

1. Introduction

1.1 What is Women Can Do It?

Women Can Do It (WCDI) is a training programme for women originated in the Norwegian Labour Party Women. Women Can Do It has been conducted in over 25 countries worldwide and the manual is open to use for anyone who wants to. The aim of Women Can Do It is to make more women participate in society. Because women make up half the world's population, we should have half the power and as many formal positions and authority as men. This is not the fact at present. Women are systematically underrepresented in decision-making positions around the world, less visible in the media, hold fewer parliamentary seats and occupy fewer leading posts in political parties than men.

Women Can Do It is a training course for women; it aims at building confidence, learning the rules of political and organisational work and giving courage to the participants to speak out and taking part in decision-making processes.

This manual is made up of chapters that focus on different skills necessary for participation. The chapters can be used isolated or combined into a course schedule. At the end of the manual there is a chapter on training skills and more practical tips on how to arrange a seminar.

1.2 Why arrange WCDI?

Arranging WCDI is one way of increasing women's participation. Encouraging women to participate in society, in NGOs, in political parties, speaking up at work or in the family, is important. Women's opinions are important and should be heard. Women often hold back from speaking their mind, worried that they will not be as eloquent as the men, will not be listened to, or they are afraid to be ridiculed or neglected at meetings. Women Can Do It is both training for specific organisational

skills, but it is also an opportunity for women to meet and form networks. WCDI can be arranged independently of an organization for the general purpose of increasing women's participation in society, or it can be held within a party or organization for increasing the number of women within.

Exercise:

Introductions

These are some exercises directed at breaking the ice in a group and for the participants to get to know each other:

1 - Interviewing: Participants group in pairs, and interview each other. The questions they should answer should be name, age, hometown, occupation, and interests, what they hope to learn from WCDI.

2 - Important things: The participants present themselves and everyone should tell one important thing they have experienced during the last 3 months, this can be e.g. been to a trip, started a new job, having a grandchild etc.

Expectations:

Everybody is to write their expectations on a post-it. These are put up on the wall. The post-its can stay on the wall during the training seminar, and in the evaluation at the end you can review them and see if the expectations were met.

1.3 Sex and gender

Understanding the difference between sex and gender is important to understand the structures of society, and the mechanisms through which men and women are treated differently.

Sex is biologically founded and constant across time and cultures. The fact that we have different physical features makes up the sex dimension, and a person's sex is not subject to change. The sex dimension is dichotomised into male – female.

Gender is a socially-constructed notion of what is feminine and masculine, thus also the understanding of what it is to be a man or a woman. Gender varies across time and between cultures. Gender is defined by the terms: feminine and masculine

The qualities and characteristics of a person are not dependent on their sex, but different conducts and mindsets are connected to and defined by gender. It is important to be aware of this. Sex cannot be changed but gender roles are constructed, and thus can be changed.

Exercise: Quiz:

Make a list of statements about men/women.

Ask the participants to categorise the statements according to sex and gender. If the participants disagree, have a discussion and make them give the reason for their statement.

Examples of statements:

Women are good mothers

Women can give birth

Women are good speakers

Men are good at football

Men are physically stronger than women

Men are brave

Women are brave

Women are more responsible than men

Modification: this exercise can also be done with the statements handed out on prepared sheets of paper, where the participants write down their categorisation and then have a discussion in plenary.

1.4 Norwegian experience

The Norwegian Labour Party Women and the Norwegian Women's Movement have through decades worked for gender equality in Norway. Much has been accomplished, and Norway is often used as an example of a country with a high degree of gender equality. Norway and the Nordic countries in general have a higher proportion of women in parliament and other formal positions than other countries in the world. This is due to years of struggle for gender equality. The high degree of gender equality in Norway has been reached by working in several arenas; through the trade unions, political parties, in women's organizations, by some women leading the way and breaking settled norms and leading the way, and by making gender equality established in laws and customs.

Gender roles are defined by the norms in society. Changing norms is a comprehensive exercise; it is important to work on a political level and at the same time holding up the best practices and demanding change in everyday life. Achieving more gender equality in Norway has benefited from women working together and networking. Mutual support and backing has been one of the success factors of the Norwegian Women's Movement.

2. Democracy and women's participation

2.1 Democracy and gender equality

The link between gender quality and democracy is almost self-evident: women account for over half the population in most societies and if the majority of citizens do not have full political rights and ability to influence, the society is not democratic. Democracy literally means the rule of people and in a democracy half the population cannot be excluded from decision-making. Through much of history this argument did not seem self-evident at all. Women were for a long time excluded from the right to vote and hold offices. Even though women today have suffrage and the right to hold office, the exclusion of women from politics is still visible. The formal rights have been obtained but women are still underrepresented in parliaments and leading positions in politics worldwide. There are still informal mechanisms that exclude women from power.

It is important to work for increased support for gender equality in public life, but at the same time we need to encourage and enable women to take on more positions, and fight for the individual woman's rights and possibilities in society.

Exercise: What is gender equality? (Can be performed in small groups or in plenary)

Questions for discussion:

Define 'a gender-equal society'.

How equal is your country (according to the definition made above)?

Follow up: would the answer be the same in all sectors of society?

Would the answer be the same if we asked about your possibility to make a professional career? - If the question was about the possibility to be elected to parliament?

2.2 Power and the distribution of power

Power is the ability to make choices or influence outcomes. Power is not equally distributed across age, gender or ethnicity. In most societies there is an imbalance between the different groups of the population and the people who are in power.

In all societies we have three spheres of influence: government, private sector and civil society. Women do not dominate the leading positions of any of these. This can have several and different explanations, most importantly that the power structures usually are designed by men, traditionally dominated by men, and hence masculine attributes are encouraged and promoted more actively than feminine. People in powerful positions often recruit people similar to themselves to work with them or hold positions. Thus men in power encourage other men, and the structures of power continue to reproduce themselves.

2.3 Women in politics

In the world's parliaments women only hold 17 % of the seats on average (Figures for 2007, Interparliamentary Union). Of 180 countries in the same survey, only 19 have a female representation of over 30 % in parliament, and 60 have over 20 % women in parliament. 120 parliaments of the world have less than 20 % female members. Less than 5 % of state leaders are women.

The qualities required in politics are often defined by the qualities of the people already in power. Often the qualities associated with power positions are masculine attributes, and men are thus often seen as better leaders or decision-makers than women. Hidden structures define what is required from a politician. By unconsciously defining masculine attributes and men as candidates for positions we get a narrower range of people to choose from. By defining all people, men and women alike, as potential for fulfilling a position, the chance of finding the best candidate increases.

Women are needed in politics not only because we get more people to choose from. Women often have different experiences and knowledge than men, due to the fact that we live in a society with gender divisions. If we consider it important to improve the lives of *all* citizens, we want all people to be heard and their experience valued. Women can bring important issues and experiences into politics.

Exercise:

Ask the participants to find the facts for their country/community:

- Seats in parliament: Number of women in parliament
- Members of Cabinet (Ministers): Female ministers
- Seats in local community council/municipal council: Number of women
- Female Supreme Court Judges
- Female editors of national newspapers
- Female religious leaders

What do these numbers say about the state of gender equality?

