PRO-FEMMES / TWESE HAMWE

care®

# TRAINING MODULE FOR GIRLS AND WOMEN CHAMPIONS ON LEADERSHIP, ADVOCACY, PUBLIC SPEAKING, NETWORKING AND COLLABORATION.

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# Acknowledgements

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## Acronyms and abbreviations

**CEPGL:**      Communauté Economique des Pays des Grands Lacs

**COMESA:**   Common Market for Eastern and Southern Africa

**CSO :**        Civil Society Organization

**EAC:**         East African Community

**EALA:**       East Africa Legislative Assembly

**GEWEP:**     Gender and Women Empowerment Project

**LCA:**         Learner-centered Approach

**PA:**           Participatory Approach

**PF/TH:**      Pro-Femmes/Twese Hamwe

**SMART:**     Specific, Measurable, Achievable, Realistic and Time-bound.

**TfT:**          Training for Transformation

**UN:**          United Nations

**UNIFEM:**    United Nations Development Fund for Women

## I. TRAINING MODULE DESCRIPTION

### 1.1. Training background

This training is part of Pro-Femmes Twese Hamwe (PF/TH)'s contribution to the endeavors aimed to advance gender equality and women empowerment, enhance the advancement of women status, peace and development. PF/TH is an Umbrella of Rwandan Civil Society Organizations aiming at the advancement of women status, peace and development. It was established in October 1992, and currently represents 53 member organizations within the country. The mission of PF/TH is to eradicate all forms of discrimination towards women, to promote their social, economic, political and legal status, and to enhance the institutional and organizational capacities of its member organizations through the promotion of sustainable human development approach based on gender equality and a culture of peace, justice and human rights.

To achieve its mission of promoting the social and economic status of women and girls, PF/TH in partnership with CARE International in Rwanda, PF/TH is implementing the 5 years' project (2020-2024) titled "Gender Equality and Women's Empowerment (GEWEP III)". The overall goal of the project is: *vulnerable women and girls (of whom 173 000 will be direct participants) in the Southern Province in Rwanda are economically, socially and politically empowered.*

However, it was noticed that women and girls, especially at the grassroots level still have little skills and experience in interacting with public officials, are often fearful of speaking in public and have little understanding of how to negotiate on their behalf or for others, which prevent them to exercise their full rights.

To allow them to exercise and enjoy their full rights as women in the political, social and economic sphere and by making meaningful participation in leadership and decision-making, there is a need to prepare them, equip and empower them with required capacity and attitudes in leadership, advocacy and networking.

## 1.2. Training beneficiaries

This training will be delivered to grassroots women leaders (Women champions) in the 4 selected districts of Rwanda. However, this module can be used to train other districts to tackle the same issues.

## 1.3. Training duration

The training is designed to be carried out over a period of three days. An example of a training program, which can be adapted to suit participants' profiles and availability, is provided in the annexes 1, 2 and 3. This training can be extended to more than three days depending on the availability of participants, logistics, hours to spend on each day.

## 1.4. Content of the module

The module seeks to offer clarity and understanding of the conceptual, technical and political elements of leadership, advocacy, networking, public speaking and collaboration.

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☞ **Part One** is all about the training background. It recalls the mission and mandate of PF/TH and how it is linked to the Gender Equality and Women's Empowerment Project (GWEP III).

☞ **Part Two** is the training methodology where approaches, methods and facilitation techniques to be used in the delivery of training sessions are described.

☞ **Part Three** indicates how this module is structured.

☞ **Part Four** is the summary of the module.

☞ **Part Five** is the core of the module, because it contains and describes the delivery of training sessions. This module comprises 14 sessions grouped into three major sub-topics: Leadership, Advocacy Lobbying and Networking, Public Speaking and collaboration. Some sessions are divided into small activities that facilitate learning.

## II. TRAINING METHODOLOGY

The training will use a participatory approach and adult training methods that help participants get the feeling that the training is about their own lives, their jobs, their responsibilities. These approaches will encourage participants to talk, do critical analysis, share experience, raise questions and get listened to. For a smooth running of the training, trainers will manage all aspects of group dynamics likely to hinder the active participation of all the participants.

## 2.1. Training approaches

The participatory approach (PA) or Learner-centered Approach (LCA) and Training for Transformation approach (TfT) will be applied.

### 2.1.1. Participatory approach or a Learner-centered Approach (PA or LCA)

The approach will encourage the active participation of both the Trainer and the trainees and will involve the creation and acquisition of new knowledge and skills by both parties **on leadership, advocacy, public speaking, networking and collaboration and organize a training session for PFTH staff**. The LCA is bottom-up approach and recognizes that knowledge is acquired from experience as well as from formal and real situations.

### 2.1.2. Training for Transformation Approach (TfT)

This approach provides us with both a philosophy of education, social transformation and development, and a very practical way of getting people (participants) actively involved, breaking through apathy and culture of silence, and developing critical awareness of the root causes of problems mainly those affecting grassroots women. The approach is based on the different levels of consciousness, the direct link between emotion and motivation to act, the central importance of participants themselves playing a role in the learning process.  By applying this approach, it will be important that selected participants understand some concepts, some experience and prerequisites on leadership, advocacy and public speaking.

## 2.2. Training methods and facilitation techniques

Given the nature of the training, category of participants, the training will use different methods of participatory and adult training that bring out different elements of group dynamics such as:

### 2.2.1. Lecture or presentation

The lecture method or presentation is an effective way to introduce new information or concepts to a group of participants. This method will be primarily used to build upon participants' existing base of knowledge on leadership and advocacy. All along the lecture process, participants will be allowed to raise their questions or share their experience.

### 2.2.2. Brainstorming

This technique will encourage active and imaginative input from participants and tap into the knowledge and expertise of the participants. Brainstorming is used for adult training to help focus and/or clarify activities or to generate information that can help jumpstart a topic/presentation.

Participants will be asked to "brainstorm" ideas about the topic under study. When using this method, every suggestion will be accepted without criticism or comment and written down on the flip chart. The group will discuss the ideas when all suggestions have been recorded. The method will allow active participation particularly for grassroots women with little knowledge on the topic under study.

### 2.2.3. Case studies

A case study is generally an adult training method that outlines a realistic situation which participants can use to turn theory into practice. We will use this technique to encourage participants to analyze situations that they might encounter and to determine how they would respond as advocates. A case study is a short story written to provide a detailed description of an event or a situation and is followed by questions for participants to discuss. The story can range from a paragraph to some pages in length.

### 2.2.4. Role play

This is the acting out method of a real situation. A situation or specific problem is outlined in a way that displays some realities in a given context. Participants are assigned parts and asked

to act out the situation. Role-play will help participants to illustrate the real situation about leadership and advocacy and how this can be analyzed to depict a lesson.

### 2.2.5. Group discussion

Participants are split into small groups to discuss a given topic, respond to a series of questions, carry out specific tasks or activities. This method will be utilized to encourage participants to share freely their experience and knowledge about leadership, advocacy, networking, public speaking, challenges faced and alternatives solutions. Most of the recommendations and/or action plans are developed in small groups.

### 2.2.6. Plenary presentation

It is a way of enhancing information and experience sharing among participants. A summary of responses and ideas generated during the group discussions are shared with the entire group to identify new ideas and capture new lessons learnt.

## 2.3. Use of ice-breakers and energizers

In addition to the methods described above, *ice breakers and energizers* will be selected and utilized to create a good learning atmosphere among participants and keep them more active.

## III. ORGANIZATION OF THE MODULE

*The Module offers step-by-step guidance on each session and activity in a standardized format. For each session the following information is provided:*

***Objective:*** *Informs the trainers why participants are doing a particular session and what knowledge or skills they can expect to learn from it. Session objective must be shared with participants. At the end of every training session, it is advised to assess whether the objective has been reached and if participants acquired new knowledge.*

***Content:*** *Summarizes key points to be discussed and presented to participants in terms of new knowledge.*

***Process / Methodology:*** *The best way selected to deliver the content in a very participatory manner. The selection of the methodology can differ given the time constraint, level of knowledge of participants on a given topic, category of participants and other important considerations. Methodology and guiding questions are well prepared (if possible pre-tested) in advance by the Trainer.*

***Estimated time:*** *Informs the Trainer about the expected duration of every session or activity. However, the allocated time for each session can differ depending on the number of participants, level of their knowledge, readiness to actively contribute to the workshop, etc. It is important for the facilitators to adjust the time to the needs and pace of the audience, particularly, if some interesting discussions emerge, but at the same time, one should try not to go too much beyond the allocated time, as this might result in one running out of time to conclude other planned sessions.*

***Key message:*** *It is like a conclusion or an important notice/information before the facilitator closes and moves to the next session. Make sure that every participant keeps the key or memorable message in his/her mind.*

***Facilitator's Notes:*** *These notes are prepared in advance and highlight facts and information relevant for a specific session, helping the Facilitator to present them to participants in a simple and understandable manner. However, it is strongly recommended that the Facilitator reads other related documents to expand his/her knowledge for a good understanding of a particular topic. This will allow you to become more confident to deliver quality training.*

***Hand-outs:*** *They are additional documents and notes that can be distributed to participants for their information.*

## IV. TRAINING PROGRAM

The summary

| TRAINING SESSIONS |
|---|
| **DAY I** |
| **Session 1: Introduction & Setting the learning environment** |
| Activity 1.1: Participants expectations & Training Objectives |
| Activity 1.2: Training overview, Golden rules, Agenda day 1 |
| **Session 2: Introduction to Leadership, Women's Leadership, Leadership styles, Leadership Values, Leadership Competencies/skills and Application by women Leaders** |
| **Session 3: Leadership, Problem-solving and decision-making** |
| **Session 4: Leadership styles** |
| **Session 5: Women in Leadership and Time Management** |
| **DAY II** |
| **Introduction, Recapitulation day 1, Agenda day 2** |
| **Session 6: Leadership challenges and how women can solve them** |
| **Session 7: Introduction to advocacy, Lobbying and Networking** |
| **Session 8:** Pre-requisites for advocacy and lobbying |
| **Session 9:** Key Steps to develop an Advocacy Strategy + Evaluation of the day 2 |
| **DAY III** |
| **Session 10: Practical exercise on developing an advocacy strategy (step 1-4) + Plenary Presentations** |
| **Session 11: Practical exercise on developing an advocacy strategy (step 5-8) + Plenary Presentations** |
| **Session 12: Women Leaders and Public Speaking**: Introduction, Required skills, How to become confident and compelling Speaker as a Women? Which challenges and how to overcome them? |
| **Session 13:  Presentation skills: Preparation and deliver** |
| **Session 14:  Developing Action plans to empower local women** |

## V.  DELIVERY OF TRAINING SESSIONS

### Session 1: Introductory session

This session covers welcome speeches that highlight the rationale of the training, participants' presentation, it identifies participants' expectations and needs towards the training, develops training objectives and results, presents the training program and ground rules. It gives a general overview of the training and ensures that every participant realizes the relevance and importance of being part of the process.  Logistic issues are clarified at this stage. The session is comprised of two activities.

### Activity 1.1: Welcome remarks, presentation and participant's expectations

| Structure | Description |
|---|---|
| **Objectives** | ▪ Help every participant to present him/herself<br>▪ Create a good atmosphere among participants<br>▪ Identify training expectations and needs vis-à-vis the training |
| **Content** | Presentation, Participants expectations and needs |
| **Process** | • Participatory, presentation using five words<br>• Create groups of 4-5 participants to identify 3-4 expectations and needs towards the training<br>• Plenary presentation on expectations and needs,<br>• Highlight similar expectations and specific needs |
| **Estimated time** | 30 min |
| **Training tools** | Flipchart, markers, Flipchart stand |
| **Key message** | Tell all participants to feel free to participate, share their views and ask questions. Remind them that the training is not one-size-fits-all; it is rather tailored to their needs, realities and expectations. Agree with participants on their major expectations by grouping them into the main categories. |

## Activity 1.2: Training objectives, training program and ground rules

| Structure | Description |
|---|---|
| **Objectives** | ▪ Create linkages between participants' expectations/needs and training objectives<br>▪ Articulate the relevance of the training and why the target participants have been selected<br>▪ Present training program and define ground rules for the training effectiveness |
| **Content** | Training objectives, Training program, Ground rules and roles sharing. |
| **Process/ Methodology** | 1. Presentation of training objectives followed by participants' questions or comments<br>2. Ask participants if there are some linkages between their needs/expectations and training objectives<br>3. Presentation of training program and agenda day one<br>4. Ask participants to define ground rules and share responsibilities |
| **Estimated time** | 30 min |
| **Training tools** | Copies of training objectives, Training program, agenda day 1 |
| **Key messages** | |

**Trainer's Notes**

The general purpose of this training is "t*o equip local women leaders with knowledge and skills required in leadership, advocacy, networking and public speaking for them to become good advocates of themselves and for their fellow women by influencing the decision-making process in their respective communities and districts.*"

From these objectives, we understood that expected results can be defined as follows:

✓ Women leaders are equipped with new knowledge and skills in leadership;
✓ Knowledge and skills of women leaders on advocacy, networking and public speaking are strengthened;

✓ New initiatives and concrete actions leading to effective leadership and advocacy for women's rights are planned by women leaders.

## Ground rules

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**Some ground rules**

- Deactivate all mobile telephones during the workshop;
- Telephone in silence mode;
- Active participation;
- Respect of one's ideas;
- Avoid distractions during sessions;
- Avoid in-out movements during sessions;
- Being attentive and focused on the topics;
- Be fully available during the hours reserved for works/exercises related to training;
- Listen to the interventions and avoid whispering while a person is speaking in front of the group;
- Be present physically and mentally throughout the training;
- Adopt an attitude of respect, openness and trust towards the other participants and members of the training team;
- Contribute to the establishment of an environment conducive to personal discovery and to constructive criticism;
- Accept that the diversity in the participants' opinions and perspectives are both good and desirable;
- For each person, respect the right to make a mistake and keep in mind that training is a learning opportunity;
- Recognise and respect different learning methods propose the Facilitators.

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## Conclusion

Ground rules are not imposed, they are rather defined by participants themselves after realizing the relevance and importance of the training. Ground rules contribute to the self-discipline and good management of the group dynamics. As a facilitator, you refer to them when dealing with challenging participants.

