sierra Leoneans interested in promoting the ideas of the organization

REGISTRATION:

For e.g. The association at a general meeting of its members shall determine the registration for new members from time to time.

ARTICLE 6-ORGANS

THE GENERAL BODY:

For e.g. The general body shall comprise all subscribing members of the organization and shall ratify and or approve of all policies/projected activities and standing committees of the Association at the annual meeting.

THE EXECUTIVE COMMITTEE:

The Executive Committee shall comprise the following officers: For e.g.

1. The President
2. Vice President
3. Secretary
4. Assistant Secretary
5. Treasurer
6. Organising Secretary
7. Assistant Organising Secretary
8. Ex-officio
9. Legal Adviser
10. Internal Auditor

The Executive committee shall be responsible for policy formulation and the day-day management of the Association. Members of the executive committee shall hold office for a term of two (2) years and shall be eligible for re-election provided that person shall not hold the same office for three consecutive terms.

THE PRESIDENT

Shall be the chief executive of the association and shall preside at all executive and general meetings.

THE VICE-PRESIDENT

In the absence of the President, assumes the responsibilities of the President. S/he shall be the principal adviser to the President.

THE SECRETARY

Shall be in attendance at all meetings and shall prepare and present minutes or reports for the attention of members of the association. S/he shall be responsible for the proper co-ordination through the executive committee of the association's activities and shall be under the supervision of the President. All correspondence in the name of the organisation shall bear the association's seal and be counter-signed by the president. S/he shall serve as the custodian of the association's documents.

THE ASSISTANT SECRETARY

Shall assist the secretary as and when circumstances demand.

THE TREASURER

Shall record and keep all bank books, cheques, petty cash, financial records and valuables on behalf of the association. He/She shall collect and deposit all dues and levies into the association's accounts and shall provide financial record on members, applicants and other transactions.

THE ORGANISING SECRETARY

Is responsible for the mobilisation of communities for enhancing the mission of the organisation.

THE ASSISTANT ORGANISING SECRETARY

Shall assist the organising secretary in discharging his/her duties.

Ex-OFFICIO

Shall be called upon to assume executive roles as and when the need arises.

LEGAL ADVISER

Shall provide legal advice for the association as and when the need arises.

INTERNAL AUDITOR

Shall audit the finances of the association and report to the general membership. He/She should have access to all financial records on demand. At the request of the membership, the association's account shall be audited by an approved accredited auditing firm.

SPECIAL STANDING COMMITTEES:

Special Standing Committees, of not less than 3 members, shall be constituted from time to time to facilitate the aims and objectives of the Association and to perform certain specified duties. For example:

- Research and Project documentation Committee
- Training Committee
- Resource Mobilisation Committee

ARTICLE 7-MEETINGS:

The general body shall meet once a month at such a time and place as may be determined by the executive committee or at the request of not less than one third of the members of the association. In the event of an emergency the general body shall meet as and when the circumstances demand. The executive committee shall meet prior to every general meeting. Notice of general meetings shall be served on all members before the date set for the meeting.

ARTICLE 8-QUORUM

At any executive committee and or general meeting the quorum shall comprise 1/3 of members.

ARTICLE 9-ELECTIONS

Voting shall be by secret ballot and shall be carried by simple majority by registered and paid up members. In case of tie during voting, the chair of the meeting shall be entitled to a casting vote.

ARTICLE 10-FINANCE

The association shall operate bank accounts in the Sierra Leone into which shall be deposited all monies received on its behalf. There shall be four signatories any two of who must sign to validate the transaction for the withdrawal of funds. Signatories are the President, Secretary and the Financial Secretary.

The Executive Committee must approve all withdrawals and expenditures. The financial secretary shall receive and record all registration fees, subscription and income of the association and shall make returns to the secretary who shall acknowledge such returns, and shall present a monthly financial report at every general meeting.

An activity plan and a half yearly or quarterly budget shall be presented to the general membership at least one month before the annual general meeting by the executive for approval at the meeting at least one month before the other half quarter, this first half quarter exempted.