3. Communication

Communication is the basis of human interaction. Communication is the transmittal of a message from a sender to a receiver. The message is transmitted both by verbal language and non-verbally. Our body language, facial expressions and the tone in which things are said are also part of how we communicate.

In the political arena we need to be conscious about how we communicate, and how we can be heard. The ability to communicate, to be understood and to understand others is important for effectiveness and success in all areas of life. The aim of this chapter is to become aware of the power in language, of verbal and non-verbal communication, gendered communication, and to develop communication skills.

3.1 Language is power – gendered language

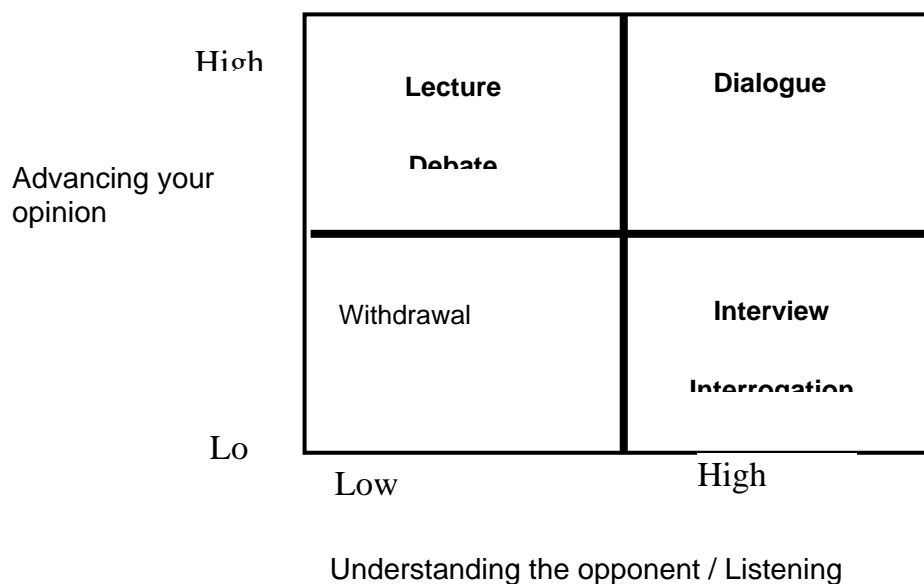
Language is used to constitute reality and to express opinions based on that reality. Thus language is important for expressing opinions, setting the agenda and for influencing others. Different types of language are used in different settings. Official language is created in the public arena. This language is characterized by formal, logical arguments and often difficult or technical terms. This type of official or formal language is often used in the political arena. It often lacks terms that express emotions, values and norms. A more emotional language is often associated with the private arena.

Language is gendered. The use of language, choice of words and expressions is conditioned by background, social and political differences - and by gender. Simply put, we can say that women tend to use more value-oriented language, while men use more formal language. Women are more careful, insecure, make reservations and search for solutions rather than being certain and categorical. Men tend to have a more self-confident, convincing and formal language.

The gendered language is also reflected in society. The male language is closer to the official, formal or political language; while the female language is associated with the family, the private arena and intimate situations. Men and women use language differently. We use different words, we construct sentences differently, and we talk about different matters. Men define the public sphere and women the private. Thus men and women have developed a language for *their* sphere of society. The language we use is defined by division of labour in society, by upbringing, socialization and the pattern of gender roles. Upbringing and socialization supports boys in being active; having initiative, and girls in being caring and concerned for others.

3.2 Types of communication

There are many types of communication between individuals. All forms of communication can have their function, and one is not better than the other. Choose your communication strategy depending on what you want to achieve. If the purpose of communication is to get information or understanding the one you are communicating with, you choose the form of an interview. If you in addition want to promote your own views, you will need to establish a dialogue. If you want other people to hear your view, without their comments, you will choose a lecture or to contribute to a debate. It is important to be aware of the distinction between dialogue and debate. A key to a good dialogue is to balance your own opinion and arguments to understanding and exploring the opponent's opinions. The purpose of dialogue is to reach new knowledge and to create a common understanding.



How to advance your own opinion:

- Use a frank language: “I” messages, rather than “one” or “people”
- Give the background and basis for your opinion. People can not read your mind
- Understand the one you are communicating with, and adjust your message
- Encourage others to question your view.

How to explore other people's opinion:

- Look for alternative views and explanations
- Ask open questions
- Hold back your interpretations and judgements
- Ask for their objections
- Listen to what is said.

Exercise:

The participants should think of one issue they want the others to know their opinion on. Then form pairs. The pairs should have a conversation for 5 minutes, where they should try to find out what the other person means and also advance their own opinion.

3.3 Body language - status and roles.

The non-verbal parts of communication are as important as what is expressed in words. One's status is often expressed by body language. Here a person's status does not refer to one's economic or formal status but to one's personal status, which concerns to what degree a person is listened to, their credibility etc.

A person with high status seems to “own the room”, has people's attention and is considered an authority. The body language of a “winner” is self-assured, calm and open. He/she speaks calmly, keeps eye contact, has an open posture and is relaxed.

A person with low status has a more restless body language and seems insecure and stressed. A person like this occupies minimal space; gives other people room. The body language of a “loser” is closed; eyes are not fixed.

People have different body language in different situations. One may shift in signalling high or low status depending on the situation and setting. It is important to be aware of one's body language and of the signals it is sending. By being conscious of body language we can seem more confident, have more control or increase our status in a given situation.

Exercise:

Make participants walk through the room, change between portraying high and low status.

3.4 Domination techniques

Power is the position of being able to get someone else to do something you want done; to make things happen. Power and positions are not distributed evenly across ethnicity, age, class or gender. Many strategies are used by those who are in power to maintain their position, both consciously and unconsciously. One such strategy is the use of domination techniques. An important feature of domination techniques is that they are used by those in power against those who have less power. In theory, these techniques can be used on all suppressed groups. Men usually have more power than women; this makes women subject to men using domination techniques.

To be aware of domination techniques makes us able to reveal them and name them, thereby making them less significant and neutralizing them. Learning to recognize domination techniques will also help us realize that we are not necessarily stupid or ridiculous when we feel like it, and enable us to speak up when other women are exposed to domination techniques.

Making invisible

This happens when women are forgotten, overlooked or ignored. Making someone invisible means to behave as if the person is absent. It can be a woman being ignored when asking to speak or that the problems she describes or suggestions she has are not commented or voted on. It might also be that men are doing other things when

women are speaking such as reading the newspaper, chatting with the person next to them or generally showing little interest in what is said. The lack of women visible in the media is also an outcome of making women invisible.

A person that never gets any response to what she says can easily end up feeling insignificant, unsure and incapable of action. This technique can be difficult to reveal if it is done in subtle ways, and often it is more what is *not* said that is the problem.

By learning to recognize the technique of making invisible, a woman can avoid feeling insignificant.

A counter strategy when people are interrupting is to ask them to be quiet or stop talking until they are quiet. Describe clearly what is happening: “You are interrupting, please let me finish”. If the things you say are ignored, ask people to comment on them. To make people listen, it is important to be aware of your body language and to speak clearly and with emphasis; you want people to believe that you have something important to say. When other women are made invisible, name it, and demand that they get attention and that what is said is taken seriously.