## SESSION 2: INTRODUCTION WOMEN'S LEADERSHIP, LEADERSHIP VALUES, LEADERSHIP COMPETENCIES AND THEIR APPLICATION BY WOMEN LEADERS

## Introduction

The main responsibilities of a leader are to help others, in particular those they are in charge of, to develop. A good leader takes delight in seeing others reach their objectives. As human beings, leadership is part of our nature. We were created as such. We can lead others in a certain direction. However, being a good and competent leader requires innovation, using your talent and doing what you like. It also requires to improve your knowledge and competencies at the level one is called upon to lead. This session is aimed at helping to understand what a leader is, qualities that a leader must have, the main responsibilities of a leader, the knowledge and skills they have to have, etc. It also aims to help women leaders to be aware of the challenges they face as leaders and how to overcome them.

## Session overview

| Structure | Description |
|-----------|-------------|
| **Objectives** | By the end of this session, participants should be able to: <br> ▪ Explain the concepts of leader and leadership <br> ▪ Discuss the values and competencies of effective leaders <br> ▪ Discuss leadership challenges and how to overcome them |
| **Content** | - Definitions <br> - Leadership values <br> - Leadership functions/roles <br> - Qualities of good leader <br> - Leaders skills/competencies <br> - Reasons for women to become great leaders |
| **Process** | 1. Introduce the session by informing participants that you are going to have a training session on leadership; |

| | |
|---|---|
| | 2. Request everyone to write down what they understand by the concept of "leader" and "leadership"; |
| | 3. Request 3 participants close to one another to formulate the definitions of "leader" and "leadership"; |
| | 4.  Each group to present the outcome of their discussions and let all the participants agree on keywords of the definitions; |
| | 5. Make groups of 3 participants each; |
| |    a. Request each group to discuss and write down the values of a leader; |
| |    b. Let each group discuss a leader's main responsibilities; |
| |    c. Let them discuss and write down the skills a leader should have; |
| | 6. Plenary session discussions; |
| | 7. Explain, in brief, the main points of the session and make reference to the points from group discussions; |
| | 8. Ask the participants what they have learnt and present the topic. |
| **Estimated time** | 90 minutes |
| **Training tools** | Flipcharts, markers, powerpoint presentation, or a summary of content written on big papers |
| **Key message** | Leadership skills are learnt. Women leaders should be brave enough to lead others, strive to acquire knowledge and skills and relate them to their responsibilities and values of a good leader. |

## 2.1. Terms and definitions

### 2.1.1. A leader

A leader influences and guides other people to accomplish/achieve a goal using specific skills and attributes that facilitate to leading others.

### 2.1.2. Leadership

People are born to lead and make changes happen. For changes to happen people with effective leadership are needed. Leadership is about change. Change is created by leaders who have decided to become change agents.

*Leadership is about influencing others to work towards a common vision*. To influence other people, a person needs to have a vision they believe in and be willing to transfer it to them. *A good leader is someone who can share and transfer their vision to other people who take on that vision and become followers*. **A great leader or visionary leader transforms their followers into leaders in their own right**. The great leader imparts their followers to become leaders in the areas of their talents and gifting. Leadership success happens when the followers become successful leaders.

Successful leadership requires **a strong belief in the vision, a good character, a clear conscience, an open mind, good qualities, developed competencies and readiness to serve others**. The prime function of a leader is to serve other people. A true leader is satisfied with the success of others. Women are human beings. As a human being, you are born with leadership potential as women. You are created as a potential leader and you have the full capacity to influence others, men and women. **But to become an effective woman leader, you have to discover your vision, your talent, your character, your passion**. You also need to improve your knowledge, competences and skills in a specific area of your leadership.

## 2.2. Leadership Values

Values are attitudes and behaviors represent the way we think and act. They are valuable since they help us live with each other. "Values are the qualities and principles that guide our lives. They are the beliefs we have about "what is good" or "how things should be" or "how things might be." They form the basis of our decisions and inform how we interact with other people. For example, if you value honesty, you will likely play fair with your friends and follow the rules at your group and your community. If you value patience, you will probably remain calm when you have to wait for your turn and not get upset if someone

demands you do something for them. Or if you value courage, you will be more likely to stand up for yourself when you can't get what you need or when someone acts like a bully."

Examples of values include **respect, honesty, trust, solidarity, reconciliation, inclusiveness, nondiscrimination** among others. Effective women leaders like other leaders believe in specific and positive values that will influence how they lead.

## 2.3. Leadership functions

Following are the important functions of a leader:

**1. Setting Goals**

A leader is expected to perform a creative function of laying out goals and policies to persuade the subordinates to work with zeal and confidence.

**2. Organizing**

The second function of a leader is to create and shape the organization on scientific lines by assigning roles appropriate to individual abilities with the view to make its various components to operate sensitively towards the achievement of enterprise goals.

**3. Initiating Action**

The next function of a leader is to take the initiative in all matters of interest to the group. He should not depend upon others for decision and judgment. He should float new ideas and his decisions should reflect original thinking.

**4. Co-Ordination**

A leader has to reconcile the interests of the individual members of the group with that of the organization. He has to ensure voluntary co-operation from the group in realizing the common objectives.

**5. Direction and Motivation**

It is the primary function of a leader to guide and direct his group and motivate people to do their best in the achievement of desired goals, he should build up confidence and zeal in the work group.

**6. Link between Management and Workers**

A leader works as a necessary link between the management and the workers. He interprets the policies and programs of the management to his subordinates and represents the subordinates' interests before the management. He can prove effective only when he can act as the true guardian of the interests of his subordinates.

## 2.4. Qualities of a Good Leader

A successful leader secures desired behavior from his followers. It depends upon the quality of leadership he is able to provide. A leader to be effective must possess certain basic qualities. A number of authors have mentioned different qualities which a person should possess to be a good leader.

**Some of the qualities of a good leader are as follows:**

1. Good personality;

2. Emotional stability;

3. Sound education and professional competence;

4. Initiatives and creative thinking;

5. Sense of purpose and responsibility;

6. Ability to guide and teach;

7. Good understanding and sound judgment;

8. Communicating skill;

9. Sociable;

10. Objective and flexible approach;

11. Honesty and integrity of character;

12. Self-confidence, diligence and industry;

13. Courage to accept responsibility.

## 2.5. Leadership Competencies/Skills

To succeed, leaders need to have specific skills/competencies in securing and maintaining their position. As women leaders, we need to grasp these skills to be effective in our work and also become more competent in representing the needs of our team members, our fellow women, our constituencies and so on. The leadership skills enable women to compete favorably with men in an environment that is influenced by patriarchal norms and values that reinforce gender biases and stereotypes. Women leaders need to enhance their leadership competencies and skills so to become more effective and lead for a change.

| Leadership skills | Application |
|---|---|
| **1. Effective Communication skills** | ✥ Making use of the available communication channels to effectively speak to the audiences |
| **2. Public speaking and presentation skills** | ✥ Engaging and captivates the audience<br>✥ Using of appropriate and culturally sensitive body language<br>✥ Thinking positively<br>✥ Controlling emotions and grabs the attention of the audience<br>✥ Maintaining eye contact when speaking<br>✥ Researching, planning the speech appropriately<br>✥ A woman who is confident |
| **3. Active communication skills** | ✥ Capturing what is communicated and providing feedback at the right time<br>✥ Respecting other people's views<br>✥ Not interrupting others while they talk<br>✥ Showing approval when needed |
| **4. Power and responsibilities; delegation skills** | ✥ Supporting followers to exploit their potential by giving them the opportunity to lead<br>✥ Sharing the work burden<br>✥ Mentoring future leaders |

| | |
|---|---|
| **5. Good advocacy and Lobbying skills** | ✎ Defending the rights of his/her followers and is inclusive<br><br>✎ Promoting equitable sharing of resources |
| **6. Decision-making skills** | ✎ Taking decisions and stands by them<br><br>✎ Combining various leadership styles and knows which one to use in the right time<br><br>✎ Knowing how and when to take a particular decision. |

## Conclusion

Being a leader is a good thing, makes one proud but it is not enough in itself. Women leaders should always bear in mind what a good leader is, qualities of a good leader, skills that a leader is to always develop and use them in assuming their daily responsibilities as a leader. Leading entails working, and working entails making mistakes. What is important is to avoid to make mistakes all the time but rather be a leader who seeks and takes advice and strive to gain new leadership knowledge and skills.

## SESSION 3: WOMEN LEADERSHIP, PROBLEM SOLVING, DECISION MAKING AND LEADING CHANGE

### Introduction

Problem-solving and decision-making are at the core of human evolution. They are the methods we use to understand what is happening in our environment, identify things we want to change and then figure out the things that need to be done to create the desired outcome. Problem-solving is the source of all new inventions, social and cultural evolution, and the basis for market-based economies. It is the basis for continuous improvement, communication and learning. Women leaders need to get problem-solving and decision-making skills so that they become good decision-makers ready to lead positive changes in their families, groups, communities and institutions.

### Session overview

| Structure | Description |
|---|---|
| **Objectives** | By the end of this session, participants should be able to: <br> ✓ Define the meaning of problem-solving, decision-making and change; <br> ✓ Identify major steps of problem-solving <br> ✓ Importance of problem-solving skills for women <br> ✓ Review and understand the different stages /phases of problem analysis and decision making; <br> ✓ Review and understand the relevant roles of women leaders for effective decision- making and change. |
| **Content** | What is problem-solving is? What decision making is? Change? <br> Steps of problem-solving and decision making <br> Importance of having problem-solving skills <br> Roles of women leaders in problem-solving, decision making and change |
| **Methodology/ Process** | 1. Using the brainstorming technique to clarify the concepts of problem-solving, decision making and change <br> 2. Divide participants into three groups: |

| | |
|---|---|
| | 3. The first group will identify and describe the steps of problem-solving and decision making<br><br>4. The second group will discuss why solving and decision making is necessary for women leaders<br><br>5. The third group will discuss the roles of responsibilities of women leaders in problem –solving and decision making<br><br>6. Plenary presentation followed by a quick presentation |
| **Estimated time** | 60 minutes |
| **Training tools** | Flipcharts, markers, flipchart stand, PPT slides, or big papers with a summary of notes |
| **Key message** | |

## 3.1. What is problem-solving?

**Problem-solving** is the *act of defining a **problem**; determining the causes of the **problem**; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution*.

It is the ***process of observing what is going on in your environment; identifying things that could be changed or improved; diagnosing why the current state is the way it is and the factors and forces that influence it; developing approaches and alternatives to influence change; making decisions about which alternative to select; taking action to implement the changes; and observing the impact of those actions in the environment.***

Problem-solving is important both to individuals and organizations because it enables us to exert control over our environment. It is very important for women in leadership positions at different levels.

## 3.2. Problem solving and decision-making steps

**Define te problem**

**Analyse the problem**

PROBLEM SOLVING STEPS

**Implement**

**Identify solutions**

**Plan of action**

**Choose/decide solution**

The process is initiated by the leader (woman leader) but must be participatory. While implementing a given solution/decision or a plan, do monitoring and define the new problem that can raise and that needs to be analyzed and solved as well.

## 3.3. Why problem-solving skills for women leaders?

**Fixing things that are broken**: Personal and business environments are full of things, activities, interactions and processes that are broken or not operating in the way they are desired to work. Problem-solving gives women a mechanism for *identifying these things, figuring out why they are broken and determining a course of action to fix them*.

**Addressing risks**: Humans have learned to identify trends and developed an awareness of cause-and-effect relationships in their environment. Problem-solving skills not only enable women leaders to fix things when they break but also anticipate what may happen in the future

(based on past experience and current events). Problem solving can be applied by women leaders to the anticipated future events.

**Improving performance**: Individuals, groups and organizations do not exist in isolation in the environment. There is a complex and ever-changing web of relationships that exist and as a result, the actions of one person will often have either a direct impact on others or an indirect impact by changing the environment dynamics. These interdependencies enable women to work together to solve more complex problems but they also create a force that requires women to continuously improve performance to adapt to improvements by others. Problem-solving helps women understand relationships and implement the changes and improvements needed to compete and survive in a continually changing environment.

**Seizing opportunity**: Problem-solving is not just about responding to (and fixing) the environment that exists today. It is also about innovating, creating new things and changing the environment to be more desirable. Problem solving enables women leaders to identify and exploit new opportunities in the environment and exert (some level of) control over the future.

### 3.4. How women leaders should use problem-solving skills in decision-making?



Collaborative Decision-Making Process

- Develop Plan and Implementation
- Reach Consensus
- Evaluate Feasibility of Ideas
- Generate Possible Options
- Analyze the Situation
- Gather Information
- Identifying a Problem
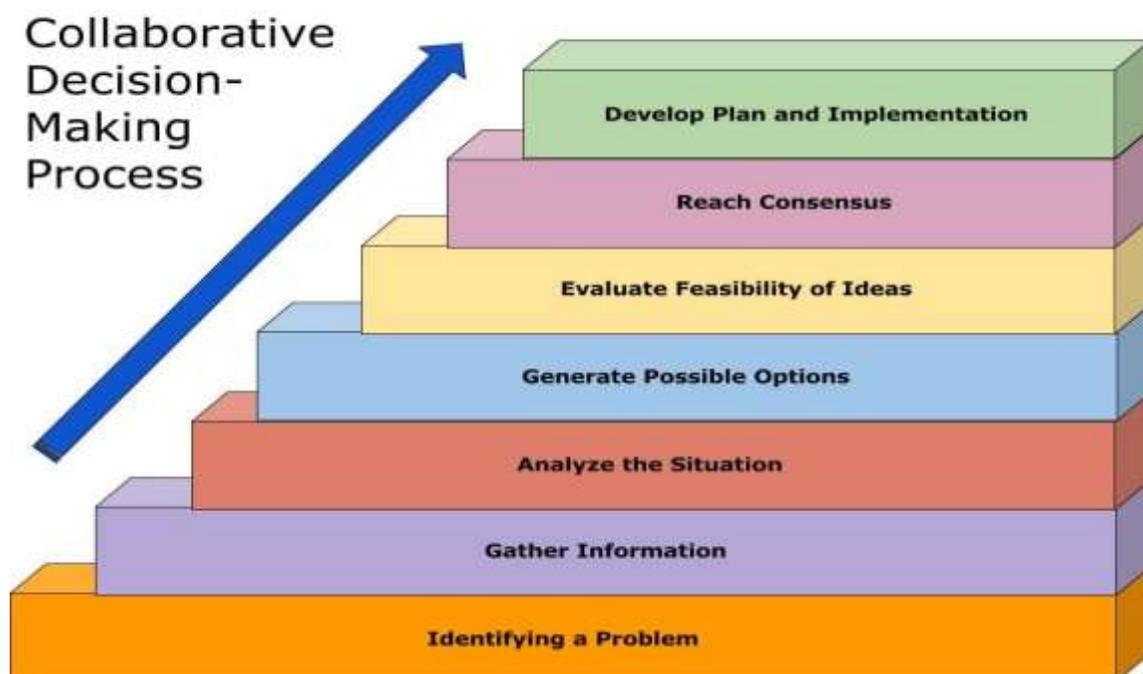
Collaborative problem solving and decision-making is like climbing a ladder. A woman leader has to ensure at every level, a good analysis is done and the best solution is taken. She will also enforce implementation, monitoring and evaluations of decisions made. Success and failures of decisions are under her responsibilities.

