

WOMEN CAN DO IT is a program created by the women from the Norwegian labor party. With the aim to motivate its women members to participate more actively and efficiently in the political life of the country, the program has been implemented with large accomplishment in 1980's.

In 2000. Gender Task Force of the Stability Pact for South East Europe (SP GTF) had implemented this program in the region of Southeast Europe, with the purpose to motivate women to become actively involved in the process of democratization and transition. During April and May 2000 in Serbia more than 1000 women, members of different democratically oriented political parties, took part in the *Women Can Do It* courses.

Norwegian People's Aid began with the implementation of the project in the region of Southeast Europe in 2001. Team of 27 women was trained in Serbia and conducted this program in 97 municipalities with more than 1 600 women participants who proved themselves in different areas of public engagement. Following the WCDI seminars in those municipalities, with the support of the Norwegian People's Aid, the participants organized more than 20 activities in their local communities. *Women Can Do It* in 2002 has been implemented by the Voice of Difference – Group for Promotion of Women' Political Rights and Women's Political Network with the program and financial support of the Norwegian People's Aid. As in the previous years close cooperation has been maintained with the Gender Task Force of the Stability Pact (SP GTF).

This Manual was created with the aim to help forward all future trainers in their work. It is an outcome of work and practical knowledge of the authors, who themselves are the trainers in the Women Can Do It Program. By creating the manual, the authors were guided by their own experience in working with women, as well as with different programs they participated in or conducted and/or created. Some of the programs that contributed most to development of this manual were: Women Can Do It 2000 (SP GTF), Women Can Do It 2001 (NPA), Women Can Do It II (SP GTF), Star Steps and Public Advocacy (STAR Network).

Authors give tributes to all the women involved in creating these programs, as well as to the trainers in the Women Can Do It Program 2001 who provided for the opportunities to learn, exchange ideas and jointly participate in social changes in the cities of Serbia.

Manual is therefore susceptible to active use, to be further tailored or remodeled according to different groups of participants and to be further improved in its contents and its methodology.

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1

INTRODUCTION 60 min

A INTRODUCTION

Time
10 minutes

- Objectives**
- Presenting to the project, its goals and its content
 - Presenting the trainer team

- Materials**
- Texts from the *Reader*: WCDI project presentation and Project goals
 - Flipcharts: Seminar objectives and workshop fundamentals

Session overview

STEP 1 – WELCOME
Greet participants and wish them a successful and interesting work.

STEP 2 – INTRODUCING TRAINERS
Introduce yourselves the way you find best. It is important that you stress your involvement in public or political life and in activities regarding women’s human rights.

STEP 3 – PROJECT PRESENTATION
Present the project and its goals according to the text from the *Reader*.

STEP 4 – SEMINAR OBJECTIVES
Refer to the seminar objectives according to the flipchart and the text from the *Reader*.

STEP 5 – WORKSHOP FUNDAMENTALS
Present the working methodology according to the flipchart text.

FC SEMINAR OBJECTIVES

- Building self-confidence
- Gaining knowledge and skills for active participation in public life
- Defying gender equality
- Strengthening solidarity among women
- Inciting local women initiatives

FC WORKSHOP FUNDAMENTALS

- Experience
- Interaction
- Cooperation
- Active participation

B **GETTING TO KNOW EACH OTHER**

Time
 35 minutes

- Objectives**
- Participants introducing themselves
 - Creating relaxed working environment

- Materials**
- Hat or a bag
 - Flipchart – Name and change
 - Name tags

Session overview

STEP 1 – FORM PAIRS

Count aloud the participants 1 and 2. All the participants being 2 should take out of their pockets or bags one of small items (a pencil, a lighter, a watch, a calendar...) and put it in the hat or a bag. All the participants being number 1 take out the small items they like best and search for their pairs, the owners of the items.

STEP 2 – PAIR WORK

Tell participants to find the following information out about each other:

- Name and surname
- Organization
- One change they would like to achieve in their municipality

Ask the participants just to concentrate and remember what their pair tells them without taking notes.

Time allocated for this exercise should be six minutes. Three minutes for each woman to ask questions and for the other to give answers. If they start whispering tell them to speak up or if they exchange information fast suggest that they should continue conversation, since the main aim of this exercise is to get to know each other.

While the participants are engaged in conversation they can write their names on their name tags.

STEP 3 – PRESENTING EACH OTHER IN PLENUM

At the plenum each participant then shortly presents its pair. While one trainer facilitates the presentations the other trainer writes names and desired changes on the flipchart.

FC SEMINAR PARTICIPANTS	
- name	- change

C **SEMINAR EXPECTATIONS**

Time
 10 minutes

Objective
 - finding out what the participants' expectations are

Materials
 - Flipchart – Three
 - Stickers in different colors

Session overview

Each of the participants is being handed a few stickers and is supposed to write her expectations of the seminar. The stickers should be placed on the flipchart with the tree drawn on it. The trainers then read what the participants have written and sum up the most frequent categories of expectations. Some will be grouped related to their personal advancement (new knowledge, skills), exchange in the group (getting to know each other, having good time, exchange of experiences) or related to their engagement in public and political life.

FC Tree

D **RULES OF WORKING**

Time
 5 minutes

Objective
 - Setting the main rules of working

Materials
 - Flipchart – Rules of working
 - Text from the *Reader*: Trainer skills

Session overview

STEP 1 – INTRODUCTION

Tell participants that before the start it is important to reach the agreement on the basic rules of working and that you are going to define them together. They are important because they will facilitate workshops and contribute to relaxed and safe environment for work. Once when set everybody should agree to respect them since they ensure mutual respect and active participation of all.

STEP 2 – BRAINSTORMING ON THE RULES

Ask the participants to share with the group some of the things they wouldn't like to happen during the seminar. Formulate their statements into rules and write them down on the flipchart. "I wouldn't like only the trainers to speak all the time" can be rephrased into the rule ALL PARTICIPATE ACTIVELY, or "I wouldn't like only one women to speak all the time" into EACH HAS ITS TIME.

Here are some of the rules important to be on the flipchart:

- ALL PARTICIPATE ACTIVELY
- ALL LISTEN THE ONE WHO SPEAKS
- ADDRESS DIRECTLY ONE ANOTHER
- DO NOT EVALUATE OTHER'S ATTITUDES
- RESPECT THE TIME

When the rules are written on the flipchart it is important that everybody agree to respect them. Everybody has the right to call upon those rules when they are being broken and this flipchart should be placed at a distinct position in the room. In the course of the seminar they can be amended or some new rules added.

FC Our rules

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2

GENDER EQUALITY **80 min**

A GENDER STEREOTYPES

Time
 20 minutes

Objective
 - Awareness raising on gender stereotypes

Materials
 - Handouts (HO)* - Two sets of cards with gender attributes
 - Tape/glue
 - 2 blank flipcharts
 - 2 marker pens

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Organize participants in two even groups. Give each group a marker pen, a flipchart paper and a set of cards with fe/male features. Within their groups the participants should determine which features are commonly attributed to men respective women, and paste them as two separate columns on the flipchart paper. The columns should be clearly marked in the heading M/W.

STEP 2 – PRESENTATION OF THE GROUP WORK

The groups have 10 minutes to complete the task. The trainers can assist them by stressing the main criteria of selection as the general cultural context in their communities, not their individual criteria.

Reporters from each group present their findings on fe/male features in the plenum.

STEP 3 – DISCUSSION

In order to summarize the exercise, ask the participants to consider:

- what features appear on both lists and if they bear the same meaning in both groups (e.g. ambition and persistence is most commonly attributed to women within the private sphere and to men in professional sphere);
- what features are male on one list and female on the other, and why;
- are some features subject to change.

It is important that the participants become aware that those features are not biological and attributed by birth, but socially constructed in a given culture, location or period, are learned and can be changed.

B **SEX AND GENDER**

Time
10 minutes

- Objectives**
- Understanding the concept of gender
 - Understanding the difference between sex and gender

- Materials**
- Prepared flipchart – Sex and gender
 - Texts from the *Reader*: Sex and Gender, Gender Roles

Session overview

STEP 1 – SEX AND GENDER PRESENTATION

Explain the terms *sex* and *gender* and the basic difference between them. Refer to the flipchart text and related texts from the *Reader*.

STEP 2 – DISCUSSION

Ask participants to comment on the presentation and give examples that would fall under each of these concepts.

FC SEX AND GENDER

SEX

- Biological
- Same in all times and locations
- Generally not subject to change

GENDER

- Socially constructed
- Culturally determined in time and location
- Subject to change

C **SEX AND GENDER QUIZ**

Time
20 minutes

Objective
- Distinguishing between sex and gender

Materials
- HO Statements “Sex and Gender” for each participant
- Texts from the *Reader*: Sex and gender, Gender roles

Session overview

STEP 1 – QUIZ

Distribute HO to the participants. Ask them to read the statements and mark each of them as G if they consider it to be related to socially inherited feature or S if related to biological feature.

STEP 2 – ANSWERS

When they individually mark all the statements, go through the list and read the statements one by one, while the participants tell if they marked it as G or S. If there is a disagreement regarding the particular statements lead the discussion asking for the opposed arguments.

STEP 3 – SUMMING UP

Lead the discussion asking the following questions:

- were there greater dilemmas regarding particular statements?
- what is the common conclusion regarding the statements on gender?

Gender features are socially constructed in a given culture, location or period.

C'' (ALTERNATIVE EXERCISE) LEARNING OF GENDER ROLES

Time
 30 minutes

- Objective**
- Distinguishing between sex and gender
 - Understanding how gender roles are learned

- Materials**
- Flipchart paper
 - Marker pens
 - Texts from the *Reader*: Sex and gender, Gender roles

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Ask participants to divide themselves in two or four groups (depending on the number of participants and working atmosphere). The tasks for the groups would have to follow the two important periods in life – preschool age and school age.

Within the groups they should individually recall experiences and memories related to different verbal and nonverbal messages they received from their parents, relatives, peers, teachers, from books or media, regarding how the girls respective boys should behave, look like, dress, play or speak.

STEP 2 – GROUP WORK

Give them 15 minutes to share the experiences within their groups and write findings on the flipchart paper.

They can also decide to present a role-play, draw pictures or develop a story.

STEP 3 – PRESENTATION AND SUMMING UP

Reporters of the groups should present their findings regarding the upbringing of boys and girls. Discuss the strongest family and society’s expectations and how they form individual expectations.

It is important to stress that gender roles are being interiorized since the day of birth, during first years of our lives and are being reinforced by our nearest and dearest members of the family, in fact in the years when our personalities and personal aspirations are being formed.

FC LEARNING GENDER ROLES			
Pre school age		School age	
Boys	Girls	Boys	Girls

D GENDER EQUALITY

Time
 30 minutes

- Objectives**
- Defying gender equality in private, economic and political life
 - Raising awareness on the status of women in private, economic and political sphere

- Materials**
- 4 prepared flipchart papers with the headings: Private sphere, Workplace, Politics, Gender Equality
 - 3 Marker pens
 - Texts from the *Reader*: Gender equality, Politics – women’s way

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Organize the participants in three groups to deal with women in private sphere, workplace and politics. Each group should try to define gender equality and its indicators within the group task.

First step in their work is to formulate equality indicators as they see them regardless of the actual realization in the current social and political context of their communities. The respective indicators should be written on the flipchart paper.

STEP 2 – GROUP WORK

After completing the first step in the exercise, they should consider realistic measuring of the indicators on the scale 1 to 5, according to the actual enjoyment of women’s human rights in their communities. Again, the participants should agree in their groups to what extent those rights are performed in general and not only to refer to their own experiences. It might be misleading since in majority of cases women participants have already crossed the borders that still limit rights and freedoms of the majority of women.

STEP 3 – PRESENTATION AND SUMMING UP

Allow reporters from the groups to present their findings. After each presentation ask other participants to give their comments. The trainers themselves can give relevant data and statistics on women’s status and representation in different spheres.

Have participants discuss what they have learned and summarize it in a jointly reached definition of *gender equality* which the trainer should write on the separate flipchart paper.

FC EQUALITY – PRIVATE SPHERE/WORKPLACE/POLITICS
EQUALITY INDICATORS 1-5

Appendix on the session GENDER EQUALITY ASSERTIVENESS AND EQUALITY

***A₁

OUR CAPACITIES

Time

25 minutes

Objective

- Inciting assertiveness and strengthening self-confidence

Materials

- Paper or note pads
- Prepared flipchart text – Our treasure
- Prepared flipchart text – Qualities demanded of women and men politicians in creating democratic society

Session overview

STEP 1 – INSTRUCTIONS AND INDIVIDUAL WORK

Each of the participants should individually write down five of her good characteristics, those that are most valuable in her public or political work. If they hesitate encourage them to note valuable skills or tasks they perform well. When they finish ask them to circle one of the characteristics or skills they consider most important.

STEP 2 – SUMMING UP

Each of the participants then read aloud the quality or skill they circled. One of the trainers facilitates the plenum and the other writes those characteristics on the flipchart and next to each repeated characteristic puts a mark. When all the participants have read their quality, the trainer writes *Women’s Capacities* in the heading of the flipchart paper and asks the participants to add those from their individual lists that were not already mentioned and this way the *list of capacities* is being completed.