Ridicule

Ridicule happens when a woman as an individual, or women as a group, are laughed at, made fun of, scorned, likened to animals (e.g. chickens); when women are portrayed as especially emotional or sexual, or when women are rejected as cynical or cold, or stereotyped in other ways.

Ridiculing women and their work and culture is a so common practice that people often do not even notice, e.g. that a meeting with many women is a chicken run, young women often are portrayed as naive and older ones as embittered, or that blond women are less intelligent.

Ridicule is hard to handle because it often is framed as jokes and humour and the one using the technique has laughter on his side. The person exposed to ridicule ends up feeling embarrassed or ashamed, or without any sense of humour.

A counter strategy can be to say that you do not find the ridiculing jokes funny. Some find that a good counter move is to answer in the same way. When other women are

ridiculed, make sure not to laugh with the others. Confront people who are making fun of your colleagues or upholding stereotypes.

Withholding information

Established networks exchange information and prearrange decisions. The withholding of information occurs when men have more knowledge on a subject due to sharing information with each other, but not with the women.

In order to participate in decision-making, we need to know facts and have information on the case. If some people have more information than others, and they do not share it, they will have a head start in the discussion. Information is exchanged in informal arenas, like a pub after the meeting, or at the company soccer practice etc. The withholding of information makes women less able to participate. The ones with less information will have difficulties in following the discussions and questioning what happens. Women excluded from information often feel lonely, insecure, and even stupid.

To counter the withholding of information is partly to work for change and partly to create own networks for information sharing. You can demand background information before making decisions. Women can also value making their own networks for exchanging information, joint preparation or to give each other backing.

Damned if you do – Damned if you don't

This domination technique occurs when whatever a woman chooses to do in a given situation will be wrong, things end up the wrong way regardless of what she does. An example can be women being blamed for not participating enough in politics, and at the same time for not spending enough time with their family. Women managers are accused of being “soft” when trying to be democratic, and at the same time for being too hard when she decides on things on her own. This strategy inflicts women with the feeling of inadequacy and a guilty conscience. Trying to avoid criticism can make you stressed, and in the end burned-out. It is important to learn to recognise this technique. To avoid it totally might be difficult as a large part is implicitly communicated. When people indicate that they disapprove, you can ask them directly

what they think you should do. In order to prevent this technique, be clear on your priorities and explain why you have chosen as you have.

Heaping blame and putting to shame

This domination technique occurs when women are told that they are not good enough, even if the reason for this is that they either think differently from men or they have not had access to the same information. Blame and shame are inflicted by ridicule and by causing a guilty conscience.

It is known that women who have been raped feel ashamed or partly responsible for what has happened. Though an extreme example, the mechanism is the same. Women not succeeding in professional or political life often seek the explanation in their own personality or behaviour. Women persuade themselves to accept the picture of “women” that is constructed in society. Heaping blame and putting to shame is diffuse and hard to identify. Countering it can be done by discussing what is actually happening, and why you feel as you do.

Exercise:

Role-play: Arrange a “debate” between two or more of the participants. One should be a man using as many domination techniques as possible, one a women trying to get heard, but being run over by the man.

3.5 Feedback

We can avoid conflicts by learning to communicate better and learning to give and receive feedback. Being active in the political arena is often based on a desire to improve society. The desire to improve often implies criticism of the existing. It is important to put this criticism forward in a constructive and clear way. No one likes to be criticised and if people perceive a complaint as directed at them, and not towards an issue, they will often be more closed and thus less communicative.

Triple message

To give feedback in a constructive way is important. One technique is to send a triple message. A triple message may help to express criticism clearly, which makes it easier for the opponent to receive it. The triple message also focuses on how the other person's acts affect you.

A triple message is composed of three components:

1 2 3

When you..., I feel..., because.....

Example: "When you interrupt me, I feel insignificant, because it makes me think you are not interested in what I have to say."

Focus on the positive

The purpose of feedback is not about the *sender* of feedback getting things off their mind. The purpose of feedback is achieving change in the behaviour of the one *receiving*. The feedback given should be something the person is able to change. A constructive way to do this is to focus on the positive, and what you like the them to do.

Start your sentences with:

- I think you did well when...
- Continue doing...
- You inspire me when...
- Did you know that you seemed strong when...?

When receiving feedback, always remember that other people's feedback is their opinion. You choose if you want to relate to it, or if you want to change accordingly.

Exercise:

The participants should find ways to give feedback in the following situation:

Their child does not want to clean his/her room

4. Argumentation, speeches, debates

4.1 Why speak in public?

Participating in society often makes it necessary to speak in public. To get more people to support your opinion it is important to be part of the public debate.

Participating in the public arena is also supporting democracy: women are half the population, and our voices should be heard and our opinions should be important.

Speaking in public is also great for boosting your confidence. No one is born a good speaker. Like most other things in life, speaking in public can be learned, and training will make it easier. Becoming a good speaker is 10 % talent and 90 % hard work!

4.2 Framing the message

Different types of people respond to different types of messages. Some are more open to personal experiences, others to statistics and, again, others to more creative or visionary arguments. If you want to reach different types of people with a message, you can try to frame your message in all these ways, with emotional, logical and prospective arguments. It is important to know your audience so that you can adapt your message and techniques.

Emotional framing: Emotions, how you have felt in a situation, stories, personal experience and examples

Logical framing: Facts, statistics, scientific research

Prospective framing: Visionary, drawing up a picture of the future, imaginative illustrations.

4.3 Addresses – lectures – speeches at meetings

What kind of a speaker are you?

Before you prepare your speech, think through what kind of speaker you are. The kind of speaker you feel you are is probably corresponding to your personality. Some people are serious and fact-oriented, some are amusing and entertaining, and some are rhetorical and eloquent. Remember to be yourself - do not try to be amusing if you cannot tell jokes - and do not try being formal and stiff if you are an informal person.

The secret to success is preparation!

Get knowledge on the topic you are to address. Consult newspapers, internet, and experts and investigate the background of your topic. Do not pretend to be an expert. If you are uncertain, ask questions rather than make categorical statements.

Have a manuscript or key words written down, and read/speak through the speech beforehand. If there is a time limit for your speech, be sure that you are within this. Practise reading through the speech as many times as you can.

Discuss the topic and the speech with other people who can give you constructive feedback. Get someone supportive to listen to the speech.

In general, preparing yourself for speaking in public also involves listening to other speakers; reflect on what you like and dislike in speeches. Speaking as often as you can, in smaller meetings or with less audience, will make you more confident.

The manuscript

Know what you need - some speakers want to have a fully written manuscript; others can manage with key words and punchlines. Some people like to have the manuscript on one sheet, others on many small, some like to have it hand-written and others

typed. You should practise and try different ways to organize your manuscript and find what works for you. Notwithstanding, some tips are:

- Use separate, not stapled, sheets of paper. This way you can put aside the pages you have used.
- Write only on one side of the paper. Turning the paper will make noise and disturb you and the audience.
- Use A4 or A5 sheets. Smaller sheets are easier to handle.
- Number the pages. It will make it easier to keep on track.
- Use large and readable font (or capital letters). Use many and small paragraphs, with space between them. This will make it easier to read
- Underline important words or statements.
- Have the conclusion on a separate sheet, if your time is running out, go directly to the conclusion.
- Practice makes perfect: read the speech aloud, time it, and get feedback. The more you speak, the more you will improve.