## 3.5. Women in leadership, Problem-solving and Change

Each step in the problem-solving process employs skills and methods that contribute to the overall effectiveness of influencing change and determine the level of problem complexity that can be addressed by leaders. Humans learn how to solve simple problems from a very early age (learning to eat, make coordinated movements and communicate) – and as a person goes through life problem-solving skills are refined, matured and become more sophisticated (enabling them to solve more difficult problems).

Women leaders play a key role in problem-solving and in leading change.

**1.** **Thinking and planning:**
Develop simple and clear thinking for the short and long term. They are then skilled in developing strategic and operational plans. They believe that planning begins with self, followed by planning with other leaders and members for the organization, community or group being led. Women can develop SMART goals, objectives, plans (**Specific, Measurable, Attainable, Realistic and Time-bound plans**). They can think of programs, projects, activities and initiatives that will address the practical and strategic needs of other women in their respective groups and communities.

**2. Making things happen:** Women have a kind of double vision to spot the talent and the essential person inside and allocates tasks accordingly. They take part actively in getting things done with the belief that one should set an example for others.

**3. Calculated risk-taking:** Women take what is perceived to be moderate risks. They state a preference for situations that involve moderate risks.

**4. Decision-making:** Assess the possible options and consequences prior to making decisions. Women show keenness in making timely decisions and they want to be held

accountable for decisions made. They know which leadership style to use in every specific context.

**5. Initiative taking:** In their nature women the first attempt without waiting for others. Women believe in doing things that do not conform to past norms or have never been done in the past.

**6. Creative and experimental:** Women think and act beyond mind set boundaries, trust that change is necessary to meet the challenges in the environment. They take a modest risk in experimenting with the creative decision taken and will not hesitate to change their minds if positive results are not achieved.

**7. Conceptualizing:** Women have the ability to derive conclusions from past and present experiences as learnings for implementation in the future. They focus on development and progress rather than static status maintenance. They value change.

**8. Listening and questioning:** Women believe that listening is the key to two-way communication and a key to change. They question any issue that is not clarified to make sure that there are no doubts. Respects others' views and expects open feedback for questions raised.

**9. Team playing:** Respects that she is part of a team. Capable of facilitating meetings and discussions. Has the ability to manage and solve conflicts that arise between or among team members, or between own self and other team members. Change is not a linear process.

**10. Monitoring and evaluating:** Women facilitate the regular participatory assessment of the level and trend of development of their family, group, community and t organization. They are capable to develop timely suggestions and actions on how to address deficiencies that will be identified in the operations.

## Conclusion

Women are good at problem-solving, decision-making and promoting change. However, they need to become more confident as well as an environment that helps them exercise their full power as leaders.

## SESSION 4:  LEADERSHIP STYLES

### Introduction

Some time back, it was said that leadership is innate, that some are born to lead others. Leadership is learnt and acquired and anyone can be a leader. However, being a good leader requires knowing the best styles of leadership and when to use them. In this session, various styles that women leaders can use to lead others will be demonstrated and explained. Advantages and disadvantages of each style will also be discussed.

### Session overview

| Structure | Description |
|---|---|
| **Objectives** | Upon discussing this topic, the participants will be able to:<br>▪ Understand different styles of leadership;<br>▪ Analyze and understand the advantages and disadvantages of each style;<br>▪ Show women leaders how they can make good use of each style of leadership at the right time. |
| **Content** | ▪ Five styles of leadership;<br>▪ Characteristics of the styles of leadership;<br>▪ Advantages and disadvantages of styles of leadership. |
| **Methodology/ Process** | 1. Introduce the session by informing participants that you are going to see different styles of leadership.<br>2. Ask them the styles they use as women leaders.<br>3. Write the five styles on a flip chart or board where everyone can see and read.<br>4. Divide the participants into 5 groups and assign each group a style to discuss.<br>5. Request them to discuss the following points: |

|  | |
|---|---|
|  | a. Explain how the style assigned to you is, its characteristics and how it is used. Give examples of situations where this style is used.<br><br>b. Discuss its advantages.<br><br>c. Discuss its disadvantages that may result from the application of that style.<br><br>6. Plenary session during which each group discuss the outcome of their discussions and other group members make comments and observations.<br><br>7. After the plenary session, the trainer asks participants to discuss and choose the best style and help them reach an agreement. |
| **Timing** | 60 minutes |
| **Material** | Flip charts, markers, chart stand, etc. |
| **Key message** | Each style has advantages and disadvantages. For that reason, no single style can be said to be better than others; they are all complementary instead. A woman leader should be able to choose the appropriate style at the right time to help those she leads to achieve the objective set. The way you improve your leadership through the effective use of different styles of leadership is what will make you stand out from other leaders. |

## 4.1. Leadership styles, benefits and disadvantages

A leadership style is a preferred way of leading whereby a leader displays certain characteristics
Leadership styles include the following:

| Leadership style | Description | Benefits | Disadvantages |
|---|---|---|---|
| **Autocratic/Authoritarian Leadership** | Allows a leader to impose expectations and define outcomes. A one-person show can turn out to be successful in situations when a leader is the most knowledgeable in the team. This is an efficient strategy in time-constrained periods, creativity will be sacrificed since input from the team is limited. The **authoritarian leadership style** is also used when team members need clear guidelines. | ☝ Time spent on making crucial decisions can be reduced.<br>☝ Chain of command can be clearly emphasized.<br>☝ Mistakes in the implementation of plans can be reduced.<br>☝ Using **authoritarian leadership style** creates consistent results. | ☝ A very strict leadership style can sometimes lead to employee or group members' rebellion.<br>☝ It kills employee, group members creativity and innovation.<br>☝ It reduces group synergy & collaboration.<br>☝ Group inputs are reduced dramatically.<br>☝ Authoritarian leadership increases employee turnover rate in the organization.<br>☝ It creates too much resistance in groups and communities |
| **Democratic Leadership or Participative Style** | **Participative leadership styles** are rooted in **democratic theory.** The essence is to involve team members in the decision-making process. Team members thus feel included, engaged and motivated to contribute. The leader will | ☝ It increases employee motivation and job satisfaction.<br>☝ It encourages the use of employees' creativity.<br>☝ helps in the creation of a strong team. | ☝ Decision-making processes become time-consuming.<br>☝ Leaders have a high probability of being apologetic to employees or group members.<br>☝ Communication failures can sometimes happen. |

| | normally have the last word in the decision-making processes. However, if there are disagreements within a group, it can be a time-consuming process to reach a consensus. | ☝ High level of productivity can be achieved. | ☞ Security issues can arise because of transparency in information sharing.<br>☞ Poor decisions can be made if the employees, group members have a low level of knowledge and are unskilled. |
|---|---|---|---|
| **Laissez-Faire-Leadership** | Also known as a "**delegative leadership**" style focuses on delegating initiative to team members. This can be a successful strategy if team members are competent, take responsibility and prefer engaging in individual work. However, disagreements among the members may split and divide a group, leading to poor motivation and low morale. | ☝ Experienced employees can take advantage of their competence and experience.<br>☝ Innovation & creativity is highly valued.<br>☝ creates a positive work environment. | ☞ Command responsibility is not properly defined.<br>☞ creates difficulty in adapting to change |
| **Transactional leadership** | **The leader** uses "transactions" between a leader and his or her followers - rewards, punishments and other exchanges - to get the job done.<br>The leader sets clear goals, and team members know how they'll be rewarded for their compliance. This "give and take" **leadership style** is more concerned with following established routines and procedures | ☝ Leaders create specific, measurable and time-bound goals that are achievable for employees.<br>☝ Employee motivation and productivity is increased.<br>☝ eliminates or minimizes confusion in the chain of command.<br>☝ It creates a system that is easy to implement for | ☞ Innovation & creativity is minimized.<br>☞ Empathy is not valued.<br>☞ creates more followers than leaders among employees. |

| | | | |
|---|---|---|---|
| | in an efficient manner, than with making any transformational changes to an organization/group or community. | leaders and easy to follow by employees, group members.<br>👍 Employees, group members can choose reward systems. | |
| **Transformational Leadership** | The leader inspires his or her followers with a vision<br>The leader encourages and empowers them to achieve it.<br>The leader also serves as a role model for the vision. | 👍 It leads to employees and/or group members retention<br>👍 places high value on vision.<br>👍 High morale of group members is often experienced.<br>👍 uses motivation and inspiration to gain the support of group members.<br>👍 is not a coercive approach to leadership.<br>👍 The leaders place a high value on relationships and change. | 👎 Leaders can deceive employees, group members.<br>👎 Consistent motivation and constant feedback may be required.<br>👎 Tasks can't be pushed through without the agreement of employees, group members.<br>👎 **Transformational leadership** can sometimes lead to the deviation of protocols and regulations |

## Conclusion

Leaders emerge everywhere in groups, in communities, to address situations. Different situations require different styles of leadership. The use of a leadership style depends on the situation. However, some situations may require a combination of two or more leadership styles. Decisions made with the involvement of others have been observed to generally result in a higher level of "ownership" and commitment, which in turn results increased chances of implementation. Effective leaders deliberately choose a style that will bring the desired results. Women leaders need to be aware of that, be intentional and selective with their leadership styles. It is important for them to recognize and understand different leadership styles including the situations in which they work best. Leadership is not about providing a certain response in a certain situation. It's about using your natural leadership strengths in an authentic manner to inspire and motivate others.

## SESSION 5: WOMEN LEADERSHIP AND TIME MANAGEMENT

## Introduction

Nowadays, many people believe that they are short of time. However, from the creation of the world, a day has never been made up of less or more than 24 hours. Rather, it seems that it is the number of activities that people are to carry out in that 24-hour period that increases and that number varies according to the post everyone occupies. Leaders in particular have a lot to do, as they are to assume responsibilities related to their own families, in addition to the responsibilities of leading others. In a special way, it is well known that women work more hours than men. The number of working hours is even higher for women leaders at different levels.

This topic will help women leaders to remember what time is, how to manage it, how a woman leader decides what to do at the right time for her to meet the objectives set.

## Session overview

| Structure | Description |
|---|---|
| **Objectives** | Upon completion of this session, the participants will be able to:<br>▪ Explain the importance of time management;<br>▪ Define time management;<br>▪ Exchange ideas about deciding on priorities by the **Eisenhower Method**. |
| **Content** | ▪ Definitions of time and time management;<br>▪ The Eisenhower Method of time management<br>▪ How women leaders can use The Eisenhower Method to manage time and make decisions. |
| **Methodology/ Process** | 1. Introduce the session by informing participants that you are going to see a topic related to the time management;<br>2. Request everyone to draw a circle standing for a watch; |

| | |
|---|---|
| | 3. Request everyone to show their daily activities and how much time each takes using the watch; |
| | 4. Give everyone 10-15 minutes to present their time management pattern using the watch; |
| | 5. Ask everyone to write below their watch 3-4 things that are very important for them and their family but that they have never had time to do; |
| | 6. Ask 3-4 people to discuss in groups the use of their time management as women leaders; |
| | 7. Ask the participants to identify 4-6 things that are important for them (as a group) but that they have never had time to do and write them down. |
| | 8. Ask them to list reasons for poor time management and its consequences; |
| | 9. Make a short presentation (refer to notes) and explain what time and time management are; and explain techniques that women leaders could use. |
| **Estimated time** | 60 minutes |
| **Training tools** | A4 Sheets of paper, pens and pencils, flip charts. |
| **Key message** | Time is money and you cannot turn back the hands of time. Leaders in particular must be able to manage time and to do the right thing at the right time. They should also make women they are in charge of understand the value of time and time management. |

## 5.1. Time

*Do you love life? Then don't waste time, because time is life!'*
Benjamin Franklin

Everything can change; it is only a matter of time!
Time is the most precious thing in life.
It influences every single moment and everything we do.
To manage time is to manage life!
Time is free, but it's priceless.
You can't own it, but you can use it.
You can't keep it, but you can spend it.
Once you've lost it you can never get it back.
Time is more valuable than money.
You can get more money, but you cannot get more time.
Be it a president or a street trader, be a man or woman, your or elder everybody has 24 hours in a day.
Every day, hour, minute, every second is precious for us.
Time is managed like money.
In the same way that we spend money wisely: so too we should spend our time very cautiously.
*Juvenal Turatsinze.*

From Juvenal's particular point of view, time management is very essential, particularly for women leaders.   A successful woman only knows the value of time because she has come up with the proper use of time with hard work. So, time should not be procrastinated instead every single second should be used carefully due to multiple tasks women are required to accomplish.

The use of your time determines who you are and who you will become, and that is why time management is a very important element for your success. Achieving the change you want will depend on how best you use time. Change can happen quickly, later or never happen depending on how you use your time.

## 5.2 Time management

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness,

efficiency and productivity.

The aim of managing your time is to spend time doing the things that help you achieve your goals and the things that you prioritize and value.

Time management is about effective scheduling of your time, goal setting, prioritizing and choosing what to do and what not to do, delegating tasks, analyzing and reviewing your spent time, organizing your workspace, keeping your concentration and focus on your work, motivating yourself to work towards a goal.

Time management is important because it is the number one skill you need as women to learn if you want to become successful. Without time management, you give yourself over to coincidence.

You won't steer your life and you'll eventually do what others want you to do. If you study and practice time management as women, you take your life into your own hands. You are in control and you decide where you want to go to as women leaders.

The Eisenhower Method helps you decide which action you should or shouldn't undertake. It helps you to divide actions into one of four categories. The quadrants are divided by importance and urgency. *'What is important is seldom urgent and what is urgent is seldom important.'* Dwight D. Eisenhower

## 5.3. Who was Eisenhower?

He was the American general (he later became president of the US) who commanded the D-Day landings in Normandy to free France from the Germans in the Second World War. He commanded 2 million soldiers and was forced to find a better way to control them. He then came up with the Eisenhower method.