ARTICLE 11-AMENDMENTS

Amendments to this constitution may be proposed by members at an extraordinary meeting provided members have been informed by written notice of the recommended charges at least two weeks prior to the meeting. An amendment shall require the approval of the two-thirds majority of the voting members.

UNIT NINE

Engaging the Media

“Radio and the media in general can be very good ways for people who want to work at grassroots level and communicate to a wider audience”

Overview of the session

This session provides guidelines on how to present: Engaging the media. It defines the different types of media and goes on to highlight its roles and shortcomings. It ends with various tips for effective use of the media.

Objectives

At the end of the session participants will be able to: -

- Explain the meaning of media
- Identify types of media
- Describe the role of the media
- Discuss how to engage the media
- Express their fears and concerns about media portrayal of women.

What is the meaning of Media?

Guidelines for Facilitators: Ask participants to explain the meaning of media. Write responses on flip chart. Then go on to:

Facilitator’s Input:

- The media is a channel or a means of communication for passing on messages.
- Media that are used to pass on information to the public are referred to as the mass media.

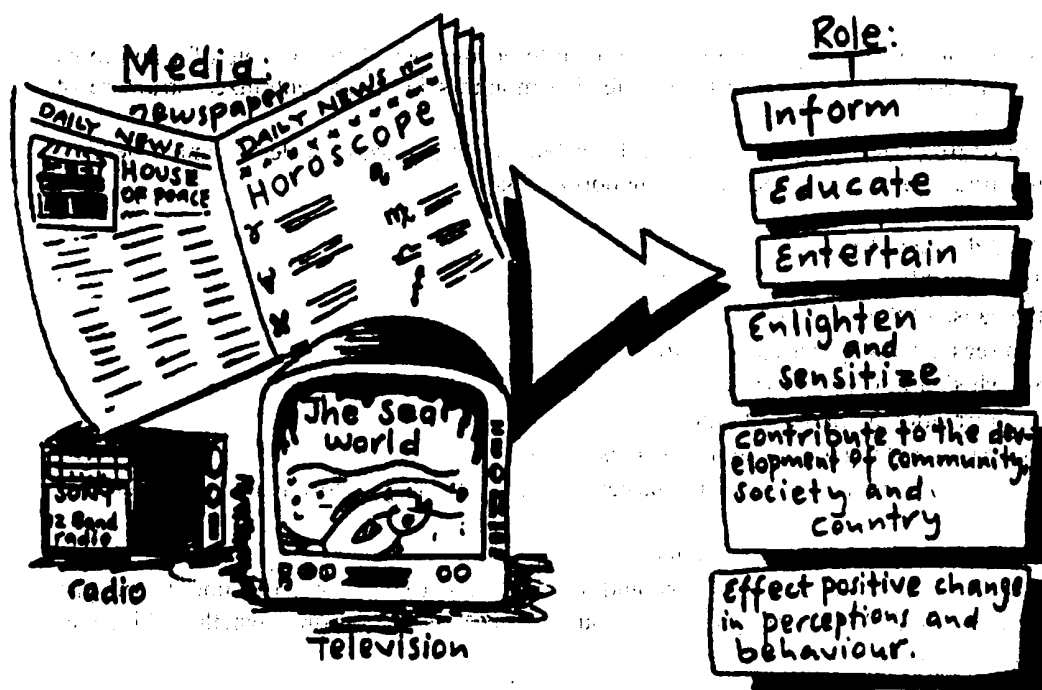
Types of Media

There are many types of media but the main ones are: -

- The print media
- The electronic media

Guidelines for Facilitators: Ask participants to define print and electronic media and to give examples of them. Record responses on flipchart and add:

- The print media includes newspapers, magazines and pamphlets.
- The Electronic media includes radio and television
- Other media forms or communication channels materials include posters, stickers, pin ups, fliers, leaflets and letters to newspapers and magazines.