On the podium

In formal meetings there will be a podium or a rostrum for you to stand on as you speak. Here are some tips on how to act on the podium:

- Remember that you communicate by both verbal and body language. Walk to the podium calm and steady. Seeming self-confident will make you self-confident.
- On the podium, stand comfortably, lean your arms if you feel like it.
- Breathe deeply.
- Avoid chewing gum. Avoid blowing or shouting into the microphone.
- Speak slowly and vary the tone of voice. Remember to pause between sentences or paragraphs.
- Use gestures and body language to emphasize your message.
- Try looking at your audience.
- Find some friendly faces in the audience or friends who support you.
- Avoid sounds as “mmmmm” “huummm”, clearing the throat etc.
- Be passionate, but not aggressive. Remember to smile!
- Watch your voice: women tend to get squeaky and trembling voices when enthusiastic. Lower your voice to avoid this.

Exercise: Prepare a speech on a specific topic of max. 3 minutes. Perform at the podium. Videotape it if you want. Get feedback from the trainer and from other participants afterwards

4.4 Debates

Debates are different from speeches because you have your opponents at the same place. Preparations for debates are in many ways the same as for speeches. One important distinction is that you need to know as much as possible about what your opponent will argue and what kind of facts, quotations or statistics he/she will lean on. In this way you can find counter-arguments or facts. Debates are often about winning the trust of the audience. It is important to get to speak often, to have examples the audience will relate to, and to have a few punchlines that you repeat.

- Before the debate, get information on how it is organized, the rules for the debate, who the moderator is, the opponents etc.
- Prepare an opening and a closing statement. In these you need to have your punch lines and the most important facts or statements.
- You will often have time to think and formulate while the other debaters are speaking. Bring some background information to consult if you need it. Have your main arguments and punchlines written on a separate sheet of paper. These are the things you *must* say in the debate.
- Think through what your opponent will use to counter your arguments and how you will answer this.
- Ask to speak as often as you can, even if you do not get the time, it will seem as if you have more to say.
- Practise your punchlines. Repeat them and your message.
- Be structured, concise and to the point.
- Correct your opponent if he/she has incorrect facts. Expose the opponent's inaccuracies, self-contradictions, white lies or tries to change the subject.
- Emphasize agreement; do not make differences bigger than they are.
- Do not get provoked by the opponent. This will only make you appear unsympathetic.

4.5 Being nervous

It is perfectly normal to feel nervous before a speech or debate. Nervousness can be a positive factor when you learn to handle it. Some amount of nervous anticipation will make you more focused and improve your performance. Nervousness out of control will paralyze you. Thus, it is important to realize and define what exactly you are nervous about and how you can work on it.

What frightens you?

- Saying something wrong or stupid
- Not being taken seriously
- Other people's opinion
- Making suggestions
- Loosing your voice or concentration
- Disappointing other people

Some of these things can be handled by having a manuscript and being prepared. Some can be handled by having friends or colleagues support you. Try to work on the things that make you insecure.

Nervousness is mainly shown in two ways: in loosing control (blackouts, stuttering, trembling) and in breathing problems (forgetting to breathe, hyperventilating). Focusing on breathing slowly and deeply will both provide your brain with oxygen and keep your focus on breathing rather than on being nervous.

Remember that no one is born a speaker, everyone has made a fool of themselves at some time, and that we all know things important and worthwhile saying. The only way you can improve your argumentation and debating skills is to practise and participate.

5. Working with the media

Utilizing the media is basically about communication; hence use this chapter in relation to the one about communication. The media enables you to communicate to more people and further away than you can face-to-face. Global data shows a lack of women in newspapers and broadcasting media. This is a challenge both for the media which have few female sources, and for women who do not use the media to get their message through. Working with the media is about telling a story and selling your argument.

5.1 Telling a story

All political and advocacy work affects people, and in communicating through media we want to tell the stories about this. Often big decisions affect on an individual level, and telling the stories of ordinary people is a way of making politics comprehensible to everyone. Most people can more easily relate to a story of a person than the adaptation of a law or the increase of a budget entry.

Example:**Proposal:** Building more kindergartens**Little story:** The family X cannot find a place for their child in kindergarten**Big story:** We want society to give equal opportunities, and provide a safe environment for our children.

5.2 The media as a partner

The news media have the ability to influence what issues are on the agenda. The media and journalists should be a partner in putting important issues on the agenda. This is why we should learn to cooperate with the media. In knowing how journalists

work, what they want and the language they speak, you can make media an effective partner for putting your issues into focus - and reaching the headlines.

How the media works

First of all, you need to get knowledge of your national or local media. Even though there are some global similarities, the media is different across the world. Get to know a little about the journalists, their working conditions, deadlines, office hours and their interests. Most journalists, as most people, are interested in doing their job well. The journalist's job is to report news. In delivering news, we can help the journalist.

What is news / news criteria?

- news (something prior to this unknown)
- consequence
- implies conflict
- drama
- is relevant at the moment
- famous faces
- concerns a lot of people
- touches the readers
- fun / humour
- sensation / drama

The journalist's job is not only to have the actual news item, but also to make it into an interesting story. The journalist needs:

- illustrations (good pictures, graphs)
- good statements (short and to-the-point statements)
- facts and background information
- other sources (other people willing to comment, provide more information etc)

Contacting the media

Getting an issue into the papers can be done in different ways. Depending on the aim of focusing on this issue, you should consider which gives the most effect

- Letters to the editor – you get to present the message in your own words, letters to the editor are frequently read. Be short and to the point.
- Inviting the press to events – if you are planning a debate, a women’s meeting, a seminar, you can try to invite the media to cover it. Be sure to mention good picture opportunities (if there are such).
- Selling a story – this is effective if you have a story or comment of current interest. This might be a new proposition, a comment on what your opponent has said etc. Exclusivity might be necessary for media to print your story.
- Press conferences and releases - press conferences are held on special occasions when you are sure that the media will come. The news presented at a press conference should be so interesting that more journalists want to cover it, as it excludes the possibility of giving the story exclusively.
- Tips and background – giving a journalist tips and background information, without actually making an interview can be effective. Helping the journalist in finding facts and providing information is important for building good relationships and might give you opportunity to comment on a later occasion.

In contacting the media you can contact a specific journalist or the editor, you can send an e-mail or call. How you contact the media is dependent on how this specific media works, and on your own resources. Be sure to present yourself and be clear about whom you are representing or speaking on behalf of.

The interview

When journalists contact you on a story or you have sold them a story, there will almost always be an interview. Clarify when speaking with the journalist what is background talk and what is the actual interview. In the actual interview you should try to be as clear as possible, and give the journalist some good statements.

- Be well prepared (if possible): know what you need on the issue. Admit it if you are not able to comment on the issue, find someone who can or tell the journalist to call back.
- Focus on one message: try to communicate one message only. This message should be expressed through your words and your body language.
- Repetition: repeat your main points to get the message through.
- Avoid professional or technical jargon: most people do not know the issues in detail as you do, so try to keep it simple. If you use technical words or abbreviations, explain them.