## 5.4. How to use the Eisenhower method?

Using the Eisenhower quadrant is very easy. You pick an item from your to-do-list and you ask yourself these two questions: *Is it urgent? and Is it important?*

You can now put the action into the correct quadrant. Below is an explanation of each quadrant.

| | Urgent | Not Urgent |
|---|---|---|
| **Important** | **I. Fire Fighting**<br>Crises<br>Pressing problems<br>Deadline-driven projects | **II. Quality Time**<br>Prevention, capacity improvement<br>Relationship building<br>Recognizing new opportunities<br>Planning, recreation, social activities |
| **Not Important** | **III. Distractions**<br>Interruptions, some callers<br>Some e-mails, social media, some reports, some meetings, pressing matters, Popular and social activities | **IV. Time Wasting**<br>Busy work, some mail<br>Some phone calls<br>Time wasters<br>Pleasant activities |

*Figure 3: Time management quadrant*

## 1) *Urgent and Important (QUADRANT I)*

You have to do these actions. They're important. They are aligned and contribute to your goals.  However, since they're urgent, they're often unplanned and unwanted. They create much pressure on you.

You will always spend some time here since emergencies will always happen. When they arise, you have to deal with them. No excuses. After you dealt with the situation, spend time to make sure it never happens again or minimize its occurrence or make preparations for when it happens again. For a simple example, when cooking, make sure you have all the

ingredients before you start because you don't want to be running to the shop to buy some salt when you're in the middle of cooking.

## 2) *Not Urgent and Important (QUADRANT II)*

This is the quadrant in which you should spend most of your time. Most people, however, don't do this and spend most of their time in any of the other quadrants. Because these important tasks don't scream at you like a ringing phone, they're often neglected in favor of more urgent matters.

If you spend almost no time here, then your first important task is to save some time each day to work on the important things. One thing you can do is to set up systems to avoid tasks becoming urgent. For example, if you do a lot of troubleshooting on your project. Spend time fixing errors beforehand to decrease the time cleaning up after the errors.

## 3) *Urgent and Not Important (QUADRANT III)*

It is recommended not to spend time here either. Since the tasks are still not important and you're still not progressing towards your goals. However, these tasks are urgent, therefore you can't schedule them. They're also hard to ignore, since an urgent action is often in your face and demand attention, e.g., a phone call or a colleague who interrupts.

You need to find a way to deal with these as quickly as possible. One way is to decrease the chance of other people disturbing you. You can do this by putting up a busy sign on your door. Next, if they get past the busy sign, you need to handle their interruptions quickly. Tell them immediately that you're very busy and ask them to state their business quickly. There is no point in just sending them away, since they have already succeeded in disturbing you. You might as well listen to their request and note it down. As soon as you know why they disturbed you, send them away to continue working on the important stuff.

## 4) *Not Urgent and Not Important (QUADRANT IV)*

You should not spend any time on activities in this quadrant. When is something not important? If it doesn't help you in any way to progress towards your goals, then why should you spend time doing it? When is something not urgent? If it doesn't matter when it is done,

then it's not urgent. It can be done today, or it can be done next week or even next year, it doesn't matter. The combination of not urgent and not important is the worst quadrant to spend your time in. No time should be wasted on anything that is *'not urgent and not important'. So, it* should not be done at all, it should be ignored, deleted or destroyed!

## 5.5. How women Leaders can use the Eisenhower Method in their decision-making?

1. **Urgent and important issues (Quadrant I)**: Do them please but when they are done, spend time thinking about and plan how to avoid the situation in the future.

2. **Not urgent and important (Quadrant II)**: While actions are not urgent, all your available time should go to this quadrant. You **plan a time to do them** before they become urgent.

3. **Urgent and not important (Quadrant III)**: Avoid these as much as possible. When you're interrupted, handle them as fast as possible or **delegate to your subordinates.**

4. **Not urgent and not important (Quadrant IV)**: Don't do them, **don't spend your time**, ignore them and start spending time in the *'not urgent and important'* zone.

Always use the Eisenhower method when adding items to your to-do-list. Always ask yourself whether it is important and whether it is urgent. Bear in mind that deciding to do 20% of the most important tasks will give 80% of the expected results.

## Conclusion

Time is money and you cannot turn back the hands of time. Leaders in particular must be able to manage time and to do the right thing at the right time. They should also make women they are in charge of understand the value of time and time management.

## SESSION 6: WOMEN IN LEADERSHIP: BARRIERS, CHALLENGES AND ENABLING FACTORS

## Introduction

Efforts have been made by governments, corporate houses, and social organizations to enable women to give meaning and recognition to their innate leadership qualities and establish themselves as active leaders in society. It will help build a progressive and developed human society.

However, several barriers and challenges persist and they hinder the growth of women into independent leaders. The session discusses some challenges as well some enabling factors that can help women leaders improve their leadership.

## Session overview

| Structure | Description |
|---|---|
| **Objectives** | By the end of this session, participants should be able to: <br> ✓ Describe leadership challenges particularly for Women Leaders <br> ✓ Discuss good qualities and traits for women leaders |
| **Content** | Leadership challenges for women leaders <br> Leadership qualities and traits for good women leader |
| **Process/ Methodology** | 1. Introduce the session <br> 2. Divide participants into four groups <br> 3. The first and third group will identify and analyze all barriers and challenges women leaders facing in the course of their leadership <br> 4. The Second and the fourth group will identify and propose the best solutions that can help women leaders to become effective leaders <br> 5. Plenary presentation and comments <br> 6. Show the image and ask participants what they see, what they think, if the image represent realities, ask them to give some examples, ask them consequences of a similar situation <br> 7. Show image 2 ask participants what they see, interpret the image, ask if the lady will continue performing if challenges are not removed, ask what is needed |

| | |
|---|---|
| | 8. PPP on major barriers and on enabling factors |
| | 9. Conclusion |
| **Estimated time** | 90 min |
| **Training tools** | Flips charts, markers, projector, computer |
| **Key message** | Self-confidence for women, building mutual support and collaboration and the creation of a conducive environment will help women to become effective leaders. |

## 6.1. Leadership barriers and challenges

### 6.1.1. Maintaining Work-Life Balance

Women leaders and professional find it quite stressful while trying to balance motherhood and working outside their homes. The changing nature of work environment especially at the top of the hierarchy that demand round-the-clock work schedule represents an impasse to many women who wish to extend life outside the workplace. Women often find



Image 1

themselves in a dilemma as to how to maintain a perfect balance between home and workplace demands.

Apart from the above barriers to women leadership, there are other society-culture-specific impediments to women's progress into leadership positions.

### 6.1.2. The glass ceiling

The proverbial "glass ceiling" refers to the existence of intangible and unacknowledged impediments that obstruct the advancement of women and the weaker section of the society in professional or public life.

A host of community-specific practices and views constitute the glass ceiling. Here are some of its characteristics:

- Societies leaning heavily towards the male members of the society

- Set of socio-cultural and religious practices to deny basic freedom to women

- Priority to male members in the family and society

- General but biased perceptions that feminine qualities are inferior to those of masculine

- The perception that leadership is invariably a male prerogative

Glass ceiling as a barrier prevents women from moving up the hierarchies in organizations, governance and other areas. From a vantage point on their career ladder, women can see the top-level positions but are kept from 'reaching the top'.

### 6.1.3. Stereotype on professional competency

Some researches indicate that women and men managers don't differ largely in the competencies they possess. However, the stereotypical view of gender role considers women less competent than women. As a result, there exists a gender gap in the assessment of male and female employees. There are instances of less pay for women than that of the men for the same work and equal work hour.

Cultural biases and social arrangement overrate men and underrate women. In order to ascertain the criteria for common competencies for leadership positions, we need to value both the transformational leadership of women and transactional leadership of men.

### 6.1.4. Inequality and gender disparity

Gender disparity is based on the premises that women and men are unequal and women are less powerful than men. Gender disparity or gender inequality has been a barrier and a big challenge to women leadership since ancient times. It remains a major barrier to the empowerment of women and development of women leadership.

Here, we have highlighted a few major reasons behind the existence of gender disparity:

**Discriminating social structure**: Men are given priority in almost every aspect of social and cultural life. Women and girls are assigned negligible roles to play in the decision-making process affecting family and society. Patriarchal society, lack of sufficient legal awareness in women, considering women's household work as economically insignificant, and male child preference in society aggravate gender disparity in society.

**Low representation in leadership positions:** Big companies, private and public institutions are led by men.

**Political apathy**: Women are usually not given preference by political parties while choosing candidates for contesting elections. Women are seen as incompetent to fight elections and get elected to legislatures.

## 6.2. Overcoming challenges and barriers that Women Leaders face

An enabling socio-cultural, political and business environment is a sine qua non for women occupying leadership positions in the society at different levels. These factors or enablers are necessary to enable women to rise to become true leaders.



Image 2

### Enabler #1: Supportive family

Family as the basic social institution has a profound influence on individuals. As the seat of the very first integration of individuals into social life, families are the major source of their members' basic personal and social identity and capacity for love and togetherness.

A supportive family is a great enabler for women leadership. An individual's physical, emotional and psychological development takes shape first in his/her family. An individual is what a family creates him/her.

- **A source of Inspiration** − It is the family that inspires an individual to bring out the best in him. Unless the family in which a girl is born provides her with the required support, both moral and monetary, she finds it utmost difficult to shape her career as per her will and determination. Many women leaders are nipped in the bud before they come to the forefront. Their family stands on their way to the top.

- **An Effective Enabler** − A supportive family helps women members to bring out the best in them. It enables them to hone their talent in the right perspective. When families nurture a positive attitude towards women members and provide them with moral and economic assistance at par with male members, they become an effective enabler for promoting women to leadership positions.

- **An influencing Factor:** It is found that most of the successful women leaders in the world are products of their own family. In other words, their families have helped them rise to top positions. Family values and ideals greatly influence the character building of its members, especially a girl or a woman. By providing girls and women with the required space, the family enables them to bring their inherent leadership qualities to the foreground.

- **An Empowering Social Institution**: A supportive family not only inspires a female member but also empowers her by providing moral, physical, and monetary support. Being empowered, she is spurred to activities to succeed in becoming a leader. Thus, the family is the first social institution that empowers women to become what they intend to be.

A supportive family, therefore, provides the basic platform to girls and women to pursue their career goals and establishes themselves as good leaders.

## Enabler #2: Good education for girls and women

Education is a great liberator. It liberates women from the shackles of age-old superstitions, traditions, and beliefs that exist in a society. It is rightly said, "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family".

- Education helps women acquire knowledge, understand gender relations, develop a sense of self-worth, a belief in their ability, etc. It enables them to bring out the best in them and make them accepted as a mass leader.

- Education enables women to free themselves from the bondage of ignorance and orthodox beliefs, social evils, gender discrimination, and domestic as well as social violence.

- It creates in them fortitude and self-confidence to fight against every odd on their way to achieve success in life.

- It enlightens them about the larger world and world-views. It also acquaints them with women leaders of different countries and their leadership styles. It exposes them to

the world and helps them know the conditions of women in different countries and different societies.

Good education brings out the inherent leadership qualities in women and enables them to establish themselves as great leaders.

## Enabler #3: Secure social environment

Communities where women are given due recognition, provided with opportunities and allowed to express themselves, have seen the rise of many women leaders over time.

- **Enables women to become effective leaders:** If a favorable secure social environment is provided and women are provided with the position to lead, they will prove themselves as effective and successful as or more than that of their male counterparts.

- **Encourages and build trusts**: When a woman feels safe and secure in a given society, she is encouraged to participate in leadership activities in society. A secure social environment helps women build trust in themselves.

- **Enhances self-confidence**: A secure socio-cultural environment enhances self-confidence in women. It drives away fears and insecurity from them and makes realize their full potential.

- **Provides opportunities**: It provides multiple opportunities for women to grow and show their leadership qualities. A community, where women are to move, to express themselves and to take part in community-building activities, is destined to realize progress and prosperity.

## Factors for Building a Secure Social Environment

- **Change in the attitude of a male-dominated society towards women, Men engage initiatives.**
- **Necessary constitutional and legal measures to build a secure social environment.**
- **Equal consideration of girls and women at par with boys and men in family and society.**
- **Change in organizational and corporate policies to allow women to reach the top.**

- **Stringent laws and their effective implementation against women abusers.**
- **Design an education system suitable for women.**
- **Inculcate a spirit of co-habitation through peace and order in social members.**

## Conclusion

There is a need to build a progressive society. Changes need to take place in the attitudes of the majority of the society in which women's progress is hindered. A secure social environment provides ample space to girls and women to grow as good leaders. Thus, the society where women realize their full potential and contribute to the task of the social building is, indeed, a progressive and democratic society. Girls and women need to be more empowered so that they can claim their fundamental social, economic and political rights. This is where advocacy and lobbying come in.

## SESSION 7: INTRODUCTION TO ADVOCACY, LOBBYING AND NETWORKING

## Introduction

First of all, advocacy is one of the strategies used all over the world by non-governmental organizations, people with the same interests, media or proponents of a certain change or decision-makers themselves aimed at bringing about some change or requesting for the establishment of better policies than those in place. There are many aspects of advocacy and many techniques for advocacy.

## Session overview

| Structure | Explanations |
|---|---|
| **Objectives** | <ul><li>To help participants to understand what advocacy and lobbying are;</li><li>To distinguish between advocacy and lobbying;</li><li>To know the structures where advocacy is done.</li></ul> |
| **Contents** | - Definitions of advocacy and lobbying;<br>- Differences between advocacy, lobbying and other activities carried out by organizations and groups;<br>- Structures |
| **Methodology** | 1. Ask every participant to define advocacy in a short sentence;<br>2. Split participants into groups of 4-8 people and ask them to agree on a definition;<br>3. Plenary session discussions;<br>4. Point out key words relating to advocacy from group discussion;<br>5. Define advocacy and lobbying, give their differences and similarities, and point out concepts that should not be mistaken for advocacy and show levels of advocacy. |
| **Timing** | 120 minutes |
| **Material** | Flip charts, markers, chart stand, etc. |
| **Message** | Discuss again the definition of advocacy and discuss how it is different from other usual activities done by organizations and groups. |

## 7.1. What is advocacy?

Advocacy is first and foremost a strategy used across the world by non-governmental organizations, interest groups, the media, advocates of a given cause and even decision-makers themselves, to influence policies and changes.

There are many definitions of advocacy and just as many ways of doing advocacy.

Advocacy is a set of techniques and methods of action aimed at achieving positive and lasting change at the economic, social, political, cultural and environmental levels, based on dialogue with a diverse range of decision-makers. "Going from an undesirable situation to a desirable one".