Activity: Group work

Guidelines for Facilitators: Ask participants to break into groups to discuss

- The role of the media
- The shortcomings of the media

Ask groups to report ensuring that the following are highlighted:

The role of the media is to:

- Inform, educate, entertain and develop country, society and community.
- Effect changes in people's perceptions and behaviour (manipulative)
- Report incidents and events (Reportage)
- Enlighten/sensitize people about current developments e.g. General elections, HIV/AIDS

Shortcomings of the media in Sierra Leone include:

- Inability to conduct proper interviews
- Lack of media ethics
- Failure to cross check facts or do proper research
- Negative portrayal of women in some cases

Activity: How to use the Media

Guidelines for Facilitators: – Guide participants through a discussion of how to use the media. Please ensure that the following points are brought out in the discussion.

- Know what you want to use the media for.
- Keep journalists informed about your work.

- Establish personal contacts with some journalists so that they can promote your work.
- Find out journalists' preferences for publication
- Identify suitable time slots that would give you maximum media coverage.
- Book appointments with media houses in good time.
- Try to be visible on the media e.g. photographs
- Put out press releases and statements when necessary.

Tips for Effective use of the Media

Guidelines for Facilitators: Brainstorm with participants what they feel about: -

- Appearing on Television
- Articles in the newspapers
- Interviews
- Press Releases/Press conferences

Make sure that the discussion covers the following points:

Appearance on Television

- Be presentable – well groomed but not flamboyant
- Be informed
- Be articulate – pitch your voice appropriately

Interviews on Television

- Use attractive signature tune/music
- Use appropriate language and articulate well.
- Be sincere and honest
- Be well informed about the topic – do research and forecast possible questions
- Do not be argumentative or judgemental.

Other Interviews

- Give the full story from every angle
- Provide different perspectives of the same subject
- Encourage journalists to interview your family, friends, associates or anyone who knows something about you as well.

Newspaper Articles

- Match your style with that of the newspaper.
- Consider the target audience addressed by the newspaper.
- Focus on the human element in your story in order to motivate readers.
- Draw references from your community.
- Write stories that would test the pulse of readers and elicit their response.

Printed Materials

- Have clear objectives before printing your materials. This attracts voters and gets messages across; it also galvanizes people into action.

Press Releases

- A press release should be short and to the point; the heading should be captivating and short
- Include details about time, venue, speakers and issues to be discussed.
- Statements about specific issues can also be made through the media.

Sample Press Release

PRESS RELEASE

FOR IMMEDIATE RELEASE

To all Media Houses

Freetown, Sierra Leone

Date: May 6th 2013

IDRC Researchers hold a Training of Trainers workshop entitled:

Breaking Barriers: Empowering Young Sierra Leonean Women for Effective Political Participation

The IDRC Researchers will be holding a two-day training of trainers' workshop for 20 women each from 4 districts including the rural western area the whole of May 2013. The 20 young women who will receive this training will later cascade the training to other young women with a view to whetting their appetites for participating in governance.

This Research aims to map young women's political participation at the Local Government, Presidential and Parliamentary levels including university student bodies. It also aims to track the political engagement and participation of young female aspirants and their strategies for engaging in local council and parliamentary elections in 2012. In essence, the aim is to understand the factors that have enabled their participation thus far and the barriers that impede their full participation in the 2007 election.

Training is on the cascade principle. The women who will receive the training will hold workshops, when funds permit, in Freetown and the Provinces for the remaining target group. Preparatory work includes producing (Sierra-Leone relevant) training handbooks for facilitators

In addition to helping women identify ways in which they can overcome the barriers that prevent them from participating in politics, this training, is designed to provide women with

political campaign skills and skills for forming of their own organisation. This study is supported by IDRC in Ottawa, Canada.

Experienced Facilitators like Dr. Aisha Fofana-Ibrahim, Ms Lena Thompson, and Dr. Nemata Majeks-Walker will deliver the training.

The media is invited to cover this event on the 8th and 9th May 2013 at the Njala University, Bo Campus.