STEP 3 – DISCUSSION AND PRESENTATION

The trainer then demonstrates results of various research in the country and in the world presenting qualities and characteristics of women and men leaders and politicians needed for successful establishing of modern and democratic society. Presentation is conducted with prepared flipcharts and with the informative support from the text *Politics Women’s Way* in the book *Women Can Do It*.

In the course of the presentation the trainer may ask the participant to comment on the qualities of their local politicians and to compare presented lists with the *Women’s Capacities* they themselves completed. It is important to stress the fact that women as well as men have the needed attributes to engage themselves in political work and that no society can advance if the capacities and skills owned by women are not put to use.

FC WOMEN'S CAPACITIES

**FC CHARACTERISTICS OF WO/MEN POLITICIANS
NEEDED FOR BUILDING DEMOCRATIC AND
HUMANE SOCIETY**

- CARE ABOUT SOLVING CITIZENS PROBLEMS NOT ABOUT THEIR POLITICAL POSITION
- HAVE KNOWLEDGE ON PUBLIC MANAGEMENT AND PUBLIC ADMINISTRATION
- HAVE ABILITY TO ORGANIZE AND PLAN
- CARE ABOUT OTHERS
- SPEAK SIMPLY AND HONESTLY
- BEHAVE DECENTLY AND HAVE MANNERS
- ACKNOWLEDGE THE IMPORTANCE OF EMOTIONS
- SEE THINGS IN PERSPECTIVE
- SEE THINGS IN CONTEXT AND COMPREHEND ENTIRETY
- CAN PUT UP WITH THE LONG DAYS AND BUSY AGENDA
- UNDERSTAND POLITICS
- HAVE THE ABILITY TO INDEPENDENTLY CREATE THEIR OWN OPINIONS
- CONSCIENTIOUS
- FLEXIBLE
- BRAVE
- RESULT DRIVEN
- HAVE INTUITION
- THOROUGH AND HARD WORKING
- RESPONSIBLE

*****B₁**

GENDER EQUALITY

Time

40 minutes

Objectives

- Raising awareness on the status of women in private, economic and political sphere
- Defying the concept of gender equality

Materials

- FC B1 – Private sphere
- FC B2 – Workplace
- FC B3 – Politics
- FC B4 – Definition of gender equality
- IFC B – Equality indicators in all three spheres

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Organize the participants in three groups to deal with women in private sphere, workplace and politics. Each group should try to define gender equality indicators within the group task.

First step in their work is to formulate equality indicators as they see them regardless of the actual realization in the current social and political context of their communities. They should list respective indicators as many as possible and write them on the flipchart paper.

STEP 2 – GROUP WORK

After completing the first step in the exercise, they should consider realistic measuring of the indicators on the scale 1 to 5, according to the actual enjoyment of women’s human rights in their communities. Again, the participants should agree in their groups to what extent those rights are performed in general and not only to refer to their own experiences.

STEP 3 – PRESENTATION OF GROUP WORK

One presenter from each group reports on the group conclusions in the plenum.

STEP 4 – DISCUSSION AND SUMMING UP

After the group presentations ask other participants to give their comments. The trainers themselves give relevant data and statistics on women’s status and representation in different spheres. By those information they can support or challenge assessments of the indicators as presented by the groups.

Have participants discuss what they have learned and summarize it in a jointly reached definition of *gender equality* which the trainer should write on the separate flipchart paper.

WOMEN IN NUMBERS

Women make about 51% of population.

PRIVATE SPHERE

National statistics

(no reliable or updated official data)

Average age of women being married is increasing (from 23 years of age for women in 1980 to 26 in 1997).

Number of divorces is decreasing, directly in correlation with the social and economic situation of families in the country.

Single parent families mother-child made 7.5% of all families in 1991.

Monthly consumption expenses were twice as high as the monthly earning in 2000.

Husbands are entitled to 80% of property gained in marriage.

Majority of house chores are done by women: preparing meals and dish washing 80%, doing laundry 94%, ironing 90%, cleaning 68%, cooking for children 76%, dressing children 78%, and bathing children 71%.

There are no reliable data on legally performed abortions, but available data put Serbia and Montenegro on the second place in Europe according to the percentage of abortion procedures.

No data on usage and kind of available contraception products.

No specialized sex relations education and information dissemination of youth and general population.

80% of victims of sexual violence in childhood are girls.

No official data on domestic violence.

No official data on sexual slavery and trafficking of women.

PROFESSIONAL SPHERE

World statistics

Out of 1.3 billions of poor in the world women comprise 70%.

Out of the total work performed by women 66% is unpaid (25 to 33% of work performed by men is unpaid).

Women's pay is 60 to 70% of men's pay.

Only 14% of manager positions are held by women.

National statistics

In Serbia and Montenegro in 1996 there were 846 675 housewives. They were supported by the persons who statistically comprise the poorest of the population.

Women make 56% of all unemployed.

44% of unemployed women have secondary, high and university education.

Largest age group among unemployed women are those from 25 to 40 years of age.

Out of all who wait longer than eight years for employment 66% are women.

Average monthly pay of men and women performing equal work, differ in 22 index points.

There are no official data on participation of women in the grey economy (although it comprise 40% of total economy).

Division of job profiles of men and women is long lasting and consequent: 2/3 of all employed in service sector are women.

Majority of students inscribed at the universities are women and out of the total number of those who graduated in 1998, 60% were women.

Out of total number of university professors women make 15%, and of university assistants 44% are women.

Year 2000 women comprised 60% of all graduates in specialization programs, and 58% of post graduates.

Out of the total number of experts women make 53%.

Every fifth owner of the private enterprise is women.

Women make 19.3% of all manager positions.

POLITICS

World statistics

Women make 1 to 2% of executive positions.

Out of 190 countries in the world less than 5% of chiefs of states are women.

Percentage of women ministers does not exceed 5%.

In 48 countries in the world women do not perform public duties.

Critical mass of 30% women at minister positions has been reached by only 5 countries. In 10 countries (including 7 European countries) there are 20 to 29% women ministers.

National statistics

Women comprise 52% of electoral body.

In the Federal Parliament, after the elections in 2000, there were 5.6% women and in the Republic Parliament there were 10.8%.

In municipal assemblies there is in average 6.5% women.

Out of 168 municipalities in Serbia, at local elections in 2000, in 38 municipalities there was not a single women elected (24% of all municipalities). In 40 municipalities there was only 1 women elected.

Out of 23 parliamentary boards of the republic parliament, there are only 13 women MPs.

In the minister cabinets there is about 10% of women.

Out of 7 vice presidents of the Republic Government, established after elections 2000, there are no women.

Out of 15 ministers in the Republic Government there are only 2 women.

To all minister posts in the Federal Government, after the elections in 2000, men were nominated.

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*****B₂ (ALTERNATIVE EXERCISE)
 GENDER EQUALITY**

If the trainers assess that the participants would have difficulties in identifying gender equality indicators, especially if it is the first time that the group meets with the concept of gender equality, we suggest this alternative exercise.

Time
 40 minutes

- Objectives**
- Raising awareness on the status of women in private, economic and political sphere
 - Defying the concept of gender equality

- Materials**
- Texts from the *Reader*
 - Prepared flipcharts with the indicators of gender equality in the private sphere, workplace and in politics
 - Flipchart for writing down the definition of gender equality
 - Marker pens

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Organize the participants in three groups. First group should assess if men or women predominantly do house work or are responsible for family duties. Second group would assess indicator regarding male and female activities at workplace and third in political sphere.

Members in the groups should reach agreement and in relation to each of the indicators fill in the columns: women, men, women and men equally.

Encourage participants to add new activities/indicators to the lists and assess them accordingly.

STEP 2 – GROUP WORK

One presenter from each group reports on the findings in the plenum.

STEP 3 – DISCUSSION AND SUMMING UP

While the reporters present the group assessments the trainers may illustrate their findings by the data supporting or challenging their statements. If the discussions arise on particular issues, the trainers facilitate a short discussions supported by arguments in order to help participants with providing relevant information and statistics.

STEP 4 – SUMMING UP

Have participants discuss what they have learned and summarize it in a jointly reached definition of *gender equality* which the trainer should write on the separate flipchart paper.

3

POLITICS – WOMEN’S WAY

100 min

A OUR CAPACITIES

Time
 25 minutes

Objective
 - Inciting assertiveness and strengthening self-confidence

Materials
 - Paper or note pads
 - Prepared flipchart text – Our treasure
 - Prepared flipchart text – Qualities demanded of women and men politicians in creating democratic society
 - Text from the *Reader* – Politics Women’s Way

Session overview

STEP 1 – INSTRUCTIONS AND INDIVIDUAL WORK

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In the course of the presentation the trainer may ask the participant to comment on the qualities of their local politicians and to compare presented lists with the *Women’s Capacities* they themselves completed. It is important to stress the fact that women as well as men have the needed attributes to engage themselves in political work and that no society can advance if the capacities and skills owned by women are not put to use.

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- CAN PUT UP WITH THE LONG DAYS AND BUSY AGENDA**
- UNDERSTAND POLITICS**
- HAVE THE ABILITY TO INDEPENDENTLY CREATE THEIR OWN OPINIONS**
- CONSCIENTIOUS**
- FLEXIBLE**
- BRAVE**
- RESULT DRIVEN**
- HAVE INTUITION**
- THOROUGH AND HARD WORKING**
- RESPONSIBLE**

B **POLITICS – WOMEN’S WAY**

Time
75 minutes

Objective

- Widening the concept of *politics* over the field of social engagement in solving everyday problems, through introduction of new issues, knowledge, skills, values and procedures, in connection to activism in nongovernmental organizations, trade unions and work in printed and electronic media.

Materials

- Prepared flipcharts: Causes and consequences of negative determination of politics, Intersectional cooperation and Mechanisms and measures for introducing gender equality.
- Flipchart paper for brainstorming on politics
- Prepared flipchart with determining factors on understanding politics
- Texts from the *Reader*: Politics – women’s way, Gender equality mechanisms

Session overview

STEP 1 – BRAINSTORMING

Ask participants to evoke their associations on the word *politics*. Welcome even longer phrases. One trainer facilitates brainstorming and encourages the participants to give equally positive and negative associations and the other trainer writes them down on the flipchart in order to categorize them later in two columns, as positive and negative. Both trainers should be aware that some of associations would fall into the neutral category and they should ask for additional clarifications.

STEP 2 – PRESENTATION

Trainers shortly introduce the roots and effects of the negative determinants of politics on the basis of brainstorming and the prepared flipchart – Causes and consequences of the negative determination of politics.

Certain texts from the *Reader* are useful support to this presentation.

STEP 3 – IN SEARCH FOR POLITICS - “WOMEN’S WAY”

Organize participants in four groups. Each group should discuss and write down the crucial issues which could describe alternative politics created by women – “politics - women’s way”.

Present them the starting statement: *Politics is solving everyday problems in the community. Politics is of importance for all – meaning that there has to be space for “ordinary men and women” equally.*

According to these initial statements the first group should identify (*new*) *issues* women could bring into politics; the second group should list *knowledge and skills* that could, if brought in politics make it different in quality and more appealing to other women; third group should evoke *values* that women could set if being more active in political life; fourth would concentrate on the *practical alternatives to procedures in political life* that would enable more women to actively engage in politics.

The participants should bear in mind the range of attitudes when thinking about politics, on one side that *Politics is fight for power, influence and domination* in contrast to *Politics is a public activity seeking responsibility, cooperation and constructive problem solving*. (This should be written under the initial statement.)

Participants have 15 minutes to complete the task.

***ALTERNATIVE PLENARY BRAINSTORMING

After presenting the initial statement on politics, with the groups that do not have enough experiences in political work and organization, we recommend instead the described group work a plenary brainstorming on the crucial topics: *issues women bring to politics, knowledge and skills, values and alternatives to procedures in political life*. After plenary discussion you may go to the STEP 5, STEP 6 and STEP 7.

STEP 4 – REPORTING

Representatives of each group should present their findings.
 Trainers comment on their presentations and rely on the argumentation from the texts in the *Reader* and book *Women Can Do It*.

STEP 5 – PARTNERS IN MAKING “POLITICS – WOMEN’S WAY”

In order to stir the discussion trainers can ask the following question:
 - Who can be partners to women and men politicians in promoting “alternative politics”?

Key points in the discussion should be written on the flipchart.
 Intersectional cooperation should be stressed and a flipchart text prepared in advance in order to present cooperation between representatives of nongovernmental organizations, trade unions and local media.

STEP 6 – HOW TO INCITE THE PROCESS?

The trainers may ask the following questions:
 - How to incite the process of engaging more women in the public work?
 - Can this happen spontaneously?
 - What mechanisms can incite this process?
 The trainers write down key points in the discussion and try to classify them in certain categories regarding measures/mechanisms for achieving gender equality.
 Text from the *Reader* provides argumentation and information on gender mechanisms.