- Be brief: if you talk endlessly, the journalist will pick which statement to use. Being brief and repeating the most important, keeps you in control of the message.

6. Negotiations – resolution of conflicts

When two or more parties are trying to solve a conflict, or trying to make different goals fit together, they are having a negotiation. A discussion where one or more of the parties do not have the intention of reaching an agreement, is not a negotiation. In negotiations both (all) parties prefer a solution, rather than giving in.

6.1 When to negotiate?

The purpose of negotiations is to reach something that both parties consider better than the situation prior to the negotiated solution. Before entering the negotiation you should consider if it is possible to reach an agreement with the opposing party through negotiations, which will enable you to achieve the goals you aim at. If your judgement is that an agreement is unrealistic, there is no reason to start negotiations.

6.2 Conflict of interest and conflict of value

When there is a conflict of value the opponents disagree on what is good and what is bad. A conflict of interest, on the other hand, occurs if both parties agree on what is good and bad, but both want to achieve what they consider good. If what is considered good is a scarce resource, the conflict can be about getting most of it for oneself.

Typically, conflicts between environmental protection and economic growth can be classified as conflicts of value, while conflicts on the access to land and water are conflicts of interest. Often conflicts of interest can be presented as conflicts of value.

It is important to be aware of what type of conflict you are dealing with in a negotiation. When you know what type of conflict you are dealing with, you can know what type of arguments you can succeed in using. Testing conflicts for interest of value can also help reveal the real cause of disagreement. Values can often be adapted to interests, and interest can be disguised as values.

6.3 Formal and informal negotiations

Formal negotiations: Formal negotiations are generally negotiations that are guided by rules. There are procedures, frames and structures to regulate the negotiations. We know when, where and how things happen. We may be involved in centralised wage bargaining, union bargaining, negotiations on the national budget, for nominations, etc. All these are formal negotiations, and have their procedures and rules that the parties are obliged to follow. If you are participating in formal negotiations be sure to know the rules. Be aware that just because there *are* rules and procedures, does not mean that they are followed. Rules are often violated, often on purpose, and people often get away with it because no one opposes. This is a reason to learn the rules and the procedures in a specific negotiation; this way you can oppose if rules are broken.

Informal negotiations: Informal negotiations happen all the time. We do it among friends, in the family and at the market. There are some people who have a tendency to get it the way they want most of the time. Try to analyze the negotiation situation to understand why. Is it because of their position, their argument, their timing or their body language? Or is it a combination of all these elements?

We are going to concentrate on the negotiations that take place inside a political organisation – all the time – to form the policies and the priorities. The situations where these negotiations take place will be more or less formal. It is easier to think strategically and tactically in a formal situation because you are more aware of negotiating. Try to analyze the informal situations in the same way as the formal situations.

6.4 Analyzing your situation

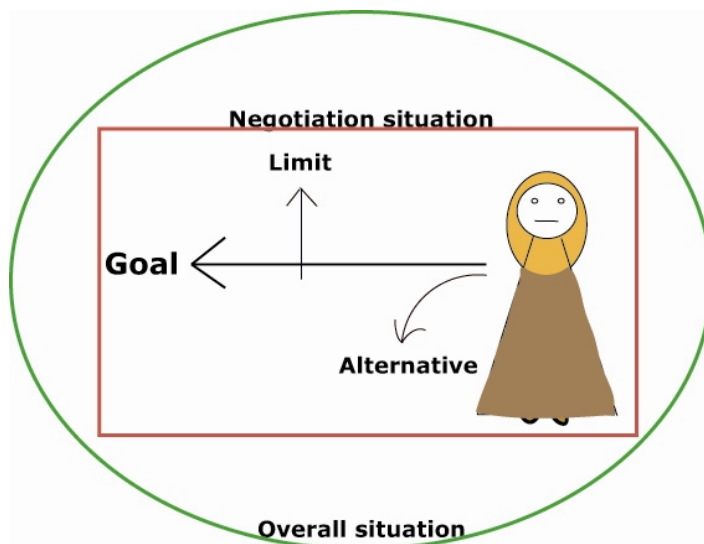
The overall situation is the reality you are residing in. It is within this setting your opinions are formed and there are things you want to change.

The negotiation situation is the setting in which negotiations take place, also informal negotiations. It is important to be aware of the limits of the negotiation situation, so

that you do not try to bring in all the issues you in reality want to change. You have your position, and from this you set your goal (within the negotiation situation).

You also need to consider what will happen if you do not reach an agreement – the alternative to a negotiated solution. This can be status quo, or it can be something that will occur, e.g. if we do not agree on a price, there will not be a sale; if we can not agree on building a dam, the fields will be flooded. The alternative is part of the analysis of the situation and is not about finding a plan B, or the sanctions you can use if negotiations collapse. Defining the alternative to a negotiated outcome helps you to draw a limit on how far you are willing to go. How far from your goal can

you accept a deal?



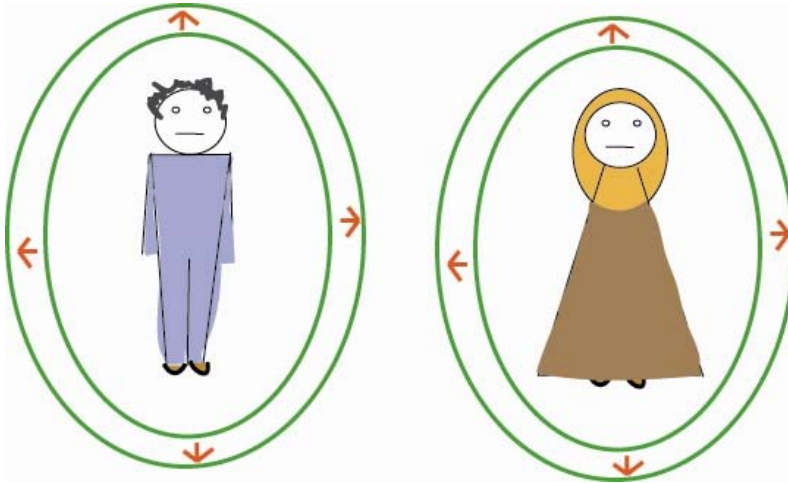
6.5 Analyzing your opponent's situation

When you have done this from your own perspective, you should do the same from your opponent's perspective. What are his position, goal, alternative and limit?

Knowing this gives you a tool to create a win-win situation, where you both benefit.

It can also be helpful to put up an importance list for yourself and your opponent. To succeed in negotiation it is vital to understand the perspective of your opponent.

People build new understanding on what they know from before. They relate to their own experience.



The first automobiles were designed with the driver's seats high up, even if there were no technical reason. The reason was the horse; the design was formed by their former understanding of a vehicle.

6.6 Create a win-win situation

Knowing the overall situation and the negotiation situation for both yourself and your opponent gives you the knowledge you need to create a win-win situation. You have to identify common goals. It is important that you act professionally here and focus on what is important for your opponent. A win-win situation is a situation where you both profit from the result.