Advocacy is speaking up, drawing the attention of a community to an important issue and guiding decision-makers towards a solution.

Ultimately, advocacy is a strategy used to influence decision-makers when they make laws and regulations, distribute resources, and make other decisions that affect people's lives.

**The key ideas that emerge from advocacy**
- change the policies, positions or programs of an institution;
- argue to defend or recommend an idea in front of other people;
- speak up, draw the attention of a community to an important issue and guide decision-makers towards a solution;
- work with other people and organizations to make a difference;
- influence the opinions of those who have the power to decide;
- put a problem on the agenda, offer a range of possible solutions to that problem and build support for action, both in terms of the problem and solutions

**Advocacy is not:**
- Ask a question to the decision-maker during a meeting;
- Request temporary assistance for a poor person, a victim
- Awareness / raising level of awareness of people about the lessons,
- Fundraising or fundraising

## 7.2. What is lobbying?

It is a form or technique of advocacy that refers to contacts and information (one-to-one) with influential people, such as legislators, cabinet member, Attorney General, Prime Minister, Chairman of a committee, and even the President of the Republic etc.

They are approached to convince them of the value and importance of a policy, a law, and the changes that may be necessary to enact.

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They are approached with the intention of convincing them of the value and importance of a policy, a law, and the changes that may be necessary to enact.

## 7.3. Comparison between advocacy and lobbying

| Lobbying | Advocacy |
|---|---|
| - Unofficial actions;<br>- Speeches that tend to show the need for both parties to operate;<br>- Changes for their common interests;<br>- Flexible, moderate, focused negotiation;<br>- Direct or indirect collaboration: win-win, diplomacy. | - Official and public actions;<br>- Speeches and claims that defend the interests of a component of society;<br>- Negotiation and positioning, tough;<br>- Defensive / stance and pressure |
| **Common points** ||
| ✤ Systematic actions;<br>✤ Target groups / audiences: decision-makers, public authorities;<br>✤ Beneficiaries: marginalized layers (not strong, but constituting an essential socio-economic counterweight);<br>✤ Argumentative.<br>✤ Persuasive communications ||

## 7.4. Advocacy purpose

Advocacy is based on a political issue and has three main goals:

| Problem | Advocacy goal |
|---|---|
| - Lack of policies, laws, regulations | 1. Formulate a public policy, a law, a regulation, |
| - Imperfection in existing policy, laws and regulations. | 2. Reform / review a public policy, already existing law |
| - Non-implementation or ineffectiveness in the implementation of a public policy, law, regulation, ... | 3. Ensure effective implementation of a policy, law, regulation |

## 7.5. Advocacy levels

CSOs, interest groups, activists need to remember that decisions made at one level affect people at another. Therefore, for advocacy to be effective and to bring about desired change, it needs to be done at different levels. These levels differ depending on the populations affected, the nature of the problem, and the target audience or decision-maker who has the final say in resolving the problem.

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| Structure | | Target activity | Concerned people |
|---|---|---|---|
| 1. At organizational level | | • To bring about social change | Men, women |
| 2. At grassroots level | At the village level | • To promote culture, instructions, decisions and actions, ... | The village leader, the village committee |

| | | | |
|---|---|---|---|
| | **At the cell level** | • To give advice on priority activities to be done;<br>• To contribute to the implementation of good policies, laws and other decisions;<br>• To change policies, laws and programs that are not properly implemented; | The cell committee, the cell executive secretary; |
| | **At the sector level** | • To give advice on priority activities to be done;<br>• To bring about the better implementation of policies, laws and other decisions;<br>• To change policies, laws and programs that are not properly implemented; | The sector committee, the sector executive secretary; |
| | **At the district level** | • To give advice on priority activities to be done;<br>• To bring about the better implementation of policies, laws and other decisions;<br>• To change policies, laws and programs that are not properly implemented; | The district committee<br>The mayor |
| **• At the national level** | | • To contribute to the implementation of policies and empowerment;<br>• To change laws, decrees, policies, programs, development strategies, guidelines;<br>• To decide on the utilization of resources; | The National Assembly, the Government, Ministries, Government Structures and Government Agencies, the Police, The Army and the Judiciary. |
| **• At the regional level** | | • To support or change regional agreements; | Regional organizations (African Union, International Criminal Tribunal, EALA, COMESA, EAC, CEPGL, etc.) |
| **• At the world level** | | • To support or change international agreements; | UN agencies, World Bank, etc. |

## 7.6. Advocacy approaches

In general, there are 3 approaches to advocacy that can be depending on the context:

- **The negative approach** which consists in refuting any proposal from the public authorities or other stakeholders without proposing alternatives.

- **The reactive approach,** which consists in not making proposals or taking initiatives but waiting for the proposals of others (government, political parties, other decision-making centers) and then reacting.

- **The proactive approach** which consists in identifying the problem that arises in the environment in which the CSO has the desire and/or the responsibility (as associative actors) to act, to analyze it, to find solutions and propose them to the parties concerned, in particular political decision-makers.

The latter approach is a real process that ultimately leads to the development of an advocacy strategy. It is the most effective because it gives more credibility and efficiency to the design and implementation of an advocacy campaign. It is, therefore, the most recommended for CSOs in Rwanda.

## SESSION 8: PREREQUISITES FOR ADVOCACY AND LOBBYING

## Introduction

Advocacy and lobbying are very different from awareness-raising. The definitions of advocacy and lobbying show that they are clearly different. For that reason, before embarking on advocacy, people, groups or associations should prepare and reflect on main needs, analyze their strengths, weaknesses, opportunities and threats. This session focuses on what women leaders or those carrying out advocacy activities should bear in mind before and after embarking on advocacy.

## Session overview

| Structure | Explanations |
|---|---|
| **Objectives** | ▪ To help participants to understand that advocacy is an activity that requires planning and preparing.<br>▪ Discuss the main principles of advocacy;<br>▪ To analyze strengths, weaknesses, opportunities and threats as far as advocacy is concerned. |
| **Contents** | - What to bear in mind before starting advocacy-related activities;<br>- Main questions advocacy organisations and groups need to take into account in order to analyze their strengths, weaknesses, opportunities and threats;<br>- Principles;<br>- How those carrying out advocacy activities behave. |
| **Methodology** | 1. Explain the exercise of analyzing strengths, weaknesses, opportunities and threats in advocacy;<br>2. Divide participants into groups of 4-8 people and ask them to answer questions on page ....... ;<br>3. Plenary session discussions;<br>4. Explain the main principles of advocacy by means of flip charts or a projector; |

| | |
|---|---|
| | 5. Explain how women leaders should behave when carrying out advocacy activities by means of flip charts or a projector. |
| | 6. Conclude the session by asking participants what they have learnt from it. |
| **Timing** | 60 minutes |
| **Material** | Flip charts, markers, chart stand, etc. |
| **Message** | Advocacy is a planned and well prepared action and has main principles to follow. Those carrying out advocacy activities must have some knowledge, skills and appropriate behavior. |

## 8.1. Advocacy foundations ad principles

| Basic advocacy foundations and principles |
|---|

1. **Be fair to public authorities.** With a few exceptions, they are honest, smart, and want to do good things. The advocacy group, CSO's job is to educate them properly about what it believes is right.
2. **Avoid cynicism.** Government and politics can be flawed, but it can also happen for all professions. The political process that the advocacy group, CSO often disparages too much is always its best hope for effecting constructive social change.
3. **Be understanding.** Establish public authority. Trying to understand his / her problems, difficulties, outlook and goals.
4. **Be friendly.** The advocacy group, CSO should not communicate with officials / public authorities only when it wishes their assistance. He must take care to stay in touch with them throughout the year, every year.
5. **Be reasonable.** Recognize that there are legitimate differences of opinion. The advocacy group, OSC should never engage in threats that it could circumvent.
6. **Be constructive**. Not every person likes to be scolded, harassed or preached. The public authorities either. It often doesn't change anything. Rather, to present an alternative, a new way of seeing the problem, a new formula, and not just launching negative criticisms towards the decision-makers.
7. **Be realistic, but persistent.** The advocacy group, CSO must remember that controversial legislation is generally accepted after compromise, not after full satisfaction of all disagreeing parties. Sometimes it may seem that the advocacy group, CSO is making slow progress, but remaining persistent and objective.
8. **Be a good opponent.** The advocacy group, CSO must fight problems, bad systems and never personalities.
9. **Be informed.** The advocacy group, CSO must do its job and be regularly informed. The mere fact that the CSO wants a public authority to adopt its position will not be enough.
10. **Be trustworthy**. When promises are made, keep them. If the advocacy group, CSO tells an authority that it is going to do something, it has to go through with it.
11. **Assess and measure the scale of the problems**. Many bills are thrown into the legislative hopper "on demand" and are never intended to become laws. So, the advocacy group, CSO does not have to criticize lawmakers for every bill presented to it, and does not sound a panic alarm until it is sure that a bill or legislative action is "Become real".
12. **Be generous.** The advocacy group, CSO must remember that when there is success, everyone wants to take ownership. "Victory has a thousand fathers, defeat is orphan." Thank the authorities at least for their positive actions as often as the advocacy

group, CSO asks them why they got it wrong here and there. Let them know that the CSO is following closely what they do Appreciation of what works well is necessary or even required.

13. Be useful. Anything the advocacy group, CSO can do to make the work of an authority less difficult takes a long way.

14. Work and be persistent. The advocacy group, CSO or coalition should remember that advocacy usually takes a lot of time and effort.

*Adapted from A Guide for the Powerless — and Those Who Don't Know Their Own Power; Samuel Halperin, Institute for Educational Leadership, Washington, D.C., 1981.*

## 8.2. Advocacy guidelines

A well-tailored advocacy strategy is very essential for the success of an advocacy campaign. This strategy should be developed in a participatory manner and consider the results of the SWOT analysis.

## 8.3. Self-assessment before developing an advocacy strategy

The analysis of the internal and external environment helps to show the position to be taken vis-à-vis the advocacy problem. Before launching, the advocacy group, advocacy group, CSO must have a basic questioning of the whole process. At each point, the advocacy group, CSO or the coalition must be able to have more or less exact answers or close to reality.

The questions below form a brief reference guide to help the organization / coalition see the types of information it needs and which will help build a good strategy and especially choose the right methods.

### Basic questioning guide for an advocacy strategy

**1. What is the problem?**

Is it serious? Is it urgent? Is there a need for advocacy to solve it?

**2. What are the effects of the problem?**

How does this problem affect the poorest people, women? Does it have a significant effect on certain groups, on women? If so, on whom and in what way? Do you have enough information?

**3. What are the roots of the problem?**

What role do the different policies and practices of national and local government play? What is the role of churches and other groups? What is the contribution of cultural and environmental factors? Can the poor, women participate in decision making?

### 4. What does the OSC think needs to be done?

What does the advocacy group offer? What are the advantages and disadvantages? Can the advocacy group defend its position? Are the proposals really realistic? How will the group measure success? Do you have a good idea of how the changes will happen?

### 5. Who has the power to effect change?

Government, churches, grassroots community organizations, community leaders? Can the advocacy group reach them? Are they open to discussions? Do they agree that they have a responsibility to change the state of things? Can they really do something to help the advocacy group?

### 6. Who is addressing this issue right now?

Can the advocacy group, CSO work with them? Are their actions effective? What would need to be changed? Are there people who have not tackled the problem but whom the advocacy group, the CSO could persuade you to help?

### 7. What are the risks of engaging in advocacy?

What have you done to reduce the risks? What are the risks if you don't try to tackle the problem through advocacy? What assumptions did you make on the causes and effects of the problem, on those in power, but also on your own abilities as women advocates?

### 8. What methods can you use?

Does the advocacy group, CSO feel comfortable using these methods? Have they proven their worth in the past? Are there other options for the advocacy group, CSO to explore? Does the advocacy group, CSO have the resources and know-how to use them well?

## 8.4. Knowing your Strengths, Weaknesses, Opportunities and Threats for your advocacy/ the SWO Analysis.

Once you have identified the internal and external factors, present the SWOT matrix and ask participants to present the strengths, weaknesses, opportunities and threats, using the questions posed in each of the boxes in the table below.

| Strengths | Weaknesses |
|---|---|
| What are the positive aspects of your organization that could be important in your work? | What are the factors in your organization/ your group that could hinder your work? |
| Opportunities | Threats |
| What are the actors and factors present in the environment (external to your organization/group) that could have a positive effect on your work? | What are the actors and factors present in the environment (external to your organization/group) that could have a negative impact on your work? |

**Note:** *The trainer briefly explains this SWOT analysis matrix and asks every group to take one quadrant and fill it with the required specific information. Every group shares its results and other groups give supplements.*

## Conclusion

Be aware of advocacy principles and have the capacity to do the SWOT analysis for any organization, group seeking to engage in advocacy activities, it is very fundamental and helps to develop an advocacy strategy.

## SESSION 9:  KEY STEPS TO DEVELOP AN ADVOCACY PLAN

### Introduction

Since advocacy is an activity that is carried out in many stages and not done at a go, developing an advocacy strategy/plan is key to the realization of advocacy activities. That strategy is implemented as time goes by. Stages of planning the advocacy strategy vary according to those who develop it but its main components are similar.

### Session overview

| Structure | Explanations |
|---|---|
| **Objectives** | ▪ To help participants understand what advocacy strategy/plan is and its importance; <br> ▪ To show the components of an advocacy strategy/plan? <br> ▪ To show tools used to develop an advocacy strategy and plan. |
| **Contents** | - Nine stages of developing an advocacy strategy, what each stage means and what is done at every stage; <br> - Tools used to develop and implement an advocacy strategy. |
| **Methodology** | 1. Present the 9 stages of an advocacy strategy mixed up; <br> 2. Ask each participant individually to arrange them in order of occurrence (start with the stage that comes first); <br> 3. Ask participants to work in pairs and discuss their answers; <br> 4. Divide participants into groups of 4-5-8 and ask them to agree on the list. Every participant must prove to others that their way of ordering the stages is the right one. <br> 5. Have a plenary session and see which groups have the same answers and those with different answers; <br> 6. Present the stages of developing an advocacy strategy in order of occurrence. <br> 7. Explain each stage, what it consists in and tools used; |

| | |
|---|---|
| | 8. Ask participants to say the relevance of the session and to draw a conclusion. |
| **Timing** | 60 minutes |
| **Material** | Flip charts, markers, flip chart stand, etc. |
| **Key message** | Girls and women champions seeking to promote gender equality and women rights in their local communities are advised to think and plan their advocacy actions by going step-by-step. A well advocacy strategy will be used as tool leading the success and needed changes. However, the advocacy strategy is not static, rather it is dynamic and must be monitored and adjusted all along the process. |

## 9.1. Nine stages of advocacy strategy and plan

The nine stages below constitute an outline of the main things to bear in mind when developing and implementing advocacy strategies. It is an activity that has an impact on the activities of organisations and makes it possible to reach advocacy objectives so that advocacy activities may serve the purpose they are intended for with minimum resources available.