STEP 7 – PRESENTATION

Trainer shortly present gender mechanisms and measures with the support of the flipchart text and the abstract from the *Reader*.

FC INTERSECTIONAL COOPERATION

MEASURE	RESPONSIBLE
Equal opportunities act	Government, political parties, NGOs
Negotiation on collective and individual rights of employed	State, employers, trade unions
Monitoring and reporting on enforcement of laws	Commission/Ministry on gender equality, trade unions, NGOs, media
Advocacy within the state institutions, trade unions, professional organizations	NGOs, political parties, trade unions/women sections, professional organizations
Raising awareness, education, influencing prejudice and stereotypes	Schools, media, NGOs, political parties

FC GENDER MECHANISMS

- Parliamentary body
- Governmental and executive bodies
- Women’s human rights ombudsperson
- Laws
- Affirmative action

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4

DOMINATION TECHNIQUES

60 min

A **DOMINATION TECHNIQUES**

Time
 60 minutes

Objectives

- Awareness raising on male domination techniques in the public sphere
- Creating strategies to withstand domination techniques

Materials

- Working list (WL): Tasks: Women’s forum of the political party, Male leadership of the political party, Women’s forum of the trade union, Male leadership of the trade union
- Prepared flipchart– Domination techniques (participants responses)
- Text from the book *Women Can Do It – Domination Techniques*

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Organize participants in two groups and within them a male and female subgroups. One third is being women and two thirds being men. Each of the four subgroups should be given WL (*Working list*) with instructions. All subgroups should be held apart while preparing for the simulation.

The trainers take part in the exercise each being a member of a male subgroup.

Two separate rooms will be needed for conducting this exercise.

All subgroups have 15 minutes to prepare their argumentation and nominating strategy.

I group: POLITICAL PARTY

Task for the simulation is to present the meeting of the municipal board of a political party. Members of the board should nominate a president of the municipal board. Women’s forum wants to promote a women candidate and lobby for her nomination, while the men in the board, being in majority, strongly lobby for their male candidate.

The trainer is a moderator of the meeting and is being sympathetic with the male group.

II group: TRADE UNION

Instructions are the same as for the political party subgroups, while they are to get prepared for the simulation of nominating a municipal president of the trade union branch.

STEP 2 – SIMULATIONS

Both meetings take place simultaneously in separate rooms.

Trainers, whose role is to moderate the meetings, welcome the board members, provide for time to both subgroups and their arguments, but systematically subject the speakers of Women’s Forums to domination techniques. Tell them to be concise when they speak; do

not comment on their suggestions; diminish the importance of their speakers or their arguments; give word to male representatives before their turn. Try to act as natural as possible in giving support to male subgroups.

When the concentration starts to drop and when most of the domination techniques have been used, the meetings end. It shouldn't last more than 10 minutes.

STEP 3 – PLENARY DISCUSSION

First to share their impressions after the meetings would be members of Women's Forums.

Trainers may ask the following questions:

How did the "men" behave?

How did they feel?

What did they do to defend themselves and make their arguments heard?

Impressions should be written on the flipchart *Domination techniques*. It is important to write down the key words regarding behavior, feelings and defense techniques.

Summing up of the domination techniques should be done in the end of the exercise.

Then the representatives of the male subgroups give their impressions of the meetings.

How did they behave?

How did the "women" behave?

How did they feel?

Write down key words regarding their behavior and women's responses.

Goal of this exchange is to make the participants aware of the forms of domination techniques they are subject to in everyday situations: specific behavior and conduct, its consequences and effects and the strategies to withstand domination. Trainers try to sum up with naming all domination techniques and discussing with the participants the variety of responses they could use. Prepared flipchart text is used as informative support.

FC DOMINATION TECHNIQUES – participants responses

BEHAVIOR	make us FEEL	ways to OVERCOME them

FC DOMINATION TECHNIQUES

- making us invisible
- making fun of us
- withholding information
- double punishment
- provoke shame and guilt
- stealing ideas
- interrupting us
- insulting and offensive

FC OVERCOMING DOMINATION TECHNIQUES

- show you are aware of domination techniques
- name them openly
- wait for silence before you go on speaking
- do not pay any attention to insulting remarks
- let them know you are interrupted
- return the idea to a woman who has been deprived of her contribution
- support women when speaking
- help yourself with the wit
- ignore ridicule or discourtesy
- prepare well before the meetings
- network in informal women’s groups
- lobby male allies

Do not use domination techniques on other people.

*****A (ALTERNATIVE EXERCISE)
 DOMINATION TECHNIQUES**

Time

60 minutes

Objectives

- Awareness raising on the male domination techniques in the public sphere
- Creating strategies to withstand domination techniques

Materials

- Working lists (WL*) - three copies
- Prepared flipchart– Domination techniques (participants responses)
- Text from the book *Women Can Do It* – Domination Techniques

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Tell participants that they should prepare three role plays and that the volunteers are welcome. Each of the volunteers gets a WL with a description of the role she should prepare and play.

Volunteers have 10 minutes to prepare themselves and to share the guidelines with the two other participants in the same role play.

STEP 2 – ROLE PLAYS

Each of the role plays in conducted before the other participants and shouldn’t be longer than 3 minutes.

Other participants observe and put down their impressions on the role plays, concentrating on the behavior and communication of the players.

STEP 3 – DISCUSSION IN THE PLENUM

First to speak about their impressions are participants who were in the audience. They try to identify specific conduct and behavior among the actors in the role plays. Those actors that were subject to domination techniques then speak about how they felt and what they did. Last are the actors who conducted domination techniques speaking about their feelings, behavior and impressions.

It is important that all have their time to come out of their roles and express how they felt. Trainers write down the key words regarding behavior, feelings and actions to withstand domination.

Goal of this exchange is that the participants become aware of the forms of domination techniques they are subject to in everyday situations: specific behavior and conduct, its consequences and effects and the strategies to withstand domination. Trainers try to sum up with naming all domination techniques and discussing with the participants the variety of responses they could use. Prepared flipchart text is used as informative support.

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5

HOLDING OUT THE STRESS

30 min

A
HOLDING OUT THE STRESS

Time
 30 minutes

- Objectives**
- Recognizing different groups of symptoms and causes of stress
 - Introducing basic strategies in overcoming stress and exhaustion

- Materials**
- Text from the *Reader* – Symptoms of stress, Stressors and Holding out the stress
 - Texts from the book *Women Can Do It*
 - Prepared flipchart: Symptoms of stress, Stressors and Holding out the stress

Session overview

STEP 1 – INTRODUCTION – SYMPTOMS OF STRESS

Ask participants to recall one working day of women highly engaged in public and political life. Talk about basic fact on stress, its short and long term effects. Together with the participants list the symptoms of stress and write them on the flipchart paper.

This exercise is also useful to start discussion on personal experience of the participants.

STEP 2 – IDENTIFYING STRESSORS

Trainer leads brainstorming on stressors and gives direction to the participants to consider, on one side, the stressors we induce ourselves and those we have no control over, on the other.

One type of stressors are written in the central part of the flipchart paper (those we induce ourselves) and the circle may be drawn around them. Those stressors we do not control could be written outside that central circle.

STEP 3 – HOLDING OUT THE STRESS

Ask participants to think over individual strategies in holding out the stress in their lives. After the exchange among the participants give short presentation on prepared strategies for fighting stress. The accent is on those stressors we can do something about because they are the starting point in developing a personal plan for diminishing the stress and its effects or for preventing of the “burn out”.

ALTERNATIVE CLOSE UP
STEP 4 - CLOSE UP EXERCISE

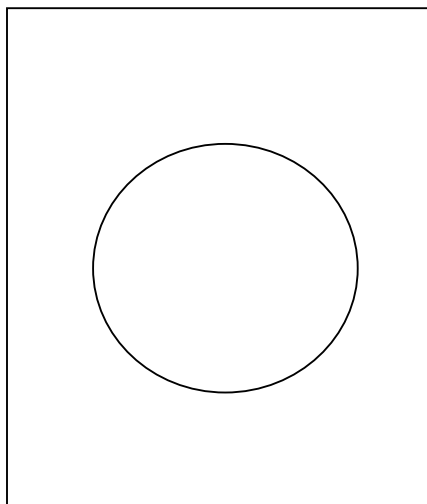
This is a 5 minutes breathing exercise led by the trainers who present one of the relaxation techniques.

Close your eyes. Sit comfortably. Straighten your back. Breath deeply. Do not raise your shoulders but feel your stomach filling with air while you breath in... feel relaxed and let this feeling spread down your neck... down your shoulders... feel relaxation coming down your arms... below your elbows.... hands... down your fingers... coming to your fingertips... be aware of the feeling concentrated in your fingertips.... no thoughts in your mind, just relaxed breathing in and breathing out... Open your eyes slowly... slowly become aware of the surroundings. It is important to find such moments of relaxation during the day...

FC SYMPTOMS OF STRESS

PHYSICAL	EMOTIONAL	INTELLECTUAL	BEHAVIORAL

FC STRESSORS



FC HOLDING OUT THE STRESS

Recognize

- Sources
- Possible effects
- Possibilities of taking action
- Possibilities of altering reactions
- Sources we cannot influence
- Realistic and timely effort to restrain stress

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6

ACTIVISM AND MOTIVATION

30 min

A **ACTIVISM AND MOTIVATION**

Time
 30 minutes

- Objectives**
- Recognizing the strongest drivers of personal activism
 - Demystification of positive and negative assessment of motivational factors

- Materials**
- Text from the *Reader* regarding motivation
 - Prepared flipchart - Motivation
 - Flipchart papers and marker pens

Session overview

STEP 1 – FORM GROUPS AND GIVE INSTRUCTIONS

Motivation is neither simple nor static concept. Understanding why we do certain jobs or what our attitudes on the job are is the starting point in understanding the dynamic nature of social engagement, effects and mutual relations. Current social context also forms our motivation, as well as the attitudes on socially acceptable motivation factors.

Form two groups and instruct participants to brainstorm on the “positive” motivation of their engagement in public and political life in their community, and on the “negative” drivers of their activist work.

STEP 2 – GROUP WORK

Participants in both groups list their findings on flipchart papers.

STEP 3 – PRESENTATION AND SUMMING UP

In order to successfully close up this exercise, the trainers should after group presentations point out the strongest personal motivational factors influencing social engagement of women by relating their group findings to the flipchart text they prepared in advance. It is important to discard the “negative” attitudes regarding motivators such as earnings and personal promotion and to put them in the context of the authentic individual contribution to common wellbeing.

7

ART OF ARGUMENTATION AND DEBATE TECHNIQUES **90 min**

A **ARGUMENTATION AND DEBATE**

Time
 90 minutes

Objectives

- Developing argumentation and understanding the importance of well-founded reasoning
- Acquiring basic debate skills
- Becoming aware of different forms of verbal and nonverbal communication

Materials

- Written instructions (WI*): Instructions for creating argumentation on equality in private sphere (WI 1a, WI 1b, WI 2a, WI 2b); Instructions for creating argumentation on equality at workplace (WI 3a, WI 3b, WI 4a, WI 4b); Instructions for creating argumentation on equality in political life (WI 5a, WI 5b, WI 6a, WI 6b).
- Flipchart paper for writing down the strongest arguments
- Prepared flipchart: Art of making argumentation and debate techniques, Language is power, Language of politics as a powerful tool, Characteristics of a good debater.
- Texts from the *Reader* and book *Women Can Do It*.

Session overview

STEP 1 – INPUT ON ARGUMENTATION

Short initial input on argumentation with the information support from the *Reader*.

STEP 2 – PREPARATION FOR DEBATE / FORM GROUPS AND GIVE INSTRUCTIONS

Three groups should be formed with even number of participants. All members of the groups deal with the same topic. Within the groups itself they are further organized in two subgroups that will receive different tasks within the topic.

Give the following instructions:

Imagine that you are invited to participate at a television debate on gender equality. Each of the debates would deal with one of the topics:

1. Equality in the family
2. Equality at workplace
3. Equality in politics

At the WI* there are the instructions: theses you should support or challenge in the simulation of the television debate.

Your task is to produce and write down as many arguments as possible in order to hold up your thesis.

Argument can be an example or a case study, illustration of your idea, results of a research, statistical data, tendency or a trend you have recorded, an expert opinion, comparative data from other countries, social theories explaining the phenomena or any other information in support of your thesis.

Group work in building argumentation takes 15 minutes and data and information gathered in previous exercises should be used.

While the participants work in the groups the trainers make the settings for television program: there should be a table with chairs on both sides for both subgroups. The trainer moderates the debate.

STEP 3 – DEBATE

Organize three sessions at most. Debate lasts until all arguments are presented but not longer than 7 minutes on each of the topics.

Moderation is conducted on the following principles: representative of the subgroup in support of the thesis on gender equality states one of the arguments, the strongest one. Next to present is the group of opponents with the contra argument related to the stated one.

Supporters are then given a chance to reply with their contra argument.

Then the whole procedure is repeated but the opponents of gender equality are to state their strongest argument.

