Increasing Women's Political Participation Through Effective Training Programs

A Guide to Best Practices and Lessons Learned

National Democratic Institute

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The National Democratic Institute (NDI) is a nonprofit, nonpartisan, nongovernmental organization that responds to the aspirations of people around the world to live in democratic societies that recognize and promote basic human rights.

Since its founding in 1983, NDI and its local partners have worked to support and strengthen democratic institutions and practices by strengthening political parties, civic organizations and parliaments, safeguarding elections, and promoting citizen participation, openness and accountability in government.

With staff members and volunteer political practitioners from more than 100 nations, NDI brings together individuals and groups to share ideas, knowledge, experiences and expertise. Partners receive broad exposure to best practices in international democratic development that can be adapted to the needs of their own countries. NDI's multinational approach reinforces the message that while there is no single democratic model, certain core principles are shared by all democracies.

The Institute's work upholds the principles enshrined in the Universal Declaration of Human Rights. It also promotes the development of institutionalized channels of communications among citizens, political institutions and elected officials, and strengthens their ability to improve the quality of life for all citizens. For more information about NDI, please visit www.ndi.org.

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II. Introduction

NDI's Commitment to Women's Political Participation

NDI believes that the equitable participation of women in politics and government is essential to building and sustaining democracy. The Institute is committed to working with women as partners and participants in NDI programs and activities.

"In the modern world, women's empowerment is not merely a goal, but a cornerstone of democratic growth. This is because women raise issues that others overlook, devote energy to projects that others ignore, reach out to constituencies that others neglect, and help societies move forward together."

—Madeleine Albright, NDI Chairman

Over the past 30 years, NDI has worked in nearly 100 countries to increase the number and effectiveness of women in the political life of their countries. Women's political participation results in tangible gains for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace, among other benefits. As more women reach leadership within political parties and get elected to legislatures in significant numbers, these institutions tend to prioritize issues such as health care, education and economic issues that impact the daily lives of citizens. In a study of 31 democratic countries, the presence of more women in parliament has enhanced government legitimacy among both men and women. In places as diverse as Timor-Leste, Croatia, Morocco and South Africa, the increase in the number of female lawmakers led to legislation related to anti-discrimination, domestic violence, family codes, inheritance, and child support and protection. Yet, women continue to be under-represented as voters, political leaders and elected officials. During the last decade, the rate of women's representation in national parliaments globally has incrementally increased from 15 percent in 2002[1] to 20 percent in 2012,[2] well below the 30 percent benchmark often identified as the necessary level of representation of women needed for legislative, policy and behavioral changes to occur. For democratic governments to deliver to their constituents, they must be truly representative. NDI recognizes that women must be equal partners in the process of democratic development; as activists, elected officials and constituents, their contributions are crucial to building a strong and vibrant society.

NDI Women's Political Participation Programming

Since 1985, NDI has organized targeted programs across the globe to increase the number, effectiveness and popular support of women civic leaders, voters, candidates, political party representatives and elected leaders in the belief that as more women become politically involved, institutions will grow more responsive to the needs of all citizens. NDI currently works in more than 70 countries, creating programs that are specifically tailored to women and ensuring that women are a part of every one of its programs. At any given time, nearly 75 percent of the Institute's country programs include a dedicated component addressing women's political participation. NDI helps women acquire the tools necessary to participate successfully in all aspects of the political process. The Institute's programs—in both nascent environments where democracy is just beginning to take root and in more established democracies—engage women as leaders, activists and informed citizens in legislatures, political parties and civil society. These programs create an environment where women can advocate on matters of policy,

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1. http://www.ipu.org/wmn-e/arc/world231202.htm
2. http://www.ipu.org/wmn-e/arc/world300612.htm

run for political office, be elected, govern effectively and participate meaningfully in every facet of civic and political life.

NDI has introduced several global initiatives to connect politically active women and help them network across time and location. In 2003, NDI spearheaded the *Win with Women* Global Initiative[3] supported by the National Endowment for Democracy, convening prominent women politicians from more than 27 countries to produce the Global Action Plan, a document that outlines practical recommendations for political parties to broaden their appeal by addressing women's roles as voters, candidates, party activists and elected officials. NDI partnered with the United Nations Development Programme (UNDP), UN Women, the Inter-Parliamentary Union and the International Institute for Democracy and Electoral Assistance to establish the International Knowledge Network of Women in Politics (iKNOW Politics) website, [4] which is an online workspace that addresses the needs of elected officials, candidates, political party leaders and members, researchers and practitioners interested in advancing women in politics. A virtual forum, iKNOW Politics resources are available in English, Spanish, French and Arabic.