For more information contact:

Dr. Aisha Fofana-Ibrahim

Lead Facilitator

Tel: 076 991751

Ms Lena Thompson

Facilitator

076 607418

Dr. Nemata Majeks-Walker

Facilitator

076 601269

The Press Conference

Press conferences take time, money and energy to organize, so be sure that you have something important to announce. Journalists do not have the time to go to press conferences that are not going to produce news. Thorough planning and preparation are essential.

Activity: Fears and Concerns about Media Portrayal of Women.

Guidelines for Facilitators: Ask participants to discuss the above topic and report in plenary. Add the following:

- Possible bias of journalists against women
- Lack of resources to pay high fees demanded for press coverage
- Possibility for male opponents to influence media practitioners negatively.
- Negative portrayal of women in the media

UNIT 10

Fundraising

“The issue of access to funding for strategic initiatives in Africa is vital if all the gains that have been made ... are to be sustained.”
(African Women’s Development Fund)

Overview of the session

The objective of this session is to provide guidelines on how to raise funds for your Campaign. It deals with questions you might ask about how important fundraising is, how to fundraise, and different ways of raising funds from Donors and the Local Community.

Guidelines for Facilitators: Ask two participants to read out the following play on fundraising.

Mamei: One of the most important things, if not the most important thing you have to do when planning your political campaign, is to take stock of your financial resources. Bearing in mind that even the wealthiest people in the wealthy nations of the world go on fundraising drives to increase their finances, you too should make adequate preparation for this. Don’t make the mistake of planning occasions for raising funds without first determining exactly what you would need money for and approximately how much.

Jurai: Hmm. Fundraising has to do with money, doesn’t it? That’s one of my greatest problems. I don’t like asking people for money and I don’t know how to go about finding it.

Mamei: It’s not as difficult as you think, really. The first thing you need to do is to draw up a budget. This is where you put down everything for which you will need money.

Here I’ve made a sample budget for you. It is just an outline and you might come up with other things that are not included here.

Jurai: Thank you. But first of all tell me what a budget is.

Mamei: *A budget is defined as: ‘the money that is available to a person, group or organisation and a plan of how it will be spent over a period of time.’*

It is absolutely necessary to know the skill of budgeting. You cannot just request funds without proper planning. Budget is therefore the principal tool that you have to use to demonstrate to the donors that you really know what you want.

Jurai: *When am I going to learn all this? It will take ages.*

Mamei: No, it won't. I'm sure you make little budgets all the time. For instance, before you do your household shopping for the month, I'm sure you make a list of all the things you need to get so that you can spend your money in the best way possible.

Jurai: Yes, yes, I make lists all the time. I even include the wages of my baby's nanny and the man that helps me clean my compound.

Mamei: Exactly. Simply put, that's what a budget is and that's what you need for your campaign. With a budget you can campaign more effectively because you know how much money you have and what you are going to spend it on.

Now let's take a look at a **sample budget**.

Budget for Campaign from December 2006 to April 2007

- Public Relations Officer (Full time) quote salary for 6 months.
- Secretaries (Full time) quote salary for 6 months
- Clerk/Messenger (Full time) Salary for 6 months
- Accounting Officer (part time)
- 1 Computer/Printer/UPS (*as footnote give recommended prices including cost of installation)
- 1 Manual typewriter
- Or 1 generator
- Communications: i.e. telephone, mobile, fax, e-mail
- Rent for office
- Utilities – water, electricity, and fuel for generator
- Auditing of accounts. (Ensure that a proper financial management system is put in place.)
- Fundraising activities
- Travel: Regional/International (* as footnote quote prices from reputable travel agencies or others)
- Entertainment
- Publicity: Print and electronic media leaflets, brochures, etc.
- Tips

Mamei: **Do you think you can draw up your own budget now?**

Jurai: Yes, I think I'd like to try.

Mamei: Good. Just remember that it is important to be very honest when drawing up your budget so that anyone who picks it up will see that it is not meant to get money into your pocket but to put resources into the coffers for your campaign.