This should be continued until all the arguments from both lists are put to trial or until the time for debate is over.

It is extremely important to secure the clear flow of the discussion and that the debaters focus on the stated arguments they have to support or challenge. Possible departure from the subject, digression, exchanged thesis or irrelevant statements should be prevented.

Other participants closely follow the debate and should note down:

- relevance and “weight” of stated arguments
- appearance and assertiveness of the debaters

STEP 4 – PLENARY DISCUSSION AND SUMMING UP

After the simulation of the television debate the participants report on their impressions and thoughts during the debate.

Discussion should be guided on:

- a) strength of arguments and contra arguments
 - participants report which arguments they felt as the strongest and the trainer writes them on the flipchart
 - participants report on the characteristics of those strong arguments – what kind of data they present
- b) characteristics of the public appearance of the debaters
 - were they aware of the target audience (general public) and its influence on the way they presented their argumentation
 - to what aspect they mostly referred to: cognitive, emotional or motivational

After plenary exchange and discussion the trainer gives presentation on the art of argumentation with the support information from the flipchart text and guidelines in the *Reader*.

FC 1 ART OF ARGUMENTATION AND DEBATING

- be well prepared
- have a clear stand point
- confront with your strongest arguments
- be objective – present the facts
- be accurate and precise
- use simple language
- use examples and illustration
- be careful with generalizations
- stress the advantages of your proposition
- repeat your arguments in different context and repeat your message often
- respect the procedure

FC 2 ART OF ARGUMENTATION AND DEBATING

- be aware that participants in debate can:
 - hold back the facts
 - invert the facts
 - get around the facts
 - alter the thesis
- be straight forward
- ask questions
- insist on getting the answer
- request from the opponents to substantiate their thesis and inadequate arguments
- stress the inconsistency and demand objectiveness
- avoid accusations
- avoid the following statements:
 - What I want to say has already been said...
 - It is well known...
 - It wasn't my intention but...
 - I shall be short...
- do not get provoked

FC LANGUAGE IS POWER

LANGUAGE IS POWER

verbal and non verbal communication is determined by the differences in early upbringing of boys and girls

UPBRINGING supports

- boys in being active and having initiative
- girls to obey, agree and care about others

IT CRATES DIFFERENCES

- in language usage
- in mimics
- in body language

FC LANGUAGE OF POLITICS IS A POWERFUL TOOL

LANGUAGE OF POLITICS IS A POWERFUL TOOL

It is a basis of:

- power
- authority
- control
- influence

LANGUAGE OF POWER IS:

- impersonal
- formal
- full with foreign expressions and technical terms
- lacking expressions for emotions and values

WOMEN AND MEN SPEAK DIFFERENT LANGUAGES BECAUSE OF:

- gender division of work and gender roles
- different life styles
- different value systems

WOMEN PROJECT INSECURITY

MEN PROJECT SUPERIORITY AND DOMINANCE

FC HOW TO BECOME GOOD DEBATER

- be yourself – do not play roles
- surprise the audience
- do not deny the facts
- be fair – be honest
- respect your opponents
- admit you do not know everything
- do not open too many issues
- focus on the problem
- speak clearly and shortly

B''
ARGUMENTATION AND DEBATE (ALTERNATIVE EXERCISE)

Time
 90 minutes

- Objectives**
- Developing argumentation and understanding the importance of well-founded reasoning
 - Acquiring basic debate skills
 - Becoming aware of different forms of verbal and nonverbal communication

- Materials**
- Flipchart papers and marker pens for participants
 - Flipchart paper for participants' impressions
 - Prepared flipchart text: Art of making argumentation and debate techniques, Language is power, Language of politics as a powerful tool, Characteristics of a good debater.
 - Texts from the *Reader* and book *Women Can Do It*.

Session Overview

STEP 1 – INPUT ON ARGUMENTATION

Short initial input on argumentation with the information support from the *Reader*.

STEP 2 – PRESENTATION OF DEBATE METHOD

First the trainers illustrate to the participants the actual method for realization of the exercise – drawing the argumentation line.

THESIS: We think it is necessary to introduce specialized sex education in the curricula of elementary and secondary schools as well as to familiarize the general public on contraception.

ARGUMENT: Data gathered from different sources show that Serbia and Montenegro are on the second place in Europe regarding the percentage of abortions, with 98 women out of 1000 having had the abortion.

CONTRA ARGUMENT: Teaching youth real values in life and good religions education would contribute to diminishing the risk behavior with youth and teenage pregnancies too. Promoting contraception, distributing condoms or free abortions would jeopardize current law trend in birth rate.

CHALLENGING CONTRA ARGUMENT: Population policy cannot be developed through restricting rights to health care and free choice of women and girls. It is necessary to work on developing knowledge on health care. Knowledge on available means for protection and safe sex is of extreme importance for girls and women because they can make their own choices and protect themselves. Abortion is the most expensive and most hazardous means of contraception.

STEP – FORM GROUPS/PAIRS AND PRESENT THESIS/ARGUMENT

Organize participants in groups of four. Pairs should be formed within the groups and they would receive the instructions how to exchange argumentation on a certain topic.

Each group then chooses an area – health care, education, economy, politics, media, family life, violence – and two thesis are chosen regarding gender equality so that one pair supports

gender equality or women’s human rights within the area and the other pair challenges gender equality thesis in the same area.

Both pairs take a flipchart paper each and write their thesis on the flipchart paper and underneath the main argument which supports their thesis.

STEP 4 – CONTRA ARGUMENT AND CHALLENGING CONTRA ARGUMENT

When both pairs write their main argument they exchange flipchart paper and then try to write contra argument on what the other pair has stated/written.

When contra arguments are written below the initial arguments, again the papers are exchanged and now they try directly to challenge the contra argument and again support their initial statement.

Trainers may assist the pairs in their work and if necessary help in formulating phrases or give suggestions regarding the argumentation line.

STEP 5 – DEBATE

After the preparatory phase, volunteer pairs may present their argumentation line at the plenum and try to engage the thoughts and emotions of the audience.

Debate is conducted on the following principles: in support of the thesis on gender equality one pair states one of the arguments, the strongest one. The other pair then presents the contra argument related to the stated one. Supporters are then given a chance to reply with their argumentation.

Then the whole procedure is repeated but the opponents of gender equality are to state their strongest argument.

This should be continued until all the arguments from both lists are put to trial or until the time for debate is over.

Possible departure from the subject, digression, exchanged thesis or irrelevant statements should be prevented by the trainers.

Other participants closely follow the debate and should note down:

- relevance and “weight” of stated arguments
- appearance and assertiveness of the debaters

STEP 6 – PLENARY DISCUSSION AND SUMMING UP

After the debate the audience reports on its impressions and thoughts during the debate.

Discussion should be guided on:

- a) strength of arguments and contra arguments
 - participants report which arguments they felt as the strongest and the trainer writes them on the flipchart
 - participants report on the characteristics of those strong arguments – what kind of data they present
- b) characteristics of the public appearance of the debaters
 - were they aware of the target audience and its influence on the way they presented their argumentation
 - to what aspect they mostly referred to: cognitive, emotional or motivational

8

WINNER AND LOOSER

45 min

A
WINNER AND LOOSER

Time
45 minutes

- Objectives:**
- Awareness raising on the different behavior and language used by a *winner/loser*
 - Building on perception of behavior and language by the audience

- Materials:**
- Prepared flipchart paper – Behavior of a *winner/loser*, Language of a *winner/loser*
 - Written instructions (WI*) – Behavior and language of a *winner*, Behavior and language of a *loser*

Session overview

STEP 1 – FORM GROUPS

Organize participants to two groups. Each group should nominate one women and prepare her for playing a role of a winner and loser.

STEP 2 – GIVE INSTRUCTIONS

Task is the same for both groups regarding the unsuccessful lobbying efforts at the meeting of the main board of the political party to introduce 30% quota for underrepresented sex in all managing bodies of the party.

Both representatives have to report the bad news to the members of the women’s forum and in order to prepare for their role they receive WI*.

Time for the preparation is 15 minutes.

If there is a large number of participants you can divide them into more groups and there are suggestions for possible topics:

- introduction of the proportional representation of both sexes in specialist education program that is to be granted by the Board of directors in a business firm;
- proposal to the legislative board of the parliament for amending an article of the legislation on parental leave, where both parents should use 6 months with their newborns if their cumulative parental leave is to last for 12 months, whereas if only one parent is about to take the parental leave it cannot exceed 6 months.

STEP 3 – PUBLIC APPEARANCE AND DISCUSSION

Discuss with the participants what was the impression after both reports. Summon up with the short presentation on behavior and language used in different approaches.

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FC BEHAVIOR OF WINNER AND LOOSER

WINNER	LOOSER
creates new opportunities has inner power takes responsibility for action has clear idea on objectives explores, looks forward seeks solutions, experiments believes in her work sees new possibilities organizes for further action	victim of circumstances powerless and desperate does not take responsibility depends on opinions of others sees problems in everything explains herself and apologizes takes too much time in explaining denies criticism

FC LANGUAGE OF WINNER AND LOOSER

WINNER	LOOSER
I am responsible It is a challenge It wasn't a priority at a time Yes, I shall do it I choose, I decided Life is an adventure It is a valuable experiences I do not want, I won't Yes, and ...	I am not to blame It is a problem I didn't have time I shall try I would have to Life is a struggle It is horrible I cannot Yes, but...

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9

PUBLIC ADVOCACY **45 min**

A
PUBLIC ADVOCACY

Time
 45 minutes

Objective:
 - Defying and understanding the basic concept of “advocacy/public advocacy”

Materials:
 - Texts from the *Reader* on advocacy and case studies from Kikinda and Novi Pazar
 - Prepared flipchart paper: Definition of advocacy, Case studies – Novi Pazar and Kikinda; Characteristics of public advocacy.

Session overview

STEP 1 – WORKING DEFINITION

Trainers should ask if the participants are familiar with the term “advocacy”, its translation to Serbian language and what it implies in the local context. After the short discussion the trainer gives input on the narrow definition of advocacy.

As one of the linguists Svenka Savic suggested, the actual term in host language need not be given at the start. More alternatives could be in circulation before the most adequate term takes over the others.

STEP 2 – CASE STUDY – NOVI PAZAR

With the information support the trainer leads the participants through the case study with the stress on presenting the activities/stpes in realization of the public advocacy action.

STEP 3 – CASE STUDY - KIKINDA

Trainer presents the action of women in Kikinda and guides the participants with the input on the problem and the objective of the advocacy action. Then organizes the participants in four groups whose aim is to determine the forms of activities that could be conducted in order to influence the solving of the problem.

Groups have 10 to 15 minutes for group work. They should write those activities on the flipchart.

After the reports from the small groups the trainer presents the actual activities taken by the women in Kikinda.

STEP 4 – SUMMING UP

With the use of group work products and case studies from Novi Pazar and Kikinda, the trainers sum up the characteristics and means of realization of the public advocacy actions.

FC DEFINITION OF PUBLIC ADVOCACY

working title

**is a set of targeted actions
aimed at drawing a community's attention
and at decision-makers at all levels
in order to influence or change
system procedures or legislation
that affects our lives.**

FC CASE STUDY NOVI PAZAR

Stop violence on women – Novi Pazar

problem

Violence on women in Sandzak

cause

Draconic sentence to a women, abuser-murderer, Muzafera Rizvanović

objective

Drawing community's attention, judiciary and political elite's attention

activities

Support in court

Public appeal

Public protest

Distribution of printed materials

Networking

Media appearances

FC CASE STUDY KIKINDA

Women take over the public space – Kikinda

problem

Closure of the public space for women

cause

No public lights in the streets and parks in Kikinda

objective

Drawing community's attention on violence on women and women's freedom of movement

activities

Public performance

Media campaign

Networking

Public discussions

Workshops

FC CHARACTERISTICS OF ADVOCACY

- Asks something of others*
- Puts demands into political and policy system*
- Deals with issues that otherwise would not be dealt with*
- Creates an issue and/or political experience that otherwise would not exist*
- Engages people who have an interest in a policy result or who come to realize that they have such an interest*
- Initiates**
- Innovates and invents**

FC ACTIVITIES IN CONDUCTING ADVOCACY ACTIONS

- Civic disobedience
- Appeals and public statements
- Support in the court
- Protests and rallies
- Petitions
- Demonstrations and strikes
- Performances/street activities
- Research and reporting
- Lobbying
- Negotiation
- Distribution of publicity materials
- Education
- Public discussions/round tables
- Media campaigns/appearances
- Campaigns
- Networking and building coalitions

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10

ACTION PLANNING

120 min

A
CREATIVE PROBLEM SOLVING

Time
 10 minutes

Objective:
 - Introduction to the steps in problem analysis

Materials:
 - Flipchart paper – Creative problem solving
 - Texts from the *Reader*

Session overview:

STEP 1 – CREATIVE PROBLEM SOLVING

Trainers give input on the basic steps in creative problem solving giving the overview of all the elements with the support to the prepared flipchart text. Stress is on the preparatory phase – gathering facts and figures and research on the topic.