9.M&E

Step 1
Identify the issue

Step 2
Define the advocacy goal

Step 3
Determine advocacy audiences

Step 4
Identify allies and supporters

Step 5
Develop advocacy message

Step 6
Select channels of communication

Step 7
Allocate resources

Step 8
Develop action plan

Advocacy Strategy

Note: M&E: Monitoring and Evaluation as cross-cutting step of an advocacy strategy

## Step 1: Define the policy issue or advocacy question

It is very important to have from the start a clear definition and understanding of the problem or political issue as well as an idea of what a community, a CSO, a coalition wants to achieve through its advocacy.

**Policy issue analysis using problem three**

| Parts | Representation | Description |
|---|---|---|
| **Roots** | Root causes of the problem | These are the root causes of the problem and these are the things that need to be addressed. These causes can be social, economic, political. They are often rooted in beliefs, systems and structures that are poorly constructed and do not function properly. |
| **Trunk** | Core Central Problem | This is a problem that is in the center and is visible. |
| **Branches** | Effects / consequences of the problem | Effects differ from the causes or symptoms of the problem. The effects are the manifestation of the central problem, the latter also being fed by the causes. |

Often, most development actors including CSOs and advocacy groups tend to resolve the consequences or effects of problems instead of addressing their causes. However, if you cut the branches of a tree without cutting the roots, the roots will continue to nourish the trunk and the branches will not stop growing.

**Statement of the advocacy problem**

The definition or statement of the advocacy problem consists of 4 essential parts/elements:

**1. Major or central problem**

**2. Root causes of this problem**

**3. Consequences or effects of the problem (those who lose or benefit from the existence of the problem**

**4. Alternative solutions proposed**

## Step 2: Define the advocacy goal and objectives

Developing advocacy strategies and actions becomes much easier and more focused if the CSO can clearly define the goal and objectives it wants to achieve.

An advocacy goal is a long-term outcome that the CSO seeks to achieve. It describes the change the CSO wants to see for a class of people or an entire society. This is the long-term result of her effort and her vision for change.

A "goal" is a "target" to be achieved in the short term that will help achieve the long-term goal. It is the specific change that the CSO wants to achieve that will help achieve its goal. Advocacy strategies generally have a number of different objectives which all contribute to achieving the goal and the overall vision.

Characteristics of good lenses:

It is important to note that while advocacy can get a lot, it cannot get everything; therefore, a good advocacy objective should be SMART:

• Specific: it must be as precise as possible; we know what we are trying to achieve in concrete terms

• Measurable: in order to appreciate the impact of advocacy interventions.

• Achievable: which means that we must limit ambitions because we must avoid fighting on several fronts at the same time if we want to obtain convincing results;

• Realistic: it must be adapted to the context, that is to say that the objective must take into account the balance of power in place, the sensitivity of the different actors to the issues and the privileges that it calls into question;

• Limited or limited time: in general, the timeframe for achieving an advocacy objective will be well defined in principle from 1 to 3 years.

## Step 3: Analyze target advocacy audiences

Once the problem and the advocacy goal and objective have been defined, advocacy efforts must be mobilized to convince your audience, in other words, the targets of your advocacy. This step is crucial as it will determine the relevance and success of the advocacy group, or CSO's advocacy strategy because to have the desired results, you have to address the issues to the people who have the power to decide on those results.

For this, it is a question of prospecting two types of audiences which are, in reality, complementary:

**Direct target audiences:** These are the decision-makers who have the effective power to change, strengthen, amend a policy, a law, a regulation, a treaty, a custom etc. Their decision directly affects the purpose of advocacy. The primary target audiences are therefore the direct actors of the change that the advocacy group, CSO or advocacy group seeks to achieve through advocacy actions and are represented by the following institutions, without limitation, from the government (local and central), parliament authorities to different levels, etc.

**Indirect target audiences:** do not decide on change but are able to influence policy decisions very strongly as their opinions influence primary audiences. These people have the power to either promote or oppose this change. This group could be very diverse, let us quote for example the advisers of decision-makers, the general or permanent secretaries, the leaders of the political parties, the heads of the army and the police, the charismatic personalities, the media, the unions and the public with great prestige and credibility.

Given the often-limited resources for advocacy, it is very important to focus all efforts on those individuals, groups or institutions who have the greatest capacity to bring about the desired change. Identifying targets will help the advocacy group, CSO to design its strategic advocacy plan and choose the most appropriate methods or tactics.

## Step 4: Create alliances and build advocacy networks

Coalition advocacy is not required, but a coalition of people or organizations carrying out such advocacy can often achieve more together than individually. It is therefore important for the advocacy group, CSO to consider whether it is worth the investment of time and energy. Working in a coalition can also be interesting in terms of sharing resources with others (both financial and human).

However, certain groups or individuals can be defined as "allies" supporting you or "adversaries" opposing the cause the advocacy group, CSO advocates. Identifying them can be useful to become aware of obstacles or resistance the advocacy group, CSO may face while knowing their origin.

**Tool for the Stakeholder identification  and analysis**

| Stakeholder | Basic characteristics | Interests on the issue | Position on the issue (high power + low influence, low power + high influence | Capacity, level of support and influence | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Finally, besides the "allies" and "opponents" of the advocacy group, CSO, a large majority of people still have no opinion on the subject. They can be "neutral". Others can be allies and opponents at the same time. Depending on the circumstances, for example, new developments

in the country or the news, these people may become allies or enemies of the cause of the advocacy group, CSO.

What the CSO should do:

- Analyze the positioning of the main stakeholders
- Identify those that are the most determining in terms of power / weight in the political, economic and social scene
- Analyze the risks / benefits that will arise for your target audience when they join your cause.
- Know who are neutral and why

| Names | Identification | Questioning? |
|---|---|---|
| **Allies** | Who are my allies? | What interests do they have in supporting the cause of advocacy? |
| | | Is it useful to get closer to them by creating a consortium, coalition or do we each keep their message? |
| **Opponents (Adversaries)** | Who are the potential opponents | What are the arguments against them? |
| | | How to mobilize and seduce them? |
| **Allies & Opponents** | What are allies and opponents at the same time? | Why this attitude? |
| | | How to mobilize and seduce them? |
| | | Allies & Opponents What are allies and opponents at the same time? Why this attitude? |
| | | How to mobilize and seduce them? |
| | | Allies & Opponents What are allies and opponents at the same time? Why this attitude? |
| | | How to mobilize and seduce them? |
| **Neutrals** | What are they? | Why this attitude? |
| | | How to mobilize them, seduce them and get them to support us? |

This matrix allows the advocacy group,  CSO to know each stakeholder, but especially allies. This is not enough; the responsible advocacy group, CSO will have to embark on the process of building and maintaining the most strategic and influential alliances. It's done through stages.

**Steps for creating and strengthening networks**

| Step | Description |
|------|-------------|
| **Step 1 Identify the allies** | - Natural persons: individuals or groups of individuals<br><br>- Legal entities: Organizations / associations / institutions, etc. |
| **Step 2: Analyze everyone** | Study the allies more to get to know them better (name, operation, orientation, headquarters, areas of activity, experiences, interests in the subject, expertise, influence etc. |
| **Step 3: Engage them** | Engage allies in the advocacy objective and convince them to support the cause |
| **Step 4: Share roles** | Define the responsibilities and roles of each ally: Who will do what? How? or What? When? With what means? The initiating CSOs are advised to develop and sign a collaboration agreement with the allies. |
| **Step 5: Manage them** | Manage, nurture, maintain alliances: appeal to the key principles of teamwork. Revisit the principles if necessary. Hold self-assessment meetings. |
| *Source : Atelier International - Oxfam ; Planification stratégique du plaidoyer* | |

## Step 5: Develop advocacy messages

The message is a succinct and compelling statement about the purpose of advocacy that sets out what the advocacy group, CSO wants to achieve, why and how. In particular, advocacy messages are designed to: **Inform, Persuade, Motivate to action**

At this stage the following questions are necessary:

- In terms of the advocacy objective, what messages are they likely to persuade the primary audience?

- Is there a need for different messages for the secondary audience? Which ones would make it possible to gain a prominent place in the media, or to become popular, the public itself having a multiplier effect?

Through clear and persuasive messages, strengthening the communication process is crucial for a successful advocacy campaign. Information, so important in advocacy, must answer some of the key questions: **Who did? Who will do what? Why? When? With what effects? For what results?**

Content is not the only important aspect in delivering messages, but also and above all, non-verbal factors, such as:

- The credibility of the group or organization;
- The personality of the individual conveying or disseminating the message;

At the time, when the message is spread (and often the place).

The content and forms of messages to decision-makers must show those concerned audience (who?), How the actions (what?) Could strengthen their socio-political position or at least their image within national and international public opinion. In addition, the messages must present reliable arguments (content) and bring out clearly or in a subtle way, the forces which support the structure.

**An advocacy message is made up of 4 essential parts namely:**

| Message statement | Evidence (Facts) | Examples | Desired/ Expected Action |
|---|---|---|---|

At a minimum, any advocacy message should have these four functions.

## Step 7: Mobilize resources for advocacy

Without resources, the advocacy effort will not be able to survive. Sustaining this effort in the long term requires investing time and energy to secure funds or other resources to support the work. Yet expertise, commitment and vision for change for advocacy group, CSO and coalition members form an essential foundation.

**How do you get the resources to carry out the advocacy effort?**

Two sources can be used:

- **local or personal contributions** which bring together membership fees, in-kind contributions, existing expertise, the influence of advocacy group, CSO leaders, income-generating activities, from all members of the advocacy group.

- **external contributions** which include donations, bequests, sponsorship, quests, contributions from institutions, companies, organizations and various donors that the advocacy group, CSO will have requested.

The types of resources involved are: money, skilled and motivated workforce, in-kind contribution, expertise, administrative support, meeting and conference facilities, supplies and equipment.

It is important for a CSO to develop a realistic budget that is a financial estimate of the advocacy program in terms of income and expenditure. It serves as an instrument of control, dialogue, negotiation within the group and between the group and the outside. It makes it possible to seek balance, effectiveness and efficiency between means and actions with regard to achieving advocacy objectives.

## Step 8: Develop an advocacy action plan

The advocacy group, CSO now has all the necessary elements to develop a comprehensive advocacy action plan with adequate activities to achieve defined goals and objectives and bring about the desired changes. An advocacy action plan establishes the opportunities for

each activity and indicates who is responsible for carrying them out. In order to identify the right activities, it is very important to consider the results of steps 1 to 7.

**Advocacy Action Plan Model**

Advocacy Activity:………………………………………………………………………………………………………………….
Organization/Advocacy group :……………………………………………………………………………………………….
Network/Coalition Member Organizations :………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………
Advocacy goal:…………………………………………………………………………………………………………………….
Advocacy Objectives :
#1)………………………………………………………………………………………………………………………………………………
#2)………………………………………………………………………………………………………………………………………………
#3)………………………………………………………………………………………………………………………………………………

| Objective | Expected results | Target Audience | Activities & Tactics | Resources | People or Organisation in charge | Time limit | Potential challenge |
|---|---|---|---|---|---|---|---|
| #1 | | | 1.1. | | | | |
| | | | 1.2. | | | | |
| | | | 1.3. | | | | |
| #2 | | | 2.1 | | | | |
| | | | 2.2. | | | | |
| | | | 2.3. | | | | |
| #3 | | | 3.1. | | | | |

## Step 9: Cross-cutting issues: Monitoring and Evaluation of advocacy

Before starting any actual advocacy work, it is important to invest some time in designing how the CSO will measure the impact of its activities. Evaluating the results and impact of advocacy is more difficult than determining the success of a "more service-oriented project". Monitoring and evaluation is an information system that aims to facilitate decision-making, improve intervention performance and justify the use of resources.

 It fulfills three functions:

1. Inform: give information about what is happening

2. appreciate: the indicators, positive and negative factors are observed during the execution of activities and the necessary adjustments are made as the actions are carried out

3. judge: deepen the analysis of the problems to be solved and make a judgment in relation to the objectives that were set at the start of the operation.

### 9.1. Monitoring

It is the monitoring and analysis on a regular, periodic or continuous basis of the progress of the activities foreseen in the advocacy action plan in order to ensure that the resources and activities allow to obtain the expected results and to correct them. It is also called monitoring.

### 9.2.   Evaluation

It is the comparison between the forecasts and the achievements of an advocacy intervention in order to determine whether a given activity or series of activities has been successful in achieving the goals set in advance. It makes it possible to assess the effectiveness and efficiency of activities.

Monitoring is continuous monitoring and follow-up while evaluation is periodic. They are both carried out using pre-defined results indicators.

Evaluation can take place at several levels: process and products, results and impact.

## Process and product evaluation

It constitutes the memory of the advocacy intervention. It answers the following question: how did it go? Lessons learned from this question will help improve the ongoing advocacy process or the design of similar interventions in the future. It generally covers the following aspects:

- **Strategy of the intervention:** the general approach and the particular approaches adopted for the intervention including the advocacy strategy (i.e., the design). Were they relevant? appropriate? how did the synergy of channels and supports work? How do you

- **Resources:** (inputs or inputs) personnel, financial flows, information flows (quantity, quality, opportunity) material flows, technical support.

- **Activities:** Were the planned activities carried out according to plan (in relation to their nature, execution time and expected outputs)? if not, what are the causes of the deviations? what has been done to remedy the difficulties identified?

- **Institutional framework**: did the people and institutions involved (stakeholders) do what was expected of them? if not why? how was the administrative and financial management done? what progress has been made in the direction of sustainability?

It is also a matter of considering the outputs and services resulting from the activities of the program from a quantitative and qualitative point of view and whose use is necessary to achieve the targeted results. We can thus focus on elements such as seminars and workshops held, people trained, production and dissemination costs, messages and materials produced, people affected, people who appreciated the messages and materials, etc.

## Evaluation of results and impact

All intervention aims for results and impact; these are the effects obtained through the process and the products in terms of changes in the target population, the program concerned and the environment.