In the past three decades, NDI has trained tens of thousands of women to run for political office and supported the efforts of more than 2,000 women's organizations. Yet even qualified women face institutional barriers, particularly in parliamentary systems. In order to be elected they must first be nominated and placed on a party list, a process normally dominated by their male counterparts. To help political parties further women's participation within their ranks, NDI partnered with the UNDP to produce *Empowering Women for Stronger Political Parties: A Good Practices Guide to Promote Women's Political Participation.*[5] This 2012 guide, based on 20 case studies, provides

concrete steps that political parties can take to advance women in political life. Organized around the electoral cycle, it offers strategies to use at different times of the cycle and across various party roles to increase women's political involvement.

Beyond candidate training, NDI employs a wide range of strategies to increase women's participation in all aspects of the political process, using its convening power to bring together diverse groups and perspectives. Programming often includes a training component as part of broader assistance efforts to support inclusive political systems. For example, NDI might work with activists from civil society to help inform women of their civic rights and to motivate them to participate in political processes while providing training on advocacy and coalition building; a program assisting political parties to develop and implement policies that support the equitable inclusion of women in meaningful positions and numbers might include a training on leadership or campaign skills; or work with elected and government officials to strengthen legislatures, amplify women's policy priorities, and improve responsiveness at the local level could involve workshops on communication or budgeting.

ORIGINS AND OBJECTIVES OF TRAINING MANUAL AND MODULES

In 2011, NDI released *Democracy and the Challenge of Change: A Guide to Increasing Women's Political Participation,*[6] a guide to help democracy practitioners develop and carry out effective programs to bring more women into government and politics. The guide, which focuses on citizen participation, elections, political parties and governance, presents the case for increasing women's participation and provides information on best practices and strategies to help realize that goal. The handbook also offers case studies, checklists and additional reading for each of the areas highlighted, as well as

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3. http://www.ndi.org/WinWithWomen/GlobalActionPlan
4. http://iknowpolitics.org
5. http://www.ndi.org/node/18346

6. http://www.ndi.org/files/Democracy_and_the_Challenge_of_
Change.pdf

a general list of factors or approaches to consider when designing a program. Although building the capacity of women to take part in politics was often a component of the recommended programs, training resources were not provided. In fact, no set of such materials existed, which led to the conception of this manual.

Building on the previous publication, NDI decided to create a set of complementary training materials that staff and partner organizations can use in country. The training materials reflect the best practices and approaches outlined in *Democracy and the Challenge of Change* and adapt them into an accessible set of tools that can be used in training programs for women as voters, activists, elections officials, political party members, candidates and office holders. NDI conducted research in eight countries in three regions of the world: Albania, Kosovo, Macedonia and Serbia in March 2012 and in Jordan, Tunisia, Uganda and South Sudan in October 2012. The research helped identify the most pressing training needs for women, how best to develop their capacity in these areas and how to better engage men to ensure that women are given the opportunity to apply new skills in positions of leadership. Find the focus group guidelines used for the research phase in Appendix A.

How to Use this Training Manual and Modules

While other training manuals have been written by NDI previously, this set of materials is specific to developing training programs for women and to increasing their participation in political life.

The materials comprise:

- *Training Manual*: This overview of how to design, implement and evaluate a training program;

- *Training Modules*: Electronic topic-based tools including trainer's guides, presentations and handouts; and

- *Additional Resources*: NDI resources to supplement training and other programming targeted at increasing women's political participation.

While every attempt has been made to adapt these materials to a universal audience, those who use them should carefully review all content and modify it, as appropriate, to the country context and experience levels of participants. The exercises, concepts and strategies in this manual and the accompanying modules seek to empower women to become active in civil society, political parties, elections and government.

Each training module includes a trainer's guide to navigate potential trainers through each session, participant exercises, presentations and handouts. To make the training modules more useful to program implementers and so they can be easily adapted, these materials have been saved electronically, rather than included in printed form. Find the electronic version on a CD-ROM in the back of this publication. It includes sample training checklists and forms to help prepare and conduct workshops, as well as ideas on facilitation techniques to promote adult learning and interactive sessions and pre- and post-training assessment forms. The sample agendas contain examples of how to combine the various modules to accommodate a range of workshops, objectives and participants. The trainer's guide included in each module provides additional instructions on how to use the materials effectively.

In addition to focusing on training programs for women, this manual is designed around NDI's approach to what is called the project life cycle: program design, implementation and evaluation.

- *The Program Design* section develops a responsive training program by considering the country context and the specific challenges facing women political activists in a particular country. This section contains clear and measurable objectives, and includes suggestions of the activities and resources to reach them.