6.7 Make alliances

If you are not strong enough to get what you want on your own, you have to make alliances. This is also about creating a win-win situation, this time with one or more groups so together you can get it your way. This is all about having enough votes or mandates for making a majority; it is about buying and selling - so learn to count! Make alliances with as many as you have to in order to reach your goal.

6.8 Get out of a loop

If the negotiation gets into a loop, try to break out or stop. The longer the loop goes on the worse the negotiation climate will get. A loop may occur if your conclusions are different because your preconceptions are different. When you do not agree on the solution of a problem, it might be because you do not agree on the problem. Then move to discuss what the problem is.

6.9 Negotiation is about power

Do not think that negotiation is some kind of a fair play where the one with the best arguments win. A lot of women have thought so and failed to get results. Negotiation is about power, and good argumentation is just *one* of the tools to get the results that you want. Pressure and use of sanctions are another way (“If you do not put more women on the board, you will loose women's votes.”). Activities to show examples are another way to move the opinion of others. In our societies women in general have less power than men, and are less listened to. On the other hand it is said that women more easily can approach the view of their opponent. As women we have both advantages and drawbacks in the negotiation situation.

Exercise:

Divide the participants into groups of 4-7 people. In the groups half will be men and half women. The men and the women should negotiate on a quota for women in a political party. Both men and women should decide on their goal, their limit, their alternative and - analyze their situation (the participants decide themselves what this is). Then perform a role-play on this negotiation. The negotiating parties will after the role-play reveal their goal, limit etc.

7. Networking

Most people have some sort of network. Networks can be friends, neighbours, colleagues, fellow students, family etc. When participating in society the networks we have give us support or supply us with information. Networks function as an informal communication process. Established networks are men's arena, thus giving men information, opportunities for promoting themselves and acknowledgement.

Women participating in society can profit from having and using networks. The support and backing of other people can help tackle difficult situations. Women who are established in politics should also make an effort to include and support other women. Women establishing networks amongst themselves can share information, discuss difficult situations and support each other at meetings, conferences etc.

7.1 What is a network?

A network is a group of people who exchange ideas, information and knowledge. Networks can have different purposes; exchanging information, working towards a common goal, or personal backing. A network is not a one-way process, all members should both contribute and get feedback; there should be something in it for everyone.

There are a variety of networks; they can be divided in two main categories; personal networks and issue-based networks. Personal networks are networks consisting of individuals that know each other, and the network is tied to these people. Personal networks can consist of your friends and family, your colleagues, business partners or political companions. Personal networks are good for personal support. They can be used for testing speeches, sharing information or practising debating. Personal networks are not necessarily with people you totally agree with, as long as you want to support them as individuals and vice versa. Personal networks can be both informal and formal.

Issue-based networks are more formal than personal. They often consist of NGOs or civil society organisations, but also of individuals. Issue-based networks have often come into being in a certain situation to bring an issue into focus or to unite at a difficult time. Issue-based networks often have an explicit goal and when this is reached they dissolve. Issue-based networks can be working for an issue like the ratification of UN resolutions, an election (for having more women on electoral lists) or a referendum. Such issue-based networks can evolve into formalized organisations.

7.2 Building a network

Most networks are created in an informal way, not consciously built over time. Still, if you want to build a network, both professionally and privately, it may be useful to do it in a structured way, or at least to think it through.

1) Map your existing network:

The purpose of mapping is to identify your existing network, and the opportunities within. You will also reveal what type of contacts you lack in order to achieve your goals. For mapping your personal network, look at all the people you know that support or agree with you in one or more things. Define situations or subjects where you could need a network and see if the people in your existing network can fill this need.

2) Identify relevant people and organizations for extending your network:

This might be authorities on a subject, people with experience, people with large networks, friends of your friends etc. Make sure that the people you consider are relevant to you. They can be people you want to learn from, or it might be as simple as that they are nice and supportive.

3) Make new contacts:

Contact the individuals you have identified. Ask friends to introduce you to someone they know, or contact people directly. Be open - tell the person that you think you can learn from her or that you want to discuss a matter. Also tell her why she can benefit from being in your network.

4) Exchange information

5) Agree on how to work in the future:

Even in informal networks, as with friends, we often agree on how to “work” in the future. We often tell our family that we will call on a certain day, or agree with our friends to go out for coffee. Agreeing on how to work in the future can be establishing a procedure for exchanging information but it can also be as simple as making an appointment for coffee or lunch. In a formal network the follow-up can be deciding on a new meeting or an activity.

6) Follow up:

As in other relationships, you should keep your promises. If you have agreed on calling someone, you should do it. If you have an appointment, keep it. If you are to send documents to your network, be sure to follow up. Also be sure to maintain contact with your network and offer to help them. A network is a mutual benefit.

Exercise:

What are the interests you have in common with other people?

- your organization with other organizations?

How do you get in contact with these people and organizations?

- draw up your personal network?

8. Advocacy and campaigning

We all have different motives for participating in society or politics. Whatever the motivation for participation is, we often want to achieve change or to influence the direction of society. This chapter is about advocacy and the process of achieving influence and power.

8.1 What is advocacy?

There is a range of different definitions of what advocacy is but they all have some common features. There are numerous ways of performing advocacy, and there is no “right” way. The word advocacy comes from a legal term, but is now generally defined as acting on behalf of someone or in support of a case.

We will define advocacy as a process applied in order to influence those in power change public policy in favour of those affected by this policy. This definition of advocacy is composed of elements, which describe different sides of the process.

Advocacy is

.... a process applied... advocacy is a process, or a series of actions. Advocacy is not a single event but a set of coordinated activities with a defined objective.

...in order to influence... the purpose of advocacy is persuasion. This can be done by pressure, shaming of policymakers, referring to good practices etc. Influence is about having persuasive arguments.

...those in power ... power can be political, economic or social power. Those in power can be individuals but it can also be the system or structures.

...to change... the aim of advocacy is to change, modify, implement or reinforce something in society – to make a difference.

...public policy ... what one aims at changing can be the factual policies, laws or practices, or normative aspects such as attitudes, norms and values, or the society as a whole.

...in favour of those affected by these policies. Advocacy is often about working for the rights of people or making change on behalf of someone oppressed.

An *advocate* is a person performing advocacy. An advocate is a person committed to the cause she is working for. An advocate can be part of or represent the group she is acting on behalf of.

Advocacy is a part of democracy. Advocacy is conducted by civil society in order to influence government policy. Advocacy is a way of strengthening civil society's influence in decision-making and to raise people's awareness of their rights and responsibilities as citizens. Advocacy as a method is also used within political organizations to mobilise a majority for proposals etc.

Exercise: well-known advocates?