STEP 2 – ACTION PLANNING – STEPS AHEAD

Entire process of action planning should be presented before the separate steps are developed one by one. It is important that they get a complete picture of the process and then work the way to separate understanding of all the elements of action planning.

Presentation can be illustrated with the examples of local actions of public advocacy from the previous exercise or from the experience of the trainers and participants.

Stress the importance on precise defining WHAT should be done, WHO participates in the realization and who is responsible, WHEN the activity should be realized or in what period of time. Precise allocation of RESOURCES is important (computer, car, volunteers...) and reasonable forecast or DIFFICULTIES that might be encountered.

B
ACTION PLANNING

Time
 110 minutes

Objective
 - Independent creation of the action plan

Materials:
 - Flipchart paper from the beginning of the training when the participants listed the change they wish to create in their communities
 - Working list (WL*) – Action and steps/activities in an action plan
 - Prepared flipchart text – Presentation of an action plan for each group

Session overview

STEP 1 – IDENTIFYING PROBLEMS IN LOCAL COMMUNITIES

Basic step in taking any action is defying the problem. In the plenum identify some of the most common problems that women share in the municipality and that would be strong motivator of public advocacy actions.

Participants should review their initial ideas formulated through desired changes in their communities and then choose one of them regarding the status of women they could all relate to in order to develop a detailed action plan.

Guidance is important so that the participants who are not used to this way of planning and creating a strategy could think of specific needs, problems and interests of women. Trainers lead brainstorming, write down all the ideas and facilitate the decision-making process.

If participants already have some experiences they may when divided in groups choose different problem areas and develop action plans accordingly, or if they lack experience all four groups may work on the same problem.

STEP 2 – FORM GROUPS, CHOOSE PROBLEM AND DEFINE GOAL

Participants get organized in three or four groups, and work on a common or different problems in local communities, they find most capable to influence. Their experiences, knowledge and positions within organizations and institutions should be determining factors. Each group gets a WL and a prepared flipchart paper for this exercise.

First step is setting the main goal in reacting to the defined problem. The trainers may facilitate this process if the participants have difficulties in setting a SMART goal.

STEP 3 – DECIDING ON THE TYPE OF ACTION

Present again the flipchart text with the list of possible actions to be employed in the advocacy process (workshop on Public Advocacy). Within groups the participants brainstorm the most suitable form of action that may lead to the solution of the problem. It is important that they consider what is the best point from where to start working on the desired change, how to get public attention, draw the attention of decision-makers, motivate local population or interest groups for action and how to assist, support or organize people.

When the groups list their ideas and suggestions, they are also responsible for realization of the decision making process on choosing one specific action they want to plan in detail. Selection criteria should be efficiency, objectiveness, available resources, feasibility within one moth period and cost effectiveness.

If necessary those criteria should be written on the flipchart paper.

Give 15 minutes for selection process.

When they reach the decision on the type of action it should be written in the heading of the WL.

STEP 4 – STEPS IN ACTION REALIZATION

Participants have already planned and conducted many activities, tasks and projects in their life and work without specifically concentrating on actual steps and their elements. Each time they spent more or less time planning having in mind different activities they should carry out.

Now it is important that they apply that experience in setting the plan for realization of the chosen activity. Acquiring new skills in the process of planning may facilitate all their future efforts.

The participants follow the scheme on their WL and fill in the necessary stages in realization of activity that should follow the logical framework and consequent agenda regarding responsible persons and time framework. It should all be filled in the rows of the WL. 15 minutes is also allocated for this activity.

STEP 5 – RESOURCES AND DIFFICULTIES

Framework for the action has been drawn, but without a precise time allocation, resources needed for realization, thinking through the alternative activities in the case of possible obstacles in the way, this framework stays merely a scheme on the paper.

Human resources are partially covered in the exercise but there is not enough time to cover all the costs and the means of gathering funds and equipment. It is neither possible to go in depth in identifying opposition and opponents in such a basic skill building training but if the participants are well aware of the problems that might appear in realization of the particular steps/activities they are welcome to write them down at the WL.

STEP 6 – PRESENTATION

Working flipchart schemes similar to the WL schemes will be used for the presentation of actions in the plenum. Writing down all the basic elements should take about 10 minutes and then each groups has 5 minutes to present their action plan.

STEP 7 – DISCUSSION AND SUMMING UP

In the plenum all presented action plans could be discussed, strong and weak points talked about and alternative suggestions put forward.

It is also important that the trainers praise the work of all the groups and to remind them of all the basic elements they learned about. Support them in their willingness to actually take action and to try and carry out the plan they jointly prepared.

Difficulties encountered in previous years of holding the seminars and which should be thoroughly considered by the trainers:

1. *Participants tend to set their goals too ambitiously*
 - they are surrounded with large problems and are not used to start dealing with them in small steps
 - they propose planning of too ambitious actions that are usually under the authority of high levels of decision-making

- *women's rights and common problems are usually not the priority but some general concepts of human rights and democratic development*
- *have difficulties in defying SMART goals*

2. Imprecise goal definition

- *lack of analytical thinking*
- *goals are usually comprehended as outcomes*
- *goals are forgotten in the process of developing action plans*
- *actions are not related to the set goals*

3. Goals are not compatible within the education goals

- *women are not used to take seriously the problems of their own and it is not reasonable to achieve gender sensitive approach after two days of training session so some extra help is needed on the way*

4. Imprecise steps in action planning

- *initial step is hard to determine*
- *there might be many separate activities combined in one step*
- *too ambitiously set goal makes it difficult to separate individual activities*

FC CREATIVE PROBLEM SOLVING

FOR EVERY PROBLEM THERE IS A SOLUTION!

1. EXPLORE THE FACTS AND GATHER DATA

WHO	HOW
WHAT	WHY
WHERE	CONSEQUENCES
WHEN	

2. SEARCH IDEAS FOR POSSIBLE SOLUTIONS

3. FIND SOLUTIONS

EFFICIENT
ESSENTIAL
COST EFFECTIVE

4. TOWARDS REALIZATION

TARGET GROUPS
MESSAGE
TARGET AUDIENCE
TIME LINES
DIFFICULTIES

FC GENDER ISSUES IN LOCAL COMMUNITIES

FC ACTION PLAN

ACTION

PROBLEM

GOAL

STEP/ACTIVITY	DESCRIPTION	WHO	WHEN
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RESOURCES
POSSIBLE DIFFICULTIES

11

NETWORKING 120 min

A
MAPPING INTEREST FOR COOPERATION

Time
 35 minutes

Based upon the information gathered by the participants and in the course of realization of the workshops the trainers may conclude that the women in the group come from different cities or areas, do not know each other well or haven't cooperated so far. In that case this introductory exercise is recommended.

Objectives:

- draw attention to the need of building solidarity among women in the local community
- finding the minimum of common interest for connecting women from politics and CSO

Materials:

- Flipchart papers should be divided in two and the following pairs of interest groups should be written on each of the halves: NGO– Political party; Political party – Political party.
- Text from the *Reader* related to networks and coalitions.

Session overview

STEP 1 – GROUP WORK

In local communities there are different women's associations and networks belonging usually to segregated sectors of public sphere. We believe that common interests of women and their participation in public life would be more visible and influential if they would develop cooperation across the sectors.

Organize participants in four groups. Two groups work on one and other two on another task. They all consider the interests for cooperation between those two target groups and point out two major fields of interest for each subtask. One task regards NGOs and political party and the other political parties between each other.

Each group receives their target groups written on the flipcharts and has 10 minutes to identify two major interest points for cooperation.

STEP 2 – REPORTING

Representatives of the small groups present their finding. After listing of all common interest it is important to draw the conclusion that there is an articulate need for women cooperation in the local community. Inclusion of all sectors in crucial and development of resources within trade union sections and local media is an important asset.

*****A 1**

MAPPING INTEREST GROUPS (ALTERNATIVE EXERCISE)

Time

35 minutes

If the trainers have enough information on already created cooperation networks among the participants, this exercise is recommended.

Objectives:

- Raise awareness on the importance of networking women in local communities
- Finding the common interests for creating women networks

Materials:

- Flipchart paper for listing interest groups
- Flipchart paper for listing interests in connecting different groups in local communities
- Text from the *Reader*

Session overview

STEP 1 – MAPPING INTEREST GROUPS

Trainers draw a circle in the middle of a blank flipchart paper which represents the participants of the seminar – women that are already active in the live of the local community. Remaining space presents the local community and different interest groups with it. Together with the participants the trainers brainstorm on all the groups, organizations and networks that have already had communication or cooperation with the participants and their organizations and all potential associates. This list should be as detailed as possible, regardless of gender representation within them, but having in mind all individual women experts or entrepreneurs, journalists, representatives of minority groups – Roma women, women with handicap, rural women, self-supported mothers, unemployed, students.

When the local community has been mapped this way it should be clearly stressed with whom the cooperation has been created so far and who are the like minded associates. Some of those groups are not in focus at this time. Some of them are large and some of them small but maybe influential.

STEP 2 – CHOOSING PRIORITIES

Participants choose three women’s groups or organizations which they consider important to cooperate with in the nearest future, having in mind the status and needs of women in the local community.

Trainers once again stress that all the groups and individuals listed above are important but that the context and needs would be guiding us to prioritize and that the priorities change with time and set objectives.

STEP 3 - GROUP WORK

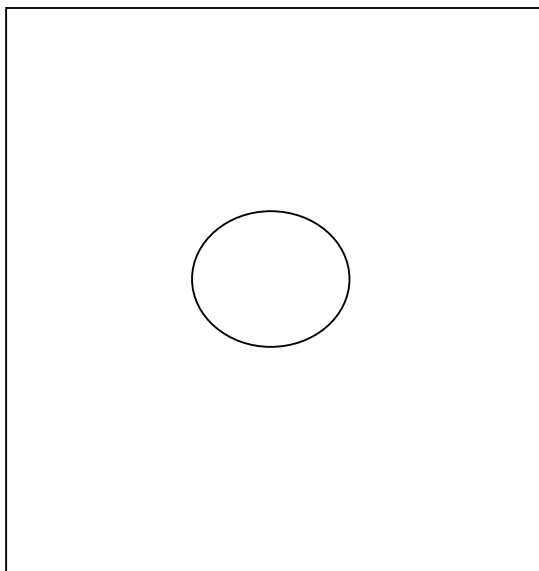
Organize participants in three groups. Each group will consider one of the chosen target groups. Task for all the groups is to list on one side their interests in cooperation and on the other the main interest of the chosen group to cooperate with them.

Group work should take 10 minutes.

STEP 4 – PRESENTATION

Reporter from each group presents the conclusions they reached. Those flipchart papers should be pasted and all interests discussed in the plenum, especially if the interests of our future allies have been considered realistically.

FC INTEREST GROUPS



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B
NETWORKING WOMEN’S INITIATIVES

Time
 50 minutes

Objectives:

- Establish principles/values of networking and possible difficulties
- Initiating first steps in local women’s networking

Materials:

- Prepared flipchart papers with guidelines
- Flipchart paper and marker pens

Session overview

STEP 1 – GROUP WORK

Form two groups. The participants should consider basic principles for networking. Each group gets a flipchart paper with a written question and should write down as many answers to the questions as possible. After 10 minutes, flipchart papers are exchanged and they get another question and answers that the other group has already given. The participants should read carefully the answers given by the other group and contribute with new ideas or expand on what is already written.

Each question is written on separate flipchart papers:

- A. What are the principles/values of networking?
- B. What are the possible difficulties in networking efforts?

After 10 minutes the flipchart papers are exchanged. Adding or expanding on the questions shouldn’t last more than 10 minutes.

STEP 2 – REPORTING AND SUMMING UP

Representatives of the groups present both inputs they have given.

Trainers sum up the results of their common work:

- the importance of setting the networking principles in advance; how these agreements are being made; need for joint agreement on basic principles; flexibility on altering principles if difficulties in communication come up.
- the importance of foreseeing possible difficulties and how it contributes to creating better strategies of cooperation; planning of intervention mechanisms to overcome difficulties before they become problems.

STEP 3 – FUTURE NETWORKING AGREEMENT

Trainers should try to facilitate an actual initial point in starting future cooperation among the participants and their like minded associates:

- What are the best ways to distribution information among the members of the network?
- What available means are satisfactory for all the members in the network (telephone, e-mail,

12

EVALUATION

35 min

A
FILLING IN EVALUATION SHEETS

Time
15 minutes

Objective
- Evaluate the seminar and provide needs assessment for future trainings

Materials
- Evaluation sheets

Session overview
STEP 1 – FILLING IN EVALUATION SHEETS
Distribute evaluation forms to the participants and ask them to carefully fill them in without having to write their names on them.

STEP 2 – TREE OF EXPECTATIONS
Ask the participants to go to the flipchart paper from the beginning of the seminar, with their expectations hanging on the tree and to find the sticker with what they have written. If they think that their expectations haven't been met they should paste them in the grass by the tree. If their expectations have been only partially fulfilled they should paste them around the middle of the trunk of the tree. Those expectations that were successfully met should be left in among the branches on the top of the tree.