Activity: **individual /Group work**

Guidelines for Facilitators: Let us now draw up a budget for our campaign. Ask each participant to draw up a rough budget of her own. They should then go into small groups to discuss each other's budget and see how they can be improved upon. Go round to each group to offer help. Then ask 2 participants to role play the following:

Jurai: How do you fundraise?

Mamei: There are many things you can do to raise funds for your campaign. Ironically, you need funds as well to organize fundraising activities. The kind of fund raising activity you embark on is largely determined by how much you have to start off with. For instance, it would be nice if all of us could organise a dinner/dance at Kimbima Hotel with tickets costing Le150 000 per head, but all of us can't. So start where you are and move up, rather than aim high and incur debts that you cannot pay. First, what sorts of activities do you think you can organise to raise funds?

Jurai: I could do the following:

- Raffles
- Sponsored Walks
- Discos/ dances
- Film shows

Guidelines for Facilitators: At this point ask participants to add to this list if they can.

Mamei: There are numerous other ways to raise funds:

If this is your first political campaign, to approach a possible donor, make an appointment regardless of how well you know him/her. You can do this either by writing a letter, sending a fax or e-mail or by telephone. Your secretary should ensure there are no clashes in times or dates.

- **Who am I going to ask?**
- How much should I ask for?
- What will I use the money for?
- How will I ask them?

Guidelines for Facilitators: Ask each participant to answer the questions above about possible local donors. These should include organizations to which they belong and family and friends. Participants should then write a letter requesting an appointment to discuss the possibility of getting a donation for their campaign.

NB Please point out that they are likely to get some help from their political parties.

Proposal Writing

There is no magic formula for funding applications. The following is a suggested outline, but different funders have different priorities and require different information presented in different ways. When making an application always try to get hold of a copy of the funder's current priorities and any information for applicants. Make sure that your application stresses the ways in which your project fits in with the funder's current priorities.

Throughout this briefing, notes of explanation are in red italics. The remaining text (in black) can be used as the basis of any applications you need to make.

Summary

Start your application with a short paragraph summarising what you want money for. This might be something like:

YOUNG WOMEN WORKING FOR REAL CHANGE, an organisation working for equal representation for women and men in politics and public life in Sierra Leone, is seeking funding to publish a training manual on women and leadership. The manual will include training modules on a range of leadership and advocacy skills for women as well as information about the role and structure of local and national government. In publishing this manual, YOUNG WOMEN WORKING FOR REAL CHANGE's aim is to provide support materials for training courses to provide women with the skills and confidence to play an equal role in political and public life in Sierra Leone.

Or

YOUNG WOMEN WORKING FOR REAL CHANGE, an organisation working for equal representation for women and men in politics and public life in Sierra Leone, is seeking funding for a training of trainers course in leadership and advocacy skills for women. The course will train 24 women trainers to provide training to give women across Sierra Leone the skills and confidence to play an equal role in political and public life.

Background

Women's representation in Sierra Leone

In this section you should explain what the problem is that you are trying to address with your project. Explain why the situation you are describing is a problem rather than assuming the reader shares your concern.

You might say something like:

Women continue to be seriously under-represented in political life in Sierra Leone. Despite making up over half the population, only 12.5% of Sierra Leone MPs are women. And, although local government is often seen as more accessible to women than national politics, at the last election only? *insert figure here?* % of candidates and ? *insert figure here?* % of those elected were women.

This under representation of women in political life is part of a broader pattern of inequality in decision making. Women hold only ??? of administrative and management positions in Sierra Leone (20??)Human Development Report) Throughout the history of conflict in Sierra Leone women have born a disproportionate burden of suffering and misery and yet they have seldom been involved in the decision making processes that lead to conflicts or the cessation of conflict. Despite the guarantee of equality between men and women in the constitution of Sierra Leone, the decisions effecting women's daily lives are nearly always made by men.

Women's equal representation in political institutions is vital for the proper functioning of democracy as was recognised by more than 180 governments around the world when signing up to the Beijing Platform for Action which states:

'Achieving the goal of equal participation of women and men in decision making will provide a balance that is needed... to strengthen democracy and promote its proper functioning.'