8.2 Advocacy approaches

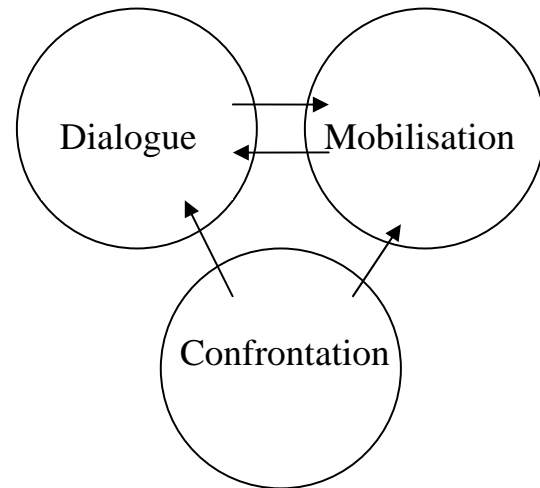
Advocacy is directed at two types of actors; rights holders and duty bearers. Rights holders are the people you fight for, the people who have rights. The task is to make these people aware of their rights and believe they can claim them; the advocacy work towards rights holders is about capacity building. The duty bearers are organizations, institutions or individuals that have responsibility for fulfilling rights. Advocacy towards duty bearers is about awareness raising and holding them accountable.

There are different ways to perform advocacy. There are typically "hard" and "soft" approaches of advocacy. Hard approaches are things such as confrontation, demonstrations against the decision makers, strikes etc. Soft approaches are dialogue-

based and can be meetings, lobbying, round tables, marches etc. The hard approaches can be useful in some situations e.g. to get attention or if you feel neglected.

Sometimes a hard approach might be necessary to get to the soft approaches.

It is important to be aware of the different approaches, and to carefully consider which one to use. The choice of approach should be a deliberate choice, not the result of aimless coincidences.



Dialogue

Dialogue is suitable when you have access to decision makers. Still you have to be well prepared and conscious about your goal. Dialogue does not necessarily equal talking; it can also be dialogue through the media or peaceful marches.

Mobilisation

The purpose of mobilisation is to get more people fighting for the same goals as you. Mobilisation can be an important tool in making the rights holders stand up for their own rights and in empowering them. Mobilisation can also be important to get decision makers to act.

Confrontation

Confrontation can be an important advocacy approach if other attempts fail. A confrontation is often risky, because the people you are trying to influence can be negatively affected. Often clear, calm discussion is more effective than confrontation. Confrontations are, e.g. demonstrations, public shaming or the threat of using such approaches. Confrontations can be an instrument for getting to dialogue/ mobilisation.

Exercise:

- 1) Give examples of different advocacy campaigns you know of. What kind of actors were they directed at? What types of approaches were used?
- 2) Name different situations suitable for different approaches?

8.3 Campaign management

The key to success for an advocacy campaign is good campaign management. What separates an advocacy campaign from occasional activism is the fact that advocacy is a series of actions that are planned and that have a clear goal. A good plan makes it easier to apply measures in accordance with your goals, to evaluate activities, and to transfer knowledge from one campaign to another.

Although advocacy campaigns are carried out on a range of topics and in different ways, they can be said to follow the same pattern; a five-step advocacy cycle. The advocacy cycle is an illustration of campaign planning, and can be used as a step-by-step guide to designing a campaign. However, it is important not to have a rigid attitude towards the advocacy cycle; new information or changed circumstances might imply an adjustment of your plan so try to keep flexible, but ensure progress.

The five steps of the advocacy cycle are: **Identifying** the problem, **researching** the issues related to the problem, **planning** a set of activities, **acting** out the plan, and **evaluating** the results of the campaign.

Identify → research → plan → act → evaluate

Step 1 Identify the problem

Identifying the problem you want to address is putting an issue on the agenda. Often we know what we want to change and we might even have a proposed solution, but still it is important to take some time to identify and define the problem. Problems in society can usually not be solved by a single person but need individuals working together to define the problem and propose solutions. Many problems are related to

each other, but often you will find a main problem and subordinate problems. It can be easier to focus on the main problem, if you solve this, more issues will be solved consequently. When you define the problem, you should also try defining the causes of the problem and what effect it has on society.

Exercise:

Step 1:

All participants write down one or more problems in their society on a piece of paper. There will be a large amount of issues mentioned; no problem is too small, no problem too big to be written down. When all participants have done this, list all the problems on a sheet of paper in the plenary.

Step 2

Form groups of 3-4 people. They should all discuss the problems they have written down, and decide on one or two problems they see as the most important.

Sum up in the plenary – each group should explain why they have chosen as they have.

Write down the groups' problems on a large sheet of paper/flip-chart.

Step 3 Deciding on one problem -

in the plenary vote on the problems described in step 2.

Step 2 Research and gathering of information

Information and research material is important because it supports your arguments. Gather personal stories, statistics and data for your case. Being fully informed on an issue enables us to persuade other people.

There are many ways to gather information on a subject. Background material that seems objective will strengthen our case. Sometimes it might be necessary to start the research from scratch, if the subject is completely new. This is time-consuming and

costly, so analyze the costs and the gains. However, there is a lot of information available on the Internet, in the media, in libraries and with NGOs. You should also hear from the affected group – those you are acting on behalf of.

New research can be done in several ways: surveys, interviews, observation and focus groups. The information you get from research and the gathering of information should give you insight to adapt your message and the activities.

Research should also include mapping the stakeholders. These can be divided into allies and opponents. Your allies are those who agree with you and work towards the same goal; your opponents are those disagreeing or fearing the change. Also try to determine who key decision makers are and which people or organizations can act on the problem you want to address.

Exercise:

For the problem decided on in Exercise under step 1, define:

What research needs to be done?

Where can you find information?

Who are the key actors on this issue?

Step 3 Strategic planning

The actual plan you make should build on the research you have done. The plan should include objectives, targets, indicators, activities and a time schedule. Try to involve your partners as much as possible. Ideally all the people involved in the plan should be involved in the process of making the plan.

Objectives

Defining the objectives of the campaign is important. The objectives will define what is to be accomplished, in what period of time. There are many ways to make good and measurable objectives. One guideline and mnemonic rule is to remember that objectives should be “**smart**”:

specific – is it clear whose behaviour should change and how?

measurable – How much should it change? In what ways should things change?

achievable – Can you reach your goals with your resources (financial and other)?

realistic – Considering the circumstances, e.g. political conditions, are the objectives possible to reach?

time-bound – Does the objective have a clear time limit?

Targets (target people)

The targets of an advocacy campaign are the people you want to influence. The targets are people, not institutions. The primary target should be the people (in an organization) that have power to influence the problem. However, people might be difficult to reach; the secondary target can be people who have ability to influence the primary target. When you have decided on the target, you should map their attitude towards the problem, knowledge and type of arguments they are likely to listen to.

Actions

The plan should include a description of the exact activities you are planning. The activities should be chosen in accordance with the rest of the plan. Choices of activities are dependent on resources and time frame. Choose your activities in relation to what type of approach your advocacy campaign has.

Indicators

In the plan you should have indicators that measure if you reach the objectives. Often indicators are based on numbers, like the number of women in parliament or average income of a certain group. Indicators based on numbers are easy to measure, but indicators can also be based on feelings, e.g. on how the affected people experience the situation. Indicators like this can be how women feel they are treated in parliament or how a certain group experience living conditions. Such indicators are more difficult to measure, but more reliable on how people actually experience the situation.

Time schedule

A good plan includes a time schedule with detailed information on when things should happen and with time limits. The time schedule should include important dates and the activities should be grouped according to time limit, if they have to be done in a specific order. All your planning activities should result in an action plan.