## 1. Evaluation of results

At this level, we are interested in the progress made against the objectives of the advocacy intervention and its outcomes. It, therefore, depends on the objectives sought in terms of knowledge, attitudes and practices. We can look at indicators such as number of conferences sponsored or not by political leaders, number of petitions signed, number of leaflets produced, number of letters written to officials, number of press articles produced on the question, number and duration of radio / TV broadcasts.

## 2. Impact assessment

These are changes that affect the program or the program environment as an impact of the results of the intervention.

## SESSION 10: PRACTICAL EXERCISE ON DEVELOPING AN ADVOCACY PLAN (STEP 1-4) + PLENARY PRESENTATIONS

**Exercise guidelines**

1. Divide participants into small groups of 5-8 persons. You can make groups of girls and women separately. You can also make mixt groups of girls and women working together or from the same area (village, cell, sector, group, etc.)

2. Ask each group to discuss and identify only one policy issue which has a high negative impact on gender equity and women rights, which needs advocacy at the level of political decision-makers. (step 1)

3. Ask every group to analyze the problem using explanations and tools provided on step 1

4. After selecting the policy issue or advocacy issue, ask each group to analyze it, showing roots causes and negative effects (how the issue affects women and girls). Next, ask the group to define the advocacy goal and two or three specific objectives referring to the content and explanations on step 2

5. Ask every group to identify the primary and secondary audiences to influence and achieve the advocacy goal (step 3)

6. Ask every group to identify allies and supporters that will support the advocacy cause/goal. At this step, the group will show key roles every ally and supporter will play during the advocacy process (step 4).

7. When all groups are done, the trainer will ask them to share results in a plenary where every participant will be required to provide his/her useful comments and inputs on each group presentation. Basing on the content on major steps of advocacy, the trainer provides his/her inputs to improve the work done by each group.

## SESSION 11: PRACTICAL EXERCISE ON DEVELOPING AN ADVOCACY PLAN (STEP 5-8) + PLENARY PRESENTATIONS

**Exercise guidelines**

1. The Trainer asks participants to join their groups for the next steps

2. The trainer asks every group to develop advocacy message in reference to the policy issue, advocacy goals and target audiences. Participants are required to use the content on step five particularly advocacy message framework. **(step 5)**

3. Next to advocacy message, every group will select channels of communication through which they will use to convey advocacy message to the target audiences **(step 6)**

4. The trainer asks every group to identify resources (expertise in advocacy, time, budget, materials) and their source. He/she reminds participants that commitments from the CSO or advocacy group members are needed so that they must guarantee their contribution and support. Girls and women in their respective localities must be mobilized to become allies and supporters of advocacy activities, which they will benefit from **(step 7).**

5. Each group will develop an advocacy plan by filling in the form on page …………. **(step 8).**

6. When group works are done, the trainer asks every group to share its results in plenary presentations while other groups provide comments and inputs aiming at improving the advocacy strategy. Inputs and comments must be in line with the key steps for an advocacy strategy.

_**Note:** Due to time constraints, the exercises will focus on key elements each step. The trainer should ask participants to take the exercise as a home assignment and finalize it when back in their respective CSOs or advocacy groups._

## SESSION 12: WOMEN LEADERS AND PUBLIC SPEAKING: INTRODUCTION, REQUIRED SKILLS, CHALLENGES AND HOW TO OVERCOME THEM.

## Introduction

Speaking well in public is a very valuable and difficult skill. There is no substitute for practice but some of the tips and ideas below will help you be confident whenever you have been called to give a speech at a public gathering and or seminar. Whenever you have to speak in public remember: everyone who does it is nervous no matter how experienced they are, the audience will always forgive you for making a mistake, and be yourself; there is no absolute "right" way of speaking or giving a speech. This is why public speaking causes so much anxiety and concern to everyone, but particularly to women leaders.

Whether one is talking in a team meeting or presenting in front of an audience, depending on the circumstances, we all have to speak in public from time to time. The good news is that, with thorough preparation and practice, you can overcome your nervousness and perform exceptionally well.

## Session overview

| Structure | Explanations |
|---|---|
| **Objectives** | After this session, trainees will be able to: <br> ✓ Explain what public speaking is and to share knowledge about public speaking; <br> ✓ Share the knowledge acquired about do's and don'ts when speaking in public as a woman leader; <br> ✓ Discuss the challenges faced when speaking in public; <br> ✓ Discuss the strategies women can use in order to be able to speak in public. |

| | |
|---|---|
| **Content summary** | <ul><li>Explain what public speaking is;</li><li>The importance of public speaking;</li><li>Knowledge and skills needed for effective public speaking;</li><li>Public speaking tips.</li></ul> |
| **Methodology/ process** | 1. Introduce the topic; <br> 2. Ask every participant to name a woman they know who is good at public speaking, and think about skills she has; <br> 3. Form groups of 4 participants each and ask each group to agree on the best public speaker, whether from Rwanda or any other country; <br> 4. Ask them to point out the qualities she has and the tips that she uses in order to speak in public effectively; <br> 5. Ask them to say challenges that women face when they are to speak in public and what they do to overcome them; <br> 6. Give the key points of the topic using flip charts or a projector; <br> 7. Request the participants to assess the session and say what they have learnt and give a conclusion. |
| **Timing** | 60 minutes |
| **Material** | A4 sheets of paper, markers, PPT slides and flip charts |
| **Key message** | Women leaders must good at speaking so that they can convince their listeners and get them to be on their side. They make sure that their listeners support their ideas, principles, line of thought and take them as their own in order to bring about a positive change. |

## 12.1. What is public speaking?

Public speaking (also called oratory or oration) is t*he process or act of performing a speech to a live audience*. Public speaking is **commonly understood as formal, face-to-face, speaking of a single person to a group of listeners**. ... Traditionally, public speaking was considered to be a part of **the art of persuasion**.

## 12.2. Types of public speaking

### 1.Speaking to Inform

When a person gives a speech before an audience **to impart information on a particular topic or issue it said to be an informative speech**. Political speeches, Business presentations, seminars in colleges, class presentations in schools are some examples of informative speeches. A person preparing for an informative speech has to **research the subject or topic very well.** It should **be short and precise because long informative speeches (lectures) easily bore the audience**. The success of an informative speech will depend on *how much the audience could understand* from the speech.

### 2. Speaking to Persuade

Persuasive speeches are those where you try to **persuade or convince your audience about an idea, a change or product**. These speeches aim to influence and change the opinions of the audience. This can be a difficult task as you could be facing a group of people who may have totally different views from your own. The most important point that has to be kept in mind here is that **if you want to influence others' views and ideas, you have to *show your enthusiasm while speaking***. They are most of the time used for marketing but also used to influence and change political and religious views.

### 3. Speaking to Actuate

Speaking to actuate is a higher level of persuasive speaking. Here, the speaker goes a step beyond persuasion and convincing. The aim is to motivate people enough to take a specific step—to act. This is a powerful level of speaking. Very few people have achieved this level of mastery of the art of persuasion where they could so deeply convince people that they move into action. This type of speech is useful in conflict situations like war. It is also in action when a speaker not only tries to garner support for some cause or reason but also wants the people whom he's addressing to join him in actualizing it through concrete action. It is *characterized by a show of charisma, very strong words, and great emotional involvement and display of conviction*.

A speech of this type typically does not rely on facts and figures, though they may be offered. The speaker's aim is to get his listeners so emotionally enthralled that they wholesomely adopt his idea, his principles, his reasoning, as theirs and literally take up the cross and share his burden.

**4. Speaking to Entertain**

Ceremonial speeches are another form of public speaking usually given at weddings, funerals, graduation parties, retirement parties etc. One very important factor to make these speeches effective is to *add a personal touch*. One gives these speeches for people one knows and it would be great if one can bring in stories and incidents about the respective person. The speech can be humorous, touching or emotional, as per the occasion and the mood.

## 12.3. The importance of public speaking

Even if you do not need to make regular presentations in front of a group, there are plenty of situations **where** good public speaking skills can help you advance your career and create opportunities as women.

For example, you might have to talk about your organization, your community or your group at a conference, make a speech after accepting an award, or training your fellow women. Good public speaking skills are important in other areas of your life, such as giving a speech at a friend's wedding, bride-shower, give a eulogy for a loved one, or inspire a group of other women in your organization, in your group or your community. In short, being a good public speaker as women can enhance your reputation, boost your self-confidence, and open up countless opportunities. However, while good skills can open doors, poor ones can close them.

It is from such background that, one must make sure that you learn how to speak well in any public gathering.

## 12.4. Challenges women face in the public speaking

Even though many people routinely give speeches or presentations for work or school, they may still experience fear at the idea of having to stand in front of others and talk. Some women speakers included can become debilitated by thoughts of what to say, how to keep the audience's interest and how to calm nerves. Much of the anxiety associated with public speaking can be minimized, however, if you pay attention to overcoming the most common problems of public speaking.

### 12.4.1. Lack of Confidence

If you don't have confidence in yourself, you'll risk alienating the audience. Being nervous is especially problematic because "when we are nervous, listeners are more likely to focus on negative vocal and visual cues," *says author Cheryl Hamilton in "Essentials of Public Speaking."* Allowing time to prepare and practice beforehand helps speakers gain a sense of control necessary for the audience to trust and believe the message.

### 12.4.2. Lack of Attention to Audience

Make sure you know your audience, or the presentation will be unsuccessful. Researching *their ages, culture, values and current level of knowledge is essential to shaping the speech's tone and content*. Failing to relate the material to the audience, to maintain eye contact and to read their expressions can negatively affect how your speech will be interpreted. Explaining how the material benefits listeners personally and using anecdotes attracts the audience's attention.

### 12.4.3. Lack of Organization

You can lose credibility by not spending enough time gathering and organizing material. Conducting research about the audience, topic and sources are preliminary steps. Arrange the information into an attention-getting introduction, craft a paragraph for each of the three most important points, follow them with a conclusion. Attempting to speak on the fly invites

disaster. It's standard practice to create an outline or put information on note cards to refer to as you speak. This method helps both the speaker and audience stay on track.

### 12.4.4. Lack of Preparedness

Practice the speech in full before delivery. Saying the words helps speakers hear: *where they are rushing words; where to improve word flow and voice intonation; and how to project enthusiasm*. Using technology or other visuals beforehand makes it possible to catch glitches that could otherwise disrupt the actual speaking event. Rehearsal also improves familiarity with the material, enabling speakers to field questions and maintain credibility.

### 12.4.5. Lack of Time Management

Run through the speech to ensure it meets time requirements. Many speakers run overtime because they have not adequately rehearsed and timed the delivery of their material. "If you are speaking for 10 minutes, rehearse for about eight," advise Ronald Adler and Jeanne Elmhorst in their book "Communication at Work: Principles and Practices for Business and Professions.

## 12.5. Strategies for becoming a better public speaker

Public speaking is a learnable skill, where women leaders can use the following strategies to become a better speaker and presenter as men do.

**Plan appropriately**

First and foremost, make sure that you plan your communication appropriately. One can use tools like Monroe's Motivated Sequence and the 7Cs of Communication to think about how you will structure what you are going to say.

When you do this, think about how important a book's first paragraph is; if it doesn't grab you, you're likely going to put it down. The same principle goes for your speech: from the beginning, you need to intrigue your audience.

For example, you could start with an interesting statistic, headline, or fact that pertains to what you're talking about and resonates with your audience. You can also use storytelling as a powerful opener; planning also helps you to think on your feet. This is especially important for unpredictable question and answer sessions or last-minute communications.

**Know and apply the public speaking tips:**

**Practice**

There's a good reason that we say, "Practice makes perfect!" You simply cannot be a confident, compelling women speaker without practice. To get practice, seek opportunities to speak in front of others. If you are going to be delivering a presentation or prepared speech, create it as early as possible. The earlier you put it together, the more time you'll have to practice.

Then, if appropriate, do a dummy run in front of a small audience and or your family, your small group of other women:  this will help you calm your jitters and make you feel more comfortable with the material. Your audience can also give you useful and constructive feedback, both on your material and on your performance.

**Engage with your audience**

When you speak, try to engage your audience. This makes you feel less isolated as a speaker and keeps everyone involved with your message. If appropriate, ask leading questions targeted to individuals or groups, and encourage people to participate and ask questions. And always keep in mind that some words reduce your power as a speaker. For instance, think about how these sentences sound: "I just want to add that I think we can meet these goals" or "I just think this plan is a good one." The words "just" and "I think" limit your authority and conviction as leader. Don't use them. Also, pay attention to how you speak, if you are nervous, you might talk quickly. This increases the chances that you will trip over your words, or say something you don't

mean. Force yourself to slow down by breathing deeply. Don't be afraid to gather your thoughts; pauses are an important part of conversation, and they make you sound confident, natural, and authentic as a woman leader. Finally, avoid reading word for word from your notes. Instead, make a list of important points on cue cards, or, as you get better at public speaking, try to memorize what you're going to say even if you can still refer back to your cue cards when you need them.

**Pay attention to body language**

If you're unaware of it, your body language will give your audience constant, subtle clues about your inner state. If you're nervous, or if you don't believe in what you're saying, the audience can soon know. Pay attention to your body language: **stand up straight, take deep breaths, look people in the eye, and smile**. Don't lean on one leg or use gestures that feel unnatural.

Many people prefer to speak behind a podium when giving presentations. While podiums can be useful for holding notes, they put a barrier between you and the audience. They can also become a "crutch," giving you a hiding place from the dozens or hundreds of eyes that are on you. Instead of standing behind a podium, walk around and use gestures to engage the audience. This movement and energy will also come through in your voice, making it more active and passionate.

**Think positively**

Positive thinking can make a huge difference to the success of your communication or presentation, because it helps you feel more confident. Fear makes it all too easy to slip into a cycle of negative self-talk, especially right before you speak, while self-sabotaging thoughts such as "I'll never be good at this!" or "I'm going to fall flat on my face!" lower your confidence and increase the chances that you won't achieve what you're truly capable of as a women leader.

Use affirmations and visualization to raise your confidence. This is especially

important right before your speech or presentation. Visualize giving a successful presentation, and imagine how you'll feel once it's over and when you've made a positive difference for others. Use positive affirmations such as "I'm grateful I have the opportunity to help my audience" or "I'm going to do well!"

**Cope with nerves**

How often have you listened to or watched a speaker who messed up? Chances are, the answer is "not very often."

When we have to speak in front of others, we can envision terrible things happening. We imagine forgetting every point we want to make, passing out from our nervousness, or doing so horribly that we'll lose our job. But those things almost never come to pass! We build them up in our minds and end up more nervous than we need to be.