No country can afford to ignore the skills, talents and experiences of half of its people. So long as women are unable to play a full role in political decision making, policies are unlikely to take into account the reality of women's lives and will fail to meet their needs. Women's equal participation in decision making is vital if development in Sierra Leone is to be truly sustainable.

depending on space you may also want to add here:

Research by YOUNG WOMEN WORKING FOR REAL CHANGE has suggested five major barriers preventing women from participating in political life:

Culture

Tradition and the view that politics is a 'man's game' is a strong belief held by both men and women. The culture of almost all formal political decision making structures is predominantly male and often hostile to women. Political parties do not encourage women to stand for any position of authority. Traditional cultures and norms prevent women from becoming Paramount Chiefs in the Northern Province. Even in the south and parts of the eastern province where there are female Paramount Chiefs, men tend to take the lead in leadership roles. Women who do step into leadership roles face negative public and media representation, making other women unwilling to step forward.

Poverty

Women do not have the financial and other resources to enable them to run and win a campaign effectively. Poverty leads to poor education and low rates of literacy which in turn form a barrier to women's political activism.

Family responsibilities

Women are the primary caregivers for children and older people within their families and communities. They are generally responsible for family and food security at a family level. The hours spent in food preparation, childcare, maintaining a family as well as earning an income

place heavy demands on women's time leaving little time for other activities.

Confidence

The sharp divide between the public sphere, which is perceived as men's and the private sphere, which is perceived as women's and the related conditioning make it not surprising that many women lack the confidence and self esteem to embark on a political career.

Corruption

Corrupt electoral practices have precluded women from exercising their rights on an equal footing with men. For many women politics is viewed as a 'dirty game' best left to men.

The project

This is the most important part of the funding application, where you set out what you want to do and why. It is important to try to show how your application meets the priorities of the funder to whom you are applying. For example if the funder's priority area is education then show how the training work fits into a programme of continuing adult education. If it is tackling poverty then show how women's representation in politics is vital for sustainable development. If it is working with rural women emphasise that YOUNG WOMEN WORKING FOR REAL CHANGE works across the country and the importance of women's participation in local government for the lives of rural women. Funders will normally give you a copy of their current priorities. If possible try to meet the funder before sending in the application, saying that you are seeking support for a number of projects and are interested in knowing which might be most suitable for them.

An application for funding for the training of trainers might include something like:

YOUNG WOMEN WORKING FOR REAL CHANGE is a new organisation that is planning to work with women and men from all parties and none to overcome these barriers and empower women to enter political and public life. From its foundation YOUNG WOMEN WORKING FOR REAL CHANGE identified the training of women in political and campaigning skills as a key strategy to increase the numbers of women in politics and decision making. To this end YOUNG WOMEN WORKING FOR REAL CHANGE would like to develop a training programme to deliver leadership and advocacy training to women.

Aims of the project

To enhance the ability of YOUNG WOMEN WORKING FOR REAL CHANGE to provide leadership, campaigning and advocacy skills for women in Sierra Leone in order to empower them to enter political and public life.

Objectives

- 1 To develop the training skills of 24 YOUNG WOMEN WORKING FOR REAL CHANGE trainers
- 2 To train trainers in facilitation and training skills

- 3 To develop a training programme to meet the demands of the women trained
- 4 To develop and publish a Manual for facilitators including handouts for participants

The training course

We are proposing five days of intensive training. This would take the form of a two day course for YOUNG WOMEN WORKING FOR REAL CHANGE. This method will enable YOUNG WOMEN WORKING FOR REAL CHANGE to develop its in house expertise in training trainers.

The Manual

YOUNG WOMEN WORKING FOR REAL CHANGE would like to produce a training Manual on women and political leadership for women standing in the parliamentary elections. The Manual is an important tool in our training. We believe that this Manual will provide a useful basis for training by YOUNG WOMEN WORKING FOR REAL CHANGE and others to empower women to enter leadership positions.