B
SOMETHING NICE FOR THE END

Time
20 minutes

Objective
- Farwell in a supportive and friendly way

Materials
- Blank papers for each of the participants and trainers
- Adhesive tape

Each of the participants and the trainers has blank paper pasted to their backs. Each of them then goes around and writes nice messages to each other.

MINI GUIDE FOR TRAINERS
TRAINER SKILLS

MINI GUIDE FOR FUTURE TRAINERS

Edited: Snježana Mrše

CONTENTS

- * PLANNING THE SEMINAR: USEFUL NOTIONS
- * FACILITATION OF THE SEMINAR: SITUATIONS TO HAVE IN MIND
- * BASIC WORKSHOP PRINCIPLES AND RULES
- * ACTIVE LISTENING
- * FEEDBACK SKILLS
- * TEAM BUILDING
- * LITERATURE

PLANNING THE SEMINAR
USEFUL NOTIONS

LOCAL ORGANIZER

Prior to the seminar you have to make contact with a person from the local community, an organizer who would at any time provide various information and assistance needed for successful planning and organization of the seminar.

SEMINAR DURATION AND NUMBER OF PARTICIPANTS

Time table of the seminar, appropriate days, staging and ending hours, primarily depend on the needs of the participants and their free time.

Realization of the program to a great extent will depend on the number of participants that actually attend the seminar as well as on the number of hours at your disposal. It would be of use if the trainers prepare in advance for possible alternations of the program (cutting down, introducing additional activities, selection of more suitable form of group work and exercises).

EDUCATION AND AGE OF PARTICIPANTS

It is important that in advance you get at least the basic information regarding participants' age, educational and professional background. Their previous experiences related to seminar topics and methodology will also facilitate the creation of the final version of the seminar design.

PROGRAM AND AGENDA

Short description of the program and the seminar agenda should be sent to the local organizer well in advance, who should distribute it further to the potential participants. Also it is important that during the seminar you stay flexible and alert to recognize and meet the specific needs and requests related to the program the participants may express.

WORKING SPACE

You have to check with your local organizer if the space for the realization of the seminar is large enough for all the participants sitting in circle, with no poles or flower decorations in between. Tables should be placed outside and around the circle of chairs. One wall should always remain free for posting written presentations or for setting up the flipcharts or boards.

WORKING MATERIALS

Provide for copying of all important materials and handouts in time and for buying or purchasing all working materials, such as flipchart paper, note pads, marker pens, scissors, adhesive tape, pencils, stickers, etc.

TEAM WORK

It is important that the trainers are well prepared before each of the seminars. Finish with all the necessary agreements (tasks and responsibilities, support signs) and exchange all possible fears or questions related the upcoming seminar or particular group of participants. It is particularly important to speak about communication strategies in the case of misunderstandings or problems between each other and/or with the group.

**SEMINAR FACILITATION
 SITUATIONS TO HAVE IN MIND**

RESPECT THE TIME

Respect the time for each exercise as much as possible but have in mind that discussion or any other process in the group can be precious for group dynamics or learning. It is then better to give more time for exchange in the group even if it will leave out some of the less important exercises/topics.

CLEAR INSTRUCTIONS

When giving instructions always check if all the participants understood well and encourage them to ask questions. Do not proceed further until particular issues are clarified, especially when the exercises are more complex.

TRAINERS INPUT

Exercises in the workshops present the analogy with real life situations and relate to personal experiences of the participants. Comments and input given by the trainers should create a link between the content of the exercise and participants' life experience. Be aware not to yield to certain pressure and give advice or solutions to participants' problems. The trainers should present the new approach to problem solving and not give ready made answers.

OPENNESS OF THE TRAINERS

Behavior and language used by the trainers is a role model for participants, and each trainer should be aware of this fact. Extent to which the trainer is genuine and authentic is directly influencing the creation of friendly working environment and facilitates the spontaneous expression of the participants.

FOLLOWING GROUP DYNAMICS

The way in which the group functions is an important factor of learning and this is why we shouldn't insist on doing exercises when the participants are too tired or tense. If the participants do not give feed back to your instruction or do not except just it be patient. What may look easy, simple or obvious to you may be just the opposite to some of the participants. Encourage them to take part in the process and do not take personally occasional "rejection" by the participants.

During the workshops it happens that the group slows down and that the energy falls which influences the quality of performance in the activity or even interrupts it completely. Reasons may be numerous and it is not that important that the trainer knows the reasons but that she/he is able to recognize what is happening and to react, to know how to raise the energy. Most typical way is to introduce a short game that would bring laughter and relax everybody.

SCANNING INPUT AND OUTCOME

Sometimes the trainer may notice that something "funny" is going on: some of the participants are tense or absent, there has come a sudden change in behavior or atmosphere

in the group. In those situations it is best to make a break and check with the group what is going on.

1. At the very beginning the trainer should allow the participants to share the feelings with which they enter the workshop. Some games may provide a good introduction of the participants. It is also important that the trainer is aware with what feelings she enters the workshop and to exchange them with the group.

2. Same or similar exercise/game may wrap up the workshop. The participants should be aware of their feelings with which they are leaving the workshop, as well as understand the possible changes that have happened during the work and what might caused them.

Those two steps can be used for the evaluation of the workshop, with some additional inquiries: What do you expect to gain with this workshop? How can you apply what you learned?

FOLLOW THE PROCESS NOT ONLY THE OBJECTIVES

When within an exercise you expect one type of answer or one specific type of reaction and instead, you get completely different reaction, do not get confused. Use that opportunity to discuss it over with the participants and you will sure learn something new. Unexpected answers or direction in the workshop is neither of less value, nor wrong, if you manage to incorporate new knowledge or input into the set objective.

EXPRESSING STRONG EMOTIONS

Some exercises may cause different reactions with different people, even expressions of strong emotions. If some of the participants get said of become apparently angry, it is good that the trainer verbally and non-verbally gives support and shows understanding for those emotions. Bear in mind that it doesn't mean deeper analysis of those feelings, since the workshops do not have the therapeutic aims.

“TIME OUT” OR OVERCOMING INTERFERENCE

If there are difficulties, dilemma or misunderstanding with your co-trainer, you may call “time out” and shortly exchange impressions and information how to continue the work. Similar consultations could be held with the entire group if the trainers openly share their dilemma and ask the participants to give their opinion or suggest possible solutions.

FACILITATION OF GROUP WORK OR DISCUSSION

Here are some recommendations given by Tomas Gordon (Gordon 1977) that may be useful while facilitating a seminar, group discussion or group meeting:

- Listen actively and if necessary ask questions and clarification on certain statements
- Write down crucial points/words at the board and sum up the discussion at certain points
- Follow closely the course of the discussion so it wouldn't take another direction from the set objectives and be alert to remind the participants when it happens
- If the discussion slows down ask questions or remind the participants of the crucial points
- Give support and open space for suggestions and argumentation of opposite opinions
- Ask participants to give as many suggestions and ideas and to be focused as possible

- Be aware of the time and make sure that the participants follow the time table
- Facilitate formulation of conclusions and recommendations

BASIC NOTIONS AND RULES OF WORKSHOP METHODOLOGY

BASIC NOTIONS

Experiential learning

Share different experiences and exchange gained knowledge and ideas. Do not give ultimate truth or ready made solutions but the means how to reach them individually and within the in the group.

Active participation

All participate in the activities they are comfortable with. No observers or “accidental” participants.

Interaction and cooperation

Learn from each other through joint work, experience exchange and mutual support. No competition in being cleverer or more informed. Sharing is what matters.

Positive motivation

All participate in the way that suites them best. Participation at seminars is voluntary so we do not have to do something “because it should be done”.

GENERAL RULES AND BUILDING OF DEMOCRATIC PROCEDURES

Rules of working should be clear to all and accepted by all.

Bear in mind that even in ideal circumstances it is not realistic to expect that no rules are broken. Agree in time how the group would deal when the rules are broken. Each of the participants can call upon any of the rules. This way everybody has the opportunity to protect his/her rights and contribute to building of the democratic procedures needed for the successful learning and group exchange.

Suggestions for the list of the working rules:

1. All participants see each other – All sit in circle

Setting of the working space speaks a lot about the way in which we try to build interpersonal relations and the way of communication suggested to the group. Ideally the chairs put round the middle of the room put participants in equal position and create conditions for direct, open discussion where no one dominate.

2. Active participation – All have right to their opinion and time.

All participants are committed to giving contribution to the group work the way they can best and that suites them most, in the same time respecting all the working rules. During discussions there will be time for each participants and no body has the right to deny others their time and their participation.

3. Direct conversation

Speaking directly to each other shows that everybody is perceived as an important subject, not an object in a conversation. It makes us more aware of each other. More direct the conversation is the less space there is for misunderstanding and disputes.

4. Rule “Pass”

Active participation means also that when for whatever reason we do not feel comfortable participating, we say “pass” and do not need to give our reasons why we do not feel like speaking or doing something.

5. Listening to others without interrupting

Active listening is also an expression of mutual respect and creates necessary conditions for understanding different opinions and ideas. It doesn’t mean that we do not ask questions or ask for explanations, ask of others to speak up or speak slower, it only means that we are willing to understand each other.

Active listening is one of the basic communication techniques which can be as any other skill acquired and practiced.

6. No insults and threats

When the participants avoid some actions that can hurt or threat others or themselves, they make the whole group feel safer and supportive.

This rule also allows participants to react each tome whenever they feel hurt or offended and the group should understand the importance of preventing these situations from happening.

7. Everybody is responsible for him/herself

This rule applies to all the participants in the group. It allows or each of them to say, ask or take action to protect their rights and respond to different needs they might have.

8. Confidentiality and privacy

When private information is shared within the group it shouldn’t be talked about outside the group since they might hurt other persons or could disturb group cohesion. It is important that the group formulates how it will protect its members and information.

9. Respect the time

For different cultures and individuals the time has different meaning and importance and it is natural that the people have different attitude to it. Work in the group is more efficient if there is a consensus on this matter. Have in mind that it is never the same if you break this rule knowing that “others will tolerate it” or knowing that “other will not tolerate it”.

10. Rules can be changed

Ideal procedure for setting the rules of working in the group is by consensus. This procedure enables creating mutual relations and working conditions that would strengthen group cohesion, adherence and devotion to the common goals. It guarantees from the very beginning equal treatment and conditions to all the participants.

ACTIVE LISTENING

Active listening to others means putting in brackets all external and internal distracting influence (stereotypes and prejudice, negative expectations, similar experiences, strong emotions) and open to others so that we could understand other persons and their positions.

Here are some recommendations that could be useful:

TRY THIS	AVOID THIS
Concentrate on the person that speaks.	Speaking about yourself.
During conversation show that you understand.	Speaking of your reactions.
Ask for feedback on feelings and impressions: How did you react? How it all influenced your behavior?	Giving advice, diagnosis, persuading, encouraging or criticizing.
Paraphrase not only to show that you understood but also to enable the other person to hear and understand her/his own words.	Do not think about what you will say next.
If the phrases that express that you listen actively are not well accepted try again in a different manner.	Repeating the words he/she had said, or just saying “aha” or “mmmmmm”.
Be as precise as possible when paraphrasing the essence and meaning of what is spoken.	Pretend you understand when you don’t.
Challenge expressions of helplessness such as “That is hopeless” with “It looks hopeless at the moment”, or “There is nothing I can do about it” with “At the moment you do not see the way out”.	Let the other person lead you to less important issue because you didn’t show you understood. Do not alter or correct what the other person has said.
Allow moments of silence in conversation	Fill the silence with your speech.
Follow closely the words and body language and think before reacting.	Change the subject.

There are many procedures/techniques that can be useful in practicing active listening. Some of them are shortly described below.

PARAPHRASING is repeating in your own words what has already been said – not repeating word by word and without alternation of the meaning. Its aim is to check if we

correctly understood the message. This way the person who is speaking gets a chance to hear her/himself and how the story sounds in the ears of an active listener.

SUMMING UP is a concise reporting of the basic facts and feelings spoken about. The aim is to identify the most important facts and to direct the further course or the conversation.

ASKING OPEN QUESTIONS in order to clarify all the aspects of the story. It is always better to ask questions than to pretend we understand. Anyhow we should be patient that irrelevant questions or questions asked in the wrong moment can have the opposite effect and create the impression of making interrogation, not being patient enough or interrupting the course of the conversation.

RESHAPING is the procedure which enables us to reformulate what the other person has said in a way that every possible form of threatening or negative input is avoided. This technique helps both parties to speak about themselves, their own wishes and not on what they would like or could do. When one and the same expression is put into different context its meaning is altered. Reformulating somebody's words means opening it to the future options; translate it to positive language on something real and objective, and opening a field of communication so that it becomes more supportive.

All named techniques present different forms of giving feedback.

FEEDBACK SKILLS

Aim of giving feedback can be:

- a) information exchange on the actions/behavior of a person
- b) exchange of personal impressions related to an actual situation

In both cases, gathered information will enable the person receiving them to see the complete situation and then decide what he/she wants to continue doing and what to change.