Many people cite speaking to an audience as their biggest fear, and a fear of failure is often at the root of this. Public speaking can lead your "fight or flight" response to kick in adrenaline courses through your bloodstream, your heart rate increases, you sweat, and your breath becomes fast and shallow.

Although these symptoms can be annoying or even debilitating, the Inverted-U Model shows that a certain amount of pressure enhances performance. By changing your mindset, you can use nervous energy to your advantage.

First, make an effort to stop thinking about yourself, your nervousness, and your fear. Instead, focus on your audience: what you're saying is "about them." Remember that you're trying to help or educate them in some way, and your message is more important than your fear. Concentrate on the audience's wants and needs, instead of your own. If time allows, use deep breathing exercises to slow your heart rate and give your body the oxygen it needs to perform. This is especially important right before you speak. Take deep breaths from your belly, hold each one for several seconds, and let it out

slowly.

Crowds are more intimidating than individuals, so think of your speech as a conversation that you're having with one person. Although your audience may be 100 people, focus on one friendly face at a time, and talk to that person as if he or she is the only one in the room.

**Watch recordings of your speeches,**

Whenever possible, record your presentations and speeches. You can improve your speaking skills dramatically by watching yourself later, and then working on improving in areas that didn't go well. Pay attention to your gestures. Do they appear natural or forced? Make sure that people can see them, especially if you're standing behind a podium.

Last, look at how you handled interruptions, such as a sneeze or a question that you weren't prepared for. Does your face show surprise, hesitation, or annoyance? If so, practise managing interruptions like these smoothly, so that you're even better next time.

## Key points

Chances are that you'll sometimes have to speak in public as part of your role. While this can seem intimidating, the benefits of being able to speak well outweigh any perceived fears. To become a better speaker as women, one can use the following strategies: If you speak well in public, it can help you get a job or promotion, raise awareness for your team or organization, and educate others. The more you push yourself to speak in front of others, the better and the more confidence one might become.

- ☞ Plan appropriately.
- ☞ Engage with your audience.
- ☞ Pay attention to body language and cope with your nerves
- ☞ Think positively and articulating clearly
- ☞ Assessing the needs and priorities of a potential audience of conference attendees

☞ Controlling performance anxiety

☞ Grabbing the attention of the audience with a powerful opening

☞ Maintaining eye contact with the audience and providing an energetic, animated physical presence

☞ Memorizing enough content so that the speech does not come off as a reading of notes

☞ Modulating vocal tone to emphasize important points and avoid monotonous presentation

☞ Organizing a logical flow to a speech

☞ Preparing examples that are relevant to the experience of the expected audience

☞ Providing compelling evidence to support themes

☞ Practice by rehearsing the presentation and revising rough spots

## Conclusion

Public speaking is a skill that is best mastered through continuous practice. A talkative person may not be able to give the best speech. Women leaders are advised to avoid as much as possible to be too much talkative. To give a great speech, one must first understand the type of speech one is expected to give and should prepare along those lines. A great woman public speaker is one who understands the needs of the audience and is flexible enough to adopt changes that may arise even while delivering her speech.

## SESSION 13:  PRESENTATION SKILLS: PREPARATION AND DELIVER

### Introduction

Speaking is an important language skill for everyone. No-one can live without speaking, work all the time without speaking. No-one can live without interacting with others. Even those who cannot speak because of speech disabilities must have another way of communicating with others. Speaking is, therefore, important in life and at work because, through it, people share their views and thoughts. This sharing leads to an understanding that makes social life possible. It is no exaggeration to say that life is speaking and listening to others. It is not easy to list exhaustively occasions we are called upon to speak because we speak everywhere: at home, in the market, at work, at school, in the field, and everywhere. Wherever one is in the company of another, they have to speak.

For that reason, we have to speak to others most of the time. That is the reason why we have to know how to speak and mind what we say. Whether you are chatting with someone, or reporting on what you have done, or explaining a lesson to school children, you have to choose the best way to speak according to what you are saying and whom you are speaking to. You should remember that even a person who cannot open their mouth to speak finds another way of communicating with others. No-one can manage without speaking. In our daily lives, nothing can replace speaking and listening to others. You can speak to one person or many people and the way you speak will depend on your audience.

If it is impossible to live without speaking, everyone should be equipped with skills to speak and listen to others. Any leader needs these skills in a particular way because they cannot lead others without communicating with them. The topic of this session is about what a woman leader should bear in mind and the knowledge and skills she needs in order to speak to others and get her message across.

### Session overview

| Structure | Explanations |
|---|---|
| **Objectives** | After this session, participants will be able to:<br>✓ What a presentation is;<br>✓ Explain the characteristics of a good presentation;<br>✓ Discuss the best ways to make a presentation<br>✓ Discuss the strategies that women can use to present what they have done. |
| **Contents** | - What are the presentation skills? Planning a presentation; The parts of a speech; public speaking tips. |
| **Activities Methodology** | 1. Introduce the topic of the session;<br>2. Ask every participant to remember an occasion when they spoke so well and effectively (when, what they said, how they started, how they ended, how they felt);<br>3. Ask every participant to remember an occasion when they spoke so badly and ineffectively (when it was, what they said, how they started, how they ended, how they felt);<br>4. Ask 2-4 participants to share with others the experiences of those occasions.<br>5. Ask them what led to their good and effective speaking;<br>6. Ask them what led to their bad and ineffective speaking;<br>7. Explain how to plan for and prepare a speech, the importance of public speaking and tips for effective public speaking. |
| **Timing** | 60 minutes |
| **Material** | Flip charts with key points, markers, etc. |
| **Key message** | Speaking and listening to others are important language skills in our daily lives and nothing can replace them. We always have to give a message to others and others always have views to share with us. We have, therefore, to mind the way we talk to others and the message we convey. |

## 13.1. What are the presentation skills?

Presentation skills are the skills you need in delivering effective and engaging presentations to a variety of audiences. These skills cover a variety of areas such as the **structure** of your presentation, the design of your slides, the tone of your voice and the **body language** you use.

## 13.2. How to craft a good presentation?

Even if there does not seem to be much literature about presentations, some literature on communication is very relevant in giving successful and effective presentations. Since giving a presentation aims at communicating, conveying a message and standing before an audience, much of what has been discussed during public speaking is worth taking into account when giving a presentation. However, let us now concentrate on giving a presentation itself.

The overall purpose of giving a presentation is to communicate. For that reason, some elements must be taken into account when preparing oneself to give a presentation. These include, among others:

- The message to give (the content of the message)
- How to give it (verbally, in a written form etc)
- To whom (the audience)

As said above, there does not seem to be much written or published literature about presentation. However, the following summary from the Internet can be food for thought and useful for discussion and future preparation and can make us think of important tips that one can use. As we are in a technological era, much of its contents relate to presentations made with modern tools. According to one scholar of Harvard University named Chris Anderson in an article entitled "How to give a killer presentation" published in Harvard University Review, the following elements are to be taken into account when preparing to give a presentation:

1. Framing your story (i.e. the message you want to convey)

2. Planning your delivery (how you will give a message – orally, in a written form, PowerPoint Presentation, using handouts, think about your audience, the purpose of the presentation, etc)

3. Developing  stage presence (i.e. remember you will be standing before an audience and prepare accordingly – see Public speaking session material)

4. Planning the multimedia (sound system, megaphone, computer, slides, public address system, etc.)

5. Getting ready for the task of delivering your presentation (get everything ready and practice).

Source: https://hbr.org/2013/06/how-to-give-a-killer-presentation

An Internet blogger provides some tips for making a good PPT presentation. In summary, these are as follows:

1. Creating an easy-to-follow structure (think about an introduction, a body of evidence and a conclusion; with ideas or arguments that flow in a logical manner)

2. Measuring the content of information to give (not less or more than is necessary)

3. Think about the design of the slides (think about colours, consistency in font, etc)

4. Avoid using draft copy (i.e. draft your presentation and polish it)

5. Preparing the delivery (think about how best to introduce your presentation, what to say in the body of your presentation and how to conclude; in addition, be genuine and behave in a normal way, etc.)

Source: https://biteable.com/blog/how-to-make-good-presentation/

## 13.3. What are the key elements of good presentation?

"Whether you're presenting to coworkers or conference attendees, a strong presentation can create buy-in, generate interest, and even further your career" (https://www.inc.com/amy-balliett/6-key-elements-of-a-great-presentation.html)

The above Internet source gives the following as key elements of good presentation and we believe that they can constitute a good basis for discussion:

1. A good presentation has a clear objective (the reason why you give the presentation should be clear)

2. It is useful and relevant to your audience (the audience should be people who have some interests in what you are saying)

3. It is well-rehearsed (remember: practice makes perfect)

4. Your presentation deck uses as little text as possible (let people hear what you say, do not take their attention away from you to get lost in so many reading materials you have put at their disposal)

5. Your contact information should be clearly featured (make sure that they do not leave the room or hall wondering who was speaking and where you are from – company, school, university, etc.)

6. Your presentation should include a call-to-action (your audience must leave the room/hall knowing what to do after listening to you).

## 12.4. Delivering an effective presentation

Making a presentation puts you on public display a woman. An audience not only listens to your ideas, but it also responds to the way you use your voice and your body. You need more than a well-written presentation to make an impact. You will also need to deliver it in a lively, flexible and interesting way.

To begin with, imagine that you are in the audience for your presentation. What might:

- grab your attention?
- stimulate your imagination?
- inspire your confidence?
- develop your understanding?
- What influence and change you want to make?

### Conclusion
Now think about ways to encourage these things as women leaders.

## SESSION 14: DEVELOPING ACTION PLANS

How to go about it: Participants will make groups according to their sectors; Each group will be asked to choose 4-5 activities to implement after the training that aim at promoting and defending women's rights and empowering them economically and politically in their respective sectors and cells of origin. Each group will fill in this table. The contents of the table should be true for PF/TH staff to be able to do a follow-up.

| Activity | What to carry it out? | How to carry it out? | Where will it be carried? | With whom? | When? |
|----------|----------------------|---------------------|--------------------------|-----------|-------|
|          |                      |                     |                          |           |       |
|          |                      |                     |                          |           |       |
|          |                      |                     |                          |           |       |
|          |                      |                     |                          |           |       |

## TRAINING EVALUATION

### FINAL EVALUATION FORM

Organizer :……………………………………………………………………………………
……

Trainers :……………………………………………………………………………………
……

Date:………………………………Venue:
…………………………………………………………….

### I.      Fill in the form
1= Very Poor, 2=Poor, 3=Good, 4 Very good, 5=Excellent

| Components to be evaluated | Level of satisfaction (**1** minimum and **5** maximum). | | | | |
|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** |
| 1.  Relevance of the training topic/title | | | | | |
| 2.  Training sessions/ content | | | | | |
| 3.  Training methodology | | | | | |
| 4.  Training tools and materials | | | | | |
| 5.  Knowledge of trainers to deliver the training content | | | | | |
| 6.  Skills of trainers on the topic and quality of responses to questions raised by participants | | | | | |
| 7.  Attitudes and behaviors of Trainers | | | | | |
| 8.  Role played by participants | | | | | |
| 9.  Level of new knowledge acquired on the topic | | | | | |
| 10.     New skills acquired on the topic | | | | | |
| 11.     Possibility of applying the acquired knowledge and skills in my organization | | | | | |
| 12.     Possibilities of knowledge transfer at work places | | | | | |
| 13.     Logistics | | | | | |
| 14.     Any other business related to this training (please clarify):……………………………………………………… ………. | | | | | |

### II.      General comments
1. What did you learn which is very important and related to your leadership role?
……………………………………………………………………………………………………

2. What can be improved in future training?

……………………………………………………………………………………………………

3. Your general appreciation

…………………………………………………………………………………………………………

 4.What do you recommend to your respective group and PFTH?

…………………………………………………………………………………………………………

5.Additional comment if any

…………………………………………………………………………………………………………

**Thank you!**

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# ANNEXES

## Training Agenda - Day 1

| DAY I | |
|---|---|
| **TIME** | **ACTIVITIES** |
| 08:00-09:00 | Arrival and registration of participants |
| 09:00-10:00 | **Session 1: Introduction & Setting the learning environment** <br><br> Activity 1.1: Participants expectations & Training Objectives <br><br> Activity 1.2: Training overview, Golden rules, Agenda day 1 |
| 10:00-10:30 | **BREAK** |
| 10:30- 12:00 | **Session 2: Introduction to Leadership, Women's Leadership, Leadership styles, Leadership Values, Leadership Competencies/skills and Application by women Leaders** |
| 12:00-13:00 | **Session 3: Leadership, Problem solving and decision -making** |
| 13:00-14:00 | **LUNCH** |
| 14:00-15:00 | **Session 4: Leadership styles** |
| 15:00-16:00 | **Session 5: Women in Leadership and Time Management** |

## Training Agenda - Day 2

| DAY II | |
|---|---|
| **TIME** | **ACTIVITIES** |
| 8:30-09:30 | **Introduction, Recapitulation day 1, Agenda day 2** |
| 09:30-10:30 | **Session 6: Leadership challenges and how women can solve them** |
| 10:30-11:00 | **BREAK** |
| 11:00-12:30 | **Session 7: Introduction to advocacy, Lobbying and Networking** |
| 12:30-13:30 | **LUNCH** |
| 13:30- 14:30 | **Session 8:** Pre-requisites for advocacy and lobbying |
| 14:30-15:30 | **Session 9:** Key Steps to develop an Advocacy Strategy + Evaluation of the day 2 |

## Training Agenda - Day 3

| DAY III | |
|---|---|
| **TIME** | **ACTIVITIES** |
| **08:30-09:00** | **Introduction, Recapitulation day 1, Agenda day 2** |
| **09:00-10:00** | **Session 10: Practical exercise on developing an advocacy strategy (step 1-4) + Plenary Presentations** |
| **10:00-10:30** | **BREAK** |
| **10:30-12:00** | **Session 11: Practical exercise on developing an advocacy strategy (step 5-8) + Plenary Presentations** |
| **12:00-13:00** | **Session 12: Women Leaders and Public Speaking**: Introduction, Required skills, How to become confident and compelling Speaker as a Women? Which challenges and how to overcome them? |
| **13:00-14:00** | **LUNCH** |
| **14:00-14:30** | **Session 13:  Presentation skills: Preparation and deliver** |
| **14:30-15:10** | **Session 14:  Developing Action plans to empower local women** |
| **15h10-15:30** | **Training Evaluation & Closure** |