The Manual would cover briefings on:

The role of the national parliament and how it works

The role of the government and how it works

The role of local government and how it works

The role of women in government

Barriers to women in government

Gender and policy making

Gender mainstreaming

Leadership and assertiveness

Advocacy and lobbying

Negotiation and conflict resolution

Using the media

Communication and presentation skills

Fundraising

Election campaigns

[Add more here](#)

Outcomes

Following the training of trainers course YOUNG WOMEN WORKING FOR REAL CHANGE will embark on a two year training programme to encourage women to stand in the General Election in 2017 and give them the skills necessary to be successful candidates and effective parliamentarians.

We realise that it is unrealistic to expect women to develop the skills, network of support and confidence necessary to contest and win elections within a short period. We therefore plan to start preparation for the next General Elections by the end of 2014. We will run a national programme of training workshops and events which will run until the next General Election.

We also believe that having a network of highly trained trainers will enhance YOUNG WOMEN

WORKING FOR REAL CHANGE's ability to support itself financially as members will have the skills to provide facilitation and training services to other groups and organisations in Sierra Leone. There is a high demand for trainers and facilitators in Sierra Leone, which is often met by using external trainers at considerable expense. YOUNG WOMEN WORKING FOR REAL CHANGE plans to market the skills of its trainers to other organisations in Sierra Leone in order to raise funds for the group.

Time line

September	Agree contract with trainer. Trainer produced draft training plan. Training plan discussed and final plan agreed. Identify trainees. Agree venue. Initial revision of training materials.
October	Five day training programme Draft training materials considered during training programme and revisions suggested Revised Manual produced from training materials Planning of cascade training
November	Manual edited and printed Manual published Cascade training starts
December	Cascade training continues

Project budget

This is difficult for me to write, so I will suggest some headings - although you will have others and add in my own charges. Some people prefer to put the project budget at the end of the application, where it can be easily found. It's up to you.

Staff costs

- Project co-coordinator
- Management support
- Administrative support
- Research and writing costs for Manual

Training venue *(you may plan to get a free room but should put it down as a cost and show how it is being paid, rather than leave it off as this shows you are contributing in other ways)*

- Transport for participants
- Accommodation for participants
- Refreshments
- Per Diem for participants

Facilitators fees 10 days @£??? per day

Facilitator's accommodation and subsistence

- Typing of Manual
- Editing costs

Print costs
Publicity and media costs
Management charge

About YOUNG WOMEN WORKING FOR REAL CHANGE

In this section you should include information about your organisation, its aims, recent successes and future plans. It is often a good idea to include more information, for example a strategic plan, copies of leaflets and other materials, as supporting documents.

You might say something like:

The YOUNG WOMEN WORKING FOR REAL CHANGE Group was founded in 2013 as a non-partisan campaign for more women in national and local politics and Government and public life. It aims to work through:

Training of women candidates and potential candidates in the role of women in politics as well as the skills of lobbying, advocacy, political campaigning, presentation and dealing with the media. The aim of the training course is to empower women to seek and hold public office

Publication of materials such as training manuals leaflets and reports to support women entering political life. YOUNG WOMEN WORKING FOR REAL CHANGE aims to published two training manuals - one for the General Election and one for the local council elections

Sensitisation of voters on the importance of equal representation of women in politics through popular campaigning and the media. YOUNG WOMEN WORKING FOR REAL CHANGE aims to use rallies, workshops, rag parades and appearances in the broadcast and print media to promote the need for women in politics and change public attitudes to women's political participation.

Lobbying of political decision-makers on the need to select women candidates and support the equal representation of women. YOUNG WOMEN WORKING FOR REAL CHANGE aims to advocate the use of the zipper system (alternating women and men on party lists) as a means of ensuring equal representation in politics. It will work with leading figures in all political parties to encourage them to promote women into leadership positions.