Following list gives suggestions of what we should have in mind when giving feedback:

1. Be aware of the aim with which you give feedback
2. Give those information that are primarily of use for the receiver and not to you or any other person
3. Focus on the activity/behavior of a person, not on the person itself and its attributes or your impression of its attributes
4. Hold with the objective description of a given activities/behavior.
5. Be precise and objective
6. Be concise
7. Be constructive
8. Speak directly and from your personal position
9. Consider the timing of feedback
10. Have a dialog not monologue
11. Consider the form:
 - a) start always with something positive

- b) use conjunction “and” not “but”
- c) finish with the constructive suggestion regarding changes of the behavior or activity

TEAM BUILDING

Many problems and misunderstanding in the group/team arise because the groups start their work without sharing their wishes and fears related to the project and without reaching agreement on the procedures in the case of difficulties in communication.

The following procedure of team building is taken from the Danish Center for Conflict Resolution from Copenhagen and is inspired with the Diana and John Lampen work.

PRECONDITIONS FOR REALIZATION OF THE PROCEDURE

- 1. Members of the team already work together or know each other
- 2. Everybody knows and has agreed to the procedure
- 3. Professionalism and confidentiality
- 4. No interruption or bringing down of others

DESCRIPTION OF THE PROCEDURE

Procedure follows a series of rounds in which each of the participants’ answers to proposed questions. No comments to individual responses or discussion afterwards.

- 1. ROUND: Explain your view of the project and personal aspirations regarding the project
- 2. ROUND: Fears and concerns regarding the project
- 3. ROUND: Tell each other why you like being in a team with her/him, what you like best with each of the members of the team in relation to the project
- 4. ROUND: Tell each other what you fear regarding his/her participation in the project
- 5. ROUND: Speak about the rules and the procedures in the case of misunderstanding and difficulties in communication (brainstorming technique is best)

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TRAINERS WORK

Edited: Aleksandra Petrović Graonić

In order to present your role as *trainers* in realization of the program, we shall use the text of Vesna Teršalić “Leading, facilitating and conducting trainings” from the book *Power or cooperation, manual for conducting trainings*, Center for Women’s Studies, Zagreb, 2001.

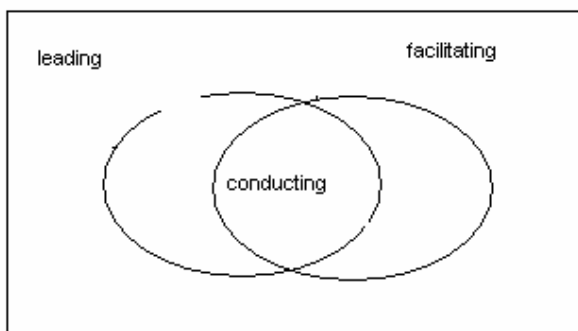
As named above we will present three different approaches in working with the group:

- Leading a training
- Facilitating a training
- Conducting a training

Leading is guiding the group towards a set goal while the leaders take full responsibility for the results of group work and in the same time give important information input. Training leaders according to this approach consults with the participants but at the end makes most of the decisions her/himself.

Facilitation implies the role of the facilitators as one taking care of the process and activities by making discussion and decision-making as smooth as possible. Facilitators offer the structure and ask questions but withholds her/himself from giving information input and take care of individual input of all participants in the most comfortable way. She/he facilitates the work in the group, focused only on the process and the aim of the workshops leaving the space for crucial decision making to the participants themselves.

Conducting a training (in the program *Women Can Do It*) considers the best elements of leading and facilitating and in the same time enables smooth realization of the activities and influences results with substantial input and information presentations. Trainers that consciously combine leading and facilitating methodology offer essential information and are open to suggestions and input from all the participants in the group. Responsibility and decision-making is distributed between the trainers and the participants.



Besides “conducting the trainings”, this program implies certain openness to new issues and topics regarding the status of women. Unfortunately, there is a significant resistance in our culture when it comes to asking questions. People who ask questions are considered weak, ignorant or incompetent.

Confronted with the wall of silence when it comes to the issues of inequality, asking questions becomes our most powerful tool. Questions open new roads, new possibilities and dissolve even the strongest obstacles. Current distribution of privileges, power and opportunities are seen as natural and reasonable. When women ask for equal share of influence and power in politics, economy and decision-making often we hear such comments: “Actually women do not want more. They do not want to be nominated; they do not want to be at leading positions. They prefer being in the shadow”. This thesis can be challenged and we can ask the following questions: “What do you mean? What data do you refer to? How many women have you spoken to? Even if so, why do you think it is like this? How to achieve equal distribution of power and responsibility? What can we and what has to be done?”.

TRAINING TECHNIQUES

For successful realization of the seminars *Women Can Do It* we consider the following techniques crucial and as such they have been used in creating seminar design.

In accordance with the objectives of the training, number of participants and available time, group discussions and small group work incite active participation even on those topics participants may not know a lot about. Other forms of work that are employed in this manual provide space and opportunity for the participants to challenge and articulate their own attitudes and beliefs, ideas and notions. And of course ask questions...

BRAINSTORMING

Method that enables us to gather lot of ideas in a short time with the active participation of all. It can be used when we:

- start discussing particular topics (stress, women’s capacities) because it enables the group to quickly identify different aspects of the issue and in the cases when the topic is rather new for the participants;
- wish to present to the participants that there are different approaches to the topic (politics women’s way, advocacy) since there are more than two starting points;
- search for better understanding of the sources or elements of the problem (creative problem solving), when the problem is more complex then expected at the start in order to explore what is actually going on and what influences we haven’t considered so far;
- want to create a list of new or unconventional solutions to the problem (public advocacy);
- gather the participants in the plenum after their work in groups (activism and motivation) and in the fastest way try to collect all conclusions from different discussions and provide more time for analyzing the given topic;
- offer the structure in order to cover a large topic (action planning) by covering the scope of attitudes within the large group and start choosing specific issues and create priorities for structured approach to a more complex task.

Procedure:

- prepare more papers since the groups usually produce many ideas;
- one of the trainers writes down the formulations on the flipchart paper without processing them and changes formulations only in agreement with the women who stated it;
- no discussion, only eliciting ideas, since the discussion follows after the list is completed;
- clearly formulate the question or a task and write it on the heading of the flipchart paper
- do not panic if there is a period of silence since it is a phase that usually enables the participants to think some more on the issue and in that way opens a space for creativity;
- it may be useful to announce when the time is nearly over “two minutes left!” since it often leads to the final brainstorm of ideas;
- after brainstorming, through exchange with the participants, the trainers sum up the list by choosing the priority issues and create adequate categories, or even qualifies data according to the defined categories;
- in some cases we discuss the list as a whole and just map or mark similar concepts and ideas that appeared and then stimulate the discussion – what is that we want to do next?

DISCUSSION IN CIRCLE

Relatively large number of participants determines the use of this technique since it can take too much time, but it is important that each of the participants has an opportunity to speak her mind. This way even those taciturn and shy women get the chance to speak, which is guiding the trainers to determine when and how to conduct a structured discussion in the circle. When the participants meet for the first time (introductory exercise) it is needed in order to create friendly and relaxed working environment.

We use it for:

- structuring of a complex process of exchanging opinions (choosing priorities in local communities), when there are many parallel courses in discussion, as well as when it is necessary to involve all the participants and avoid the situation in which only a few participants are active;
- gathering different viewpoints in the group, when the participants have different interests (domination techniques) and we should prevent disputes on correctness of certain actions or values;
- gathering again after the break caused by disturbing situation or a dispute (domination techniques, debate techniques) and this creates ideal approach in which each participants can express its own opinion and impression on the things that happened;
- closing the exercise (stress) by which you give the opportunity to each of the participants to express their thoughts and feelings she otherwise wouldn't speak of, or as an evaluation technique.

INDIVIDUAL WRITING

is a useful technique as a preparation for the brainstorming (women's capacities), when we wish the participants should concentrate and focus their thoughts in order to enter the next step in the exercise. It can also be used during evaluation exercise when we need a feedback or constructive criticism and do not have much time for each of the participants individually.

ROLE PLAY

Technique that engages the participants in playing roles according to the scenario on the real or mock situations, in order to think over, revive, evaluate or look in detail to the current problem or issue, with the possibility of direct implementation in real life situations. We use it when we:

- want to realistically present a certain situation or problem (domination techniques) and that way help the participants to consider their reactions in a given frame;
- want to analyze the problem or a situation from different angles (debate techniques), putting them in different roles, and this way understand better various options and positions of persons we meet in a given context;
- want to practice new skills (winner-looser) and by using this technique we raise self-confidence with the participants and help them in being released from fear of discomfort in future real life situation;
- wish to help participants in raising awareness on suppressed feelings (domination techniques) in real life situations and release the energy used in holding back emotions and direct it in a more creative problem solving strategies.

Procedure:

- precise description of the objectives
- choose the situation and prepare written instructions, materials and the setting
- introduce participants to their role
- distribute roles and give both written and oral instructions
- after the role play help participants to exit their roles since remaining in them can be irritating and insulting to others or it can distract and absorb participants attention;
- leave enough time for discussion and feedback on all important dimensions of the situation or a problem;
- discussion that follows is an important part of the role play where the participants are given the opportunity to describe how they felt and how the whole set up seemed to them, and to the observers to describe what they saw and share their impressions.

SMALL GROUP WORK

Techniques we use for:

- breaking the ice and creating the safe environment for participating, since in the small groups it might be easier to speak up;
- creating relations among participants because this way they can better relate to each other and get to know each other;
- maintaining the high level of energy and engagement – it revives the energy since in small groups the participants have more time and more opportunities to actively participate and it motivates them and engages to a greater extent ;
- going in depth in a subject by giving the participants more time to explore and exchange ideas;
- fast check of different aspects of the topic, in small groups they can cover completely different angles of the problem ;

- full participation in achieving results when the participants cooperate and all can influence the conclusions, decisions and recommendations.

Procedure:

- ideal small groups have four to eight participants
- explain to the participants why and how they should be organized
- repeat that they should choose a presenter and that each time they should select different one
- clearly announce the time they have on them and remind them during the work how much time is left for performing the task
- check from group to group if they understood or if they follow the instructions
- it can be done without changing the way they are sitting simply by joining up and sitting closer to one another
- forming groups can be done in different ways and through different games and materials prepared in advance
- participants can create groups themselves or they can be organized in groups according to their interests or their different identities, or sometimes the trainers prepare group lists in advance in order to facilitate realization of a task or communication in a certain way
- when small groups should work in separate rooms the instructions have to be precise, and together with the time frame provided on the working lists or on the flipchart paper

REPORTING FROM SMALL GROUPS

It is of great importance since the aim is that all participants hear the crucial information, ideas and conclusions. Following should be kept in mind:

- in the design of the workshops allocate enough time to small group reporting
- determine the maximum duration of each report since they have to be concise
 Rarely reporting lasts longer than five minutes. More time is needed if you provide opportunity for unconventional forms of presenting work from small groups such as creating a role play, dance, songs, drawings...
- ask the presenters to concentrate only to the results of the work in order to prevent long comments on the context or digressions
- it is always good to remind the presenters to name the specific task they worked on and to name the women who were in the group
- after each presentation it is good to ask if any other member of the group have something to add or if other participants would like to comment on the presentation
- always sum up after the presentations and give crucial points that direct the course of the workshop towards the set objectives

USE OF FLIPCHART PAPER

Writing on the flipchart paper is important since it:

- helps participants to closely follow the presentations and information;
- each time the trainer puts down the ideas and contribution of the participants to the flipchart paper it shows respect towards them and it is encouraging;

- individual ideas we write down become a group asset and can be easily used in later stages of the work as a reminders, elements of comparison or evaluation;
- participants are generally more objective regarding written ideas then regarding spoken suggestions;
- flipchart papers remain s a valuable documentation on the product during the training;
- write letters large enough and leave enough spacing between the lines;
- use marker pens of different colors to stress certain ideas and to make the presentations more interesting;
- write only the crucial words and phrases, and do not over produce flipchart text, either those you prepare in advance or those that record group work results;
- flipchart text written in advance are excellent support for trainers' input but remember that most of the time you should be facing the participants;

DIFFICULT SITUATIONS AND GROUP DYNAMICS

problem	typical error	efficient reaction
Two participants in dispute	Spending too much time on resolving their conflict which may just challenge each others ideas in order to understand each other better.	Turn to the group “Is there anyone that wants to add something?” Do not direct all attention to the active pair while the majority is passive.
Quiet participants	Calling up “XY, you haven’t spoken much. Do you want something to add?” This might work only if the person gave you some sign that he/she wants to say but is being shy.	Approach “I wish to hear the opinion of those who haven’t spoken for some time”. It is even better to organize participants into small groups.
Conversation and whispering on the side	Ignoring it, hoping it would stop. More often it gets worse. You may be tempted to gain control and confront the “marry company”.	Think if the topic has been elaborated too long or if the discussion should continue in small groups. Remind them of the rules of working. Organize the break because people get less disciplined when they are tired.
Minimal participation of less interested participants	Tell them to get more active. Ignore and pretend that the task or discussion were not all that important.	From individual work or plenary discussion go to small groups and that way everybody will get the chance to participate.
Being late or leaving early	Wait for all VIPs to come. Just go on with summing up and those who have to leave can sneak out.	Start when planned. If you have to prolong the exercise make a break and reach agreement on the close up with all the participants.
Difficulties in following the procedures	Be strict with those who loose time and cause frictions. Ignore it and say it is their problem.	Remind them of the workshop rules or lead a discussion on the process and the problems in following the procedures.
Loud and annoying participants	Comment the behavior in the pause with other participants. Speak with the person that he/she should not take that	People tend to repeat themselves if they have the impression that the group did

much time and from each
time it raises his/her hand.

not hear of understand what
they speak about. Summarize
the ideas of such a person
until he/she is satisfied with
the interpretation. Encourage
participants to participate
and share more with each
other.