Step 4 Actions – implementation of the plan

Once you have made an action plan, you can start implementing it. Stay committed to your plan, do not start and stop. It is easy to get distracted and start working on other issues, but if you want to succeed it is important to stay focused and stick to the plan.

Step 5 Evaluations and monitoring

Through carefully evaluating and monitoring your campaign you will be able to make adjustments on the way and to learn for later campaigns. Monitoring the campaign is to gather information on the impact of the campaign; to see if the campaign is actually helping or making a difference. Monitoring the campaign can include keeping a record of media coverage, gathering supporting declarations etc.

Evaluation is analyzing the information gathered. Evaluation should be an assessment of the strengths and weaknesses of the campaign, and its accomplishments. The monitoring might help reveal change in structures, stakeholders or the problem itself, which might necessitate a change in the campaign.

When the campaign is finished you should do a final evaluation. This evaluation at the end can help other advocacy campaigns, whether performed by you or others.

Exercise: From the problems chosen in step 1, choose one, and make a campaign plan for this. The plan should include a “smart” objective, a description of actions, and how you are going to monitor and evaluate.

9. Violence against women

9.1 “The worldwide scandal”

Discrimination of women is expressed in a range of mechanisms at different levels. Violence against women is symptomatic of the overall discrimination of women. Violence against women is universal, and takes place in all societies, in peace as well as in times of conflict, in developed and in developing countries – the scope and character of violence differing in form according to culture and traditions. Violence against women is a breach of women’s human rights, and is thus often named a “worldwide scandal”.

Violence against women is maybe the most extreme form of discrimination of women, and hence a challenge to gender equality that has to be addressed. The WCDI programme aims at training women in organizational and political skills, but since the programme reaches women around the world, we have chosen to focus on this political issue. Violence against women is one of the greatest violations of human rights today, and thus has to be addressed.

Statistics show a horrifying picture of the situation for women worldwide. One in three women will experience violence in their lifetime, it is a major cause of death for women between 16 and 44, women and children account for nearly 80% of casualties in conflicts and 70 % of all female murder victims are killed by their partners.

Violence against women harms the individual but also the family, communities and nations.

The UN Declaration about Elimination of Violence against Women of 1993 defines violence against women as:

“Violence against women includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or private life.

Violence against women is a manifestation of the historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of women's full advancement. Violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men."

Examples of violence against women maybe female infanticide, differential or reduced access to food and medical care for girl infants, child marriage and other forced marriage arrangements, female genital mutilation, sexual abuse and harassment, rape in times of peace and as a weapon of war, prostitution, trafficking in women, dowry abuse, murders, "honour killings" and various forms of domestic violence and psychological abuse. Violence against women can be domestic violence, sexual violence, harmful traditional practices, trafficking in women and crimes committed in war and conflict.

9.2 Working against VAW

There are several declarations and global instruments aimed at abolishing violence against women. Among these are the Universal Declaration of Human Rights (1948), the Convention in the Elimination of all forms of Discrimination Against Women (CEDAW, 1979), The Declaration about ending Violence against Women (1993), The Beijing Declaration and the UNSC Resolution 1325 on Women, Peace and Security (2000).

There are international institutions, NGOs and governmental offices working against violence against women. Still the problem persists and it has been named "the world's greatest human rights scandal".

Violence against women consolidates women's subordinate position in society, and their subordinate position exposes women to violence. The connection between violence and women's position in society is a vicious circle, and the fight against violence against women is one part of the struggle for equality.

Working against violence against women can be organized as an advocacy campaign, or integrated into other activities. Because violence against women is a global problem, ending it is a global responsibility.

9.2.1 What can be done?

- Knowledge
 - o Mapping the violence against women in your community
 - National statistics
 - Local statistics
 - Police reports
 - Reports from shelters
 - o Education of the public
 - Facts
 - Global responsibilities and conventions
 - Best practices from other countries
- Action
 - o Establishment of shelters
 - o Changing the legislation
 - o Challenging established attitudes
- Prevention
 - o Awareness raising among
 - police / lawyers
 - Decision makers
 - Researchers / scholars
 - Upbringers of children
- Potential partners: Amnesty International, international NGOs, UN agencies etc.

10. How to arrange WCDI / Trainer skills

Women Can Do It aims at developing women's organisational and political skills, and enabling us to participate in politics and society. Arranging WCDI helps other women to develop themselves. The aim of Women Can Do It is that the program is arranged in local communities. Arranging a seminar or training course requires preparations and also a trainer that is conscious about the trainer role. Women Can Do It can be arranged in many forms; evening classes, one-day seminars, weekend courses or short lectures on one topic. There is no right or wrong way to arrange WCDI, but no matter how you choose to arrange it, there are some guidelines that can be useful. This chapter is a collection of practical tips and hints. More tips can be obtained by discussing with other trainers.

10.1 Drawing up the seminar

When arranging a seminar you will need a time frame and a plan for the seminar. When you start working with the seminar, decide the time and place. You will need a time schedule and to clarify the target group for the seminar (who are you going to invite?). If possible get background information on the participants (who are they?, how experienced?, are they in formal posts or are they aiming at this?).

You also need to decide on what information the participants will get in advance. As a minimum they should receive the time and place of the seminar, and information on accommodation and meals. Ideally the time schedule should be sent out.

The time schedule should include all information on the set-up of the seminar. Think through the length of lectures; people often lose concentration after an hour. Be sure to make a varied programme, and to have time for breaks and meals. Also make time for feedback and evaluation. When deciding on the programme, it is useful to make it as varied as possible, with a mix of lectures and exercise, role-play, group work etc.

10.2 Training facilities

Before the seminar check the training facilities and clarify how the logistics of the seminar will be. Once the training has started you will probably have other things to attend to. Sort out how accommodation will be arranged, where and how meals will be organized, if the conference rooms are the right size and if you need more than one room, e.g. more rooms for groups.

On the technical side you need to clarify what facilities you, or your co-trainers, need. This might depend on the facilities available. Are you going to use a flip-chart, pens, computer, overhead projector or a whiteboard? Are these available at the venue or do you need to bring any yourself?

10.3 Trainer skills / training skills

The trainer has a vital role in training. The most important role of the trainer is not to be an oracle, not to have all the answers, but to ask questions and start processes that encourage the participants to achieve further knowledge and more training. A trainer that seems uninterested and not committed to the programme affects the participants accordingly. The trainer is pivotal for the success of the seminar. Hence, the trainer must take her part seriously and be well prepared. The WCDI is based on volunteer trainers; the trainers are often former participants and use their own experiences in the training. As a trainer it is your responsibility to facilitate training, arrange and adjust the programme and make sure all participants feel included and benefit from the training.

- Agree on the rules of the seminar at the start. Do not impose rules on the participants, discuss with them and come to an agreement
- Manage the time. When you are in charge, your job is also to keep track of time
- Be open and co-operative

- Explain what you do – do it – evaluate. Do not just "do" an activity, follow through with debriefing and evaluation, let the participants reflect on their experiences.
- Give feedback
- Involve the participants – encourage activity, be open to feedback
- Make sure everyone gets to speak their mind.