Successes

If any

Structure

YOUNG WOMEN WORKING FOR REAL CHANGE is managed by an Executive Committee made up of? *how many?* leading women activists. The Committee elects a President and Secretary who are responsible for managing the day to day work of the organisation. The current President is???????? and the Secretary is????? *I don't know if I've got this right. You may want to add more, or change things, but I would keep this section down to a paragraph or two in length.*

Funding

Future work

Our priorities for 2013 include:

- Running a major public sensitisation campaign on the need for more young women in leadership positions through parades, launch of a CD, drama and the media.
- Securing our funding base through grants and fundraising activities to enable us to properly plan and carry out our work.

Note: if you are applying for core funding rather than a specific project, you would cut the section on the project and add more information under each of the priority headings for future work. You may also be asked to provide an annual budget.

A P P E N D I C E S

Appendix 1

Handout 1: Breaking Barriers: Aims and Objectives of the Workshop

WORKSHOP AIM:

To provide skills that would enable facilitators to cascade training on how to break the barriers that prevent women from participating in politics and public life and how to empower them.

WORKSHOP OBJECTIVES

- To build women's skills in Training and Facilitation.
- To recognise gender stereotypes and not to confuse "gender" with "sex".
- To educate women of their human and political rights and encourage them to actively participate in politics in Sierra Leone.
- To sensitise women about the barriers that prevent them from taking part in politics and provide strategies for breaking these barriers.
- To provide Strategies for Lobbying and Campaigning, tips for campaigning effectively and how to target relevant audiences and communicate campaign messages.
- To educate women about the different Leadership and Teambuilding skills
- To provide participants with the skills for engaging the media and fundraising
- To help women develop Public Speaking Skills as Activists.
- To provide participants with the requisite skills for setting up a not-for-profit organisation.

APPENDIX 2 – HANDOUT 2 - WORKSHOP PROGRAMME/TIMETABLE

TWO-DAYS TRAINING OF TRAINERS WORKSHOP FOR FACILITATORS

on

Breaking Barriers: and Empowering Young Women to Participate in Politics

Day 1:

9.00 – 9.10 Registration & Coffee

9.10 – 9.45 Opening Session

- i. Welcome & Introductions
- ii. Expectations
- iii. Workshop Aims, objectives, Content & Method
- iv. Ground Rules

9.45 – 10.45 Session 1: The Introductory Element: Training and Facilitation Skills

10.45 – 11.00 Tea break

11.00 – 12.00: Session 2: Gender Concepts

12.00 – 1.00 Session 2: Women's Right to Participate in Politics

1.00 – 2.00 Session 3: Breaking the Barriers & Women's Empowerment

2.00 – 3.00 Lunch

3.00 – 4.00 Session 4:

4.00-5:00 Session 5: **Leadership & Teambuilding Skills**

Day 2:

9.00 – 10.00 Session 6: **Strategies for Lobbying and Campaigning**

10.00 – 11.00 Session 7: Brief Recap of Day 1

11.00 – 12.00 Tea break

12.00 – 1.00 Session 8: Presentation and Communication Skills

1.00 - 2.00 Session 9: How to Start an Advocacy Group

2.00 – 3.00	Lunch
3.00 – 4.00	Session 10: Fundraising and Engaging the Media
4.00 – 5.00	Forming your Advocacy Group

END

APPENDIX 3: HANDOUT 3: EVALUATION FORM

- | | | | |
|----|--|-----|----|
| 1. | Did you find the workshop useful? | Yes | No |
| 2. | Were the objectives clear and challenging? | Yes | No |
| 3. | Were the presentations | | |
| | a) Clear | Yes | No |
| | b) Educative | Yes | No |
| | c) Relevant | Yes | No |

4. What would you consider the most relevant aspect of the workshop?

.....

.....

5. What would you consider the most irrelevant aspect of the workshop?

.....

.....

6. What topic did you find most interesting?

.....

7. What topic was irrelevant to you?

.....

8. Comment on the following:

V. Good Good Fair Poor

Meals:

Venue:

Facilitators:

Training materials

General Organisation of workshop

9. What are your recommendations for future workshops?

.....

.....

.....

.....

10. Any other comments?