APPENDIX
WORKING
MATERIALS, TASKS, LISTS, INSTRUCTIONS...

2 GENDER EQUALITY
exercise A

MALE AND FEMALE ATTRIBUTES

LOYALTY	PERSISTENCE
OBEDIENCE	AMBITION
CARING	ENERGY
DEVOTION	DARING
DECENCY	DETERMINATION
EMOTIONS	INDEPENDENCE
INTROVERT	SELF-CONFIDENCE
PATIENCE	COURAGE
SHYNESS	ACTIVE
ELEGANCE	FOOLHARDY
NEATNESS	DYNAMIC
FRIENDLY	OPENNESS
HONESTY	JOY
HARD WORKING	PUNCTUALITY
OBJECTIVITY	FAIRNESS

2 GENDER EQUALITY

exercise C

No	STATEMENTS	SEX	GENDER
1	Women give birth to children, men don't.		
2	Girls are gentle and boys are rough and strong.		
3	If raised like girls boys do not have the same achievements in school.		
4	For season jobs women get 60% of remuneration given to men.		
5	Women breast feed, men don't.		
6	Majority of construction workers are men,		
7	In ancient Egypt men stayed at home and raised cattle while women run the house economy and inherited property.		
8	Men react better in crises situations.		
9	In a study of 224 different cultures, in 5 men are found only doing the cooking and in 36 cultures women do all housework.		
10	According to UN statistics women do 67% of all work in the world but earn only 10% of world income.		

4 DOMINATION TECHNIQUES

exercise A

Political party

INSTRUCTIONS FOR WOMEN'S FORUM OF MUNICIPAL COMMITTEE

Imagine you are a member of the municipal committee of a political party and a representative of a Women's forum. You are preparing for the meeting when a president should be chosen.

Your task is to prepare the argumentation to support a women candidate you are nominating. It is important to make strategy with other members of the Women's forum: what you should say, who should speak...

You are well aware that the other members of the party have a male candidate but you believe that your candidate is the right choice.

Political party

INSTRUCTIONS FOR MALE MEMBERS OF MUNICIPAL COMMITTEE

Imagine you are men, members of the municipal committee of a political party. You are preparing for the meeting when a president should be chosen.

In your party there is a Women's forum who nominates a women candidate.

You believe that your candidate (a man) is the right choice. Your task is to make the strategy for the meeting: what you should say, who should speak...

Use domination techniques: ignore women and their suggestions, minimize the importance of their arguments, and try to prove they are not well informed or competent...

4 DOMINATION TECHNIQUES

exercise A

Trade Union

INSTRUCTIONS FOR WOMEN'S FORUM OF MUNICIPAL COMMITTEE

Imagine you are a member of the municipal committee of a trade union and a representative of a Women's forum. You are preparing for the meeting when a president should be chosen.

Your task is to prepare the argumentation to support a women candidate you are nominating. It is important to make strategy with other members of the Women's forum: what you should say, who should speak...

You are well aware that the other members of the party have a male candidate but you believe that your candidate is the right choice.

Trade Union

INSTRUCTIONS FOR MALE MEMBERS OF MUNICIPAL COMMITTEE

Imagine you are men, members of the municipal committee of a trade union. You are preparing for the meeting when a president should be chosen.

In your party there is a Women's forum who nominates a women candidate.

You believe that your candidate (a man) is the right choice. Your task is to make the strategy for the meeting: what you should say, who should speak...

Use domination techniques: ignore women and their suggestions, minimize the importance of their arguments, and try to prove they are not well informed or competent...

4 DOMINATION TECHNIQUES exercise A 1

SITUATION 1

At the video equipment shop.

Boy, girls and a video equipment salesman.

Boy: Good afternoon.

Girl: Good afternoon.

Salesman: Good day. May I help you...

Boy: We wish to look up some of the tv sets with the video and DivX port.

Girl: We are interested in the price of the sets with *scart* port.

Salesman: Well, yes (turns from the girl and turns to the boy) all of these here have ports for video cards and give quality display... See for your self.

Boy: Sure, they are not expensive, and large screen...

Salesman: Consider these Japanese. They are on sale...

Girl: Well, they usually have bad speakers and graphics is not supported for...

Salesman: Not the best of quality (again speaks to the boy) but if you take some of these you could easily make it compatible to additional set of speakers and here is the catalogue... When you decide...

Boy: Yes, we'll drop by...

4 DOMINATION TECHNIQUES

exercise A 1

SITUATION 2

Construction office during the .
Boy, girls and a video equipment salesman.

Boy: Good afternoon.

Girl: Good afternoon.

7 ARGUMENTATION AND DEBATE TECHNIQUES

exercise A

WI 1 a **FAMILY**

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality in the family.

**YOU SUPPORT THE THESIS:
IT IS NOT IMPORTANT WHOM THE PROPERTY GAINED DURING
MARRIAGE IS REGISTERED TO – HUSBAND OF WIFE**

You are trying to think of as many arguments as possible that would support the statement. Examples, illustration, research results, statistics, personal experience...

WI 1 b **FAMILY**

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality in the family.

**YOU ARE AGAINST OF THE THESIS:
IT IS NOT IMPORTANT WHOM THE PROPERTY GAINED DURING
MARRIAGE IS REGISTERED TO – HUSBAND OF WIFE**

You are trying to think of as many arguments as possible that would challenge the statement. Examples, illustration, research results, statistics, personal experience...

7 ARGUMENTATION AND DEBATE TECHNIQUES

exercise A

WI 2 a

FAMILY

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality in the family.

YOU SUPPORT THE THESIS:

IT IS NATURAL FOR WOMEN TO TAKE CARE OF HOUSEWORK, CHILDREN AND ELDERLY

You are trying to think of as many arguments as possible that would support the statement. Examples, illustration, research results, statistics, personal experience...

WI 2 b

FAMILY

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality in the family.

YOU ARE AGAINST OF THE STATEMENT:

IT IS NATURAL FOR WOMEN TO TAKE CARE OF HOUSEWORK, CHILDREN AND ELDERLY

You are trying to think of as many arguments as possible that would challenge the statement. Examples, illustration, research results, statistics, personal experience...

7 ARGUMENTATION AND DEBATE TECHNIQUES

exercise A

WI 3 a

WORK PLACE

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality at the work place.

**YOU SUPPORT THE THESIS:
MEN AND WOMEN HAVE EQUAL OPPORTUNITIES IN MAKING
ADVANCEMENT IN THEIR CAREER**

You are trying to think of as many arguments as possible that would support the statement. Examples, illustration, research results, statistics, personal experience...

WI 3 b

WORK PLACE

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality at work place.

**YOU ARE AGAINST OF THE STATEMENT:
MEN AND WOMEN HAVE EQUAL OPPORTUNITIES IN MAKING
ADVANCEMENT IN THEIR CAREER**

You are trying to think of as many arguments as possible that would challenge the statement. Examples, illustration, research results, statistics, personal experience...

7 ARGUMENTATION AND DEBATE TECHNIQUES

exercise A

WI 4 a

WORK PLACE

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality at the work place.

**YOU SUPPORT THE THESIS:
WITH EMPLOYMENT SELECTION OF CANDIDATES DEPENDS
EXCLUSIVELY ON THEIR QUALIFICATIONS**

You are trying to think of as many arguments as possible that would support the statement. Examples, illustration, research results, statistics, personal experience...

WI 4 b

WORK PLACE

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality at work place.

**YOU ARE AGAINST OF THE STATEMENT:
WITH EMPLOYMENT SELECTION OF CANDIDATES DEPENDS
EXCLUSIVELY ON THEIR QUALIFICATIONS**

You are trying to think of as many arguments as possible that would challenge the statement. Examples, illustration, research results, statistics, personal experience...

7 ARGUMENTATION AND DEBATE TECHNIQUES **exercise A**

WI 5 a **POLITICS**

Instruction

**You are invited to participate at the television debate on GENDER EQUALITY.
Evening's topic is equality in political life.**

**YOU SUPPORT THE THESIS:
EVEN THOUGH WOMEN ARE MEMBERS OF POLITICAL PARTIES THEY ARE
RELUCTANT TO BE ON LEADING DECISION-MAKING PLACES**

**You are trying to think of as many arguments as possible that would support the
statement. Examples, illustration, research results, statistics, personal experience...**

WI 5 b **POLITICS**

Instruction

**You are invited to participate at the television debate on GENDER EQUALITY.
Evening's topic is equality in political life.**

**YOU ARE AGAINST OF THE STATEMENT:
EVEN THOUGH WOMEN ARE MEMBERS OF POLITICAL PARTIES THEY ARE
RELUCTANT TO BE ON LEADING DECISION-MAKING PLACES**

**You are trying to think of as many arguments as possible that would challenge the
statement. Examples, illustration, research results, statistics, personal experience...**

7 ARGUMENTATION AND DEBATE TECHNIQUES

exercise A

WI 6 a

POLITICS

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality in political life.

**YOU SUPPORT THE THESIS:
IF AT ALL DECISION-MAKING POSITION WOMEN MADE AT LEAST 30%
THE POLITICS WOULD BE CREATED DIFFERENTLY**

You are trying to think of as many arguments as possible that would support the statement. Examples, illustration, research results, statistics, personal experience...

WI 6 b

POLITICS

Instruction

You are invited to participate at the television debate on GENDER EQUALITY. Evening's topic is equality in political life.

**YOU ARE AGAINST OF THE STATEMENT:
IF AT ALL DECISION-MAKING POSITION WOMEN MADE AT LEAST 30%
THE POLITICS WOULD BE CREATED DIFFERENTLY**

You are trying to think of as many arguments as possible that would challenge the statement. Examples, illustration, research results, statistics, personal experience...

8 WINNER AND LOSER exercise A

WINNER

BEHAVIOR	LANGUAGE
<p style="text-align: center;"> creates new opportunities has inner power takes responsibility for action has clear idea on objectives explores, looks forward seeks solutions, experiments believes in her work sees new possibilities organizes for further action </p>	<p style="text-align: center;"> I am responsible It is a challenge It wasn't a priority at a time Yes, I shall do it I choose, I decided Life is an adventure It is a valuable experiences I do not want, I won't Yes, and ... </p>

LOOSER

BEHAVIOR	LANGUAGE
<p style="text-align: center;"> victim of circumstances powerless and desperate does not take responsibility depends on opinions of others sees problems in everything explains herself and apologizes takes too much time in explaining denies criticism </p>	<p style="text-align: center;"> I am not to blame It is a problem I didn't have time I shall try I would have to Life is a struggle It is horrible I cannot Yes, but... </p>

11 ACTION PLANNING

exercise B

Criteria for selecting the action: efficiency, feasibility, resources, cost effectiveness

ACTION

PROBLEM		OBJECTIVE	
STEP	DESCRIPTION	RESPONSIBLE	TIME
COSTS			
DIFFICULTIES			

12 EVALUATION exercise A

WOMEN CAN DO IT – EVALUATION FORM

Date _____

City _____

Please take some time and fill in this form. You don't have to write your name.
 It is important that we learn about think about the seminar and how the knowledge and skills that you gained would be useful in your future work.

Thank you in advance.

No	Segment/exercise	Mark
1	Introduction exercise	1 2 3 4 5
2	Gender equality	1 2 3 4 5
3	Politics – women's way	1 2 3 4 5
4	Art of argumentation and debate techniques	1 2 3 4 5
5	Winner and Looser	1 2 3 4 5
6	Domination techniques	1 2 3 4 5
7	Holding out the stress	1 2 3 4 5
8	Activism and motivation	1 2 3 4 5
9	Public advocacy	1 2 3 4 5
10	Action planning	1 2 3 4 5
11	Networking	1 2 3 4 5
12	Evaluation	1 2 3 4 5
13	Atmosphere in the group	1 2 3 4 5
14	Trainers' work	1 2 3 4 5
15	Organization	1 2 3 4 5
16	Materials	1 2 3 4 5
17	General impression	1 2 3 4 5

Most useful at this seminar...

Suggestions for improving it ...

Comments...