- *The Program Implementation* section organizes effective workshops by identifying objectives and developing responsive agendas; choosing and preparing trainers; selecting and assessing participants; designing content and materials; managing logistics; and engaging in post-event activities and outreach.

- *The Program Evaluation* section measures the program's impact through such tools as baseline assessments, workshop evaluations, midterm assessments and focus group discussions.

For the purposes of this manual, it is useful to define several terms that will be used throughout. A "training program" refers to an overall program designed to build the capacity of a certain group, often through a series of interventions such as mentoring, workshops, consultations, etc. "Training" is the act, process or method of teaching a skill or concept. A "workshop" is a discrete event during which participants receive training on one or more topics.

III. Program Design: Developing Responsive Training Programs for Women

Program Context

Recognize that women's political participation does not exist in a vacuum; rather it affects and it is affected by many environmental factors. Obstacles to women's full participation in public life are varied and may include cultural and social issues, traditional political structures, access to resources, discriminatory legislation, educational and economic barriers and gender-based violence. Since circumstances affecting women's political participation are complex and often specific to a country or region, adapt an approach for the particular context in which the program is taking place, and the needs and opportunities at the time of implementation.

Conducting a gender analysis represents an essential step in understanding the context. The design phase provides an opportunity for gathering information about the different experiences, roles, needs and priorities of men and women in order to develop needs-driven and responsive programs that are appropriate to the local circumstances. Work closely with partners to understand the political context in which they work, the

challenges that exist and the possible solutions that have been identified by the local community. Understanding the political context is key to identifying opportunities for women to engage as leaders and decision-makers.

Democracy and the Challenge of Change provides key considerations to examine during the program design phase including an analysis of the history of civic and political engagement in the country, the current political environment and the status of women's participation. Find a subset of these considerations in Appendix B ("Illustrative Questions for Stakeholders"). Collect this information through assessments, baseline surveys, focus groups, community mapping and various other research tools. Review governing documents, such as the country's constitution, and assess the state of governing institutions, such as the legislative and executive branches and sub-national or local authorities. Also understand the condition of civil society in general and existing levels of activism among women in particular.

This information helps identify appropriate training topics and methodologies, as well as guide

Gender Analysis offers a framework for highlighting the opportunities and constraints in program activities that are based specifically on the relations between women and men. The analysis of information about the roles of men and women in society, their interdependence, access to resources, and relative participation and power provides essential insights needed to develop policies, programs and projects that identify and meet the different needs of men and women. Gender analysis is an essential part of the program planning process to help identify the key gender issues to build into program design and implementation.

http://www.usaid.gov/our_work/cross-cutting_programs/wid/gender/gender_analysis.html

http://portal.unesco.org/en/files/11483/10649049699Definitions.doc/Definitions.doc

participant selection and avoid duplication of effort with other organizations. Valuable insights into program design are gained by engaging with civic organizations to better understand their successes in the past, as well as their current challenges and future goals.

A word of caution: the availability of resources may affect the methods selected for information collection or determine whether or not information is collected at all. Skipping this step, however, risks basing training programs on outdated analysis or assumptions, which can result in missing the root causes of inequality, addressing low priority areas, or worse, unintentionally reinforcing or contributing to challenges facing women. The most effective training programs are linked to core issues in the current context.

Stakeholder Analysis

Stakeholders are those men and women who are influenced by, or who exert influence on the potential project and its outcomes. These include, but are not limited to: participants, program organizers, decision-makers and donors. A stakeholder analysis identifies the principal stakeholders, as well as all who are directly or indirectly affected by the issue addressed by the program. It is important to determine the roles and interests of the various stakeholders as well as examine relationships among them in terms of the exercise of power, extent of cooperation and competing interests.[7] Do not forget to consult former participants, who can offer a unique perspective during the analysis and program design phase; obtaining their input may also lead to further engagement and participation.

Stakeholders can influence a project positively or negatively. Before designing a program, identify the relevant stakeholders, and then determine when and where they may interact in the project, and how to most effectively engage them.

An interview roster of key stakeholders may include political party members and leadership, national, regional and local government officials, civil society representatives, journalists and academics, among others. Identify who is involved, either as a contributor to the problem or as part of the solution, as well as the role each plays in the power structure. See Appendix B for sample questions drawn from *Democracy and the Challenge of Change* for stakeholder interviews, which target various thematic areas, including citizen participation, elections and political processes.

Depending on the nature of the program, it might be useful to create a stakeholder committee, representative of those groups that will benefit from or be involved in the program. This approach constructively involves stakeholders and partners from the program's inception, and can generate new ideas and maintain positive relationships.

Problem Analysis

Once completed, the context assessment and stakeholder analysis will reveal issues to be addressed such as identifying those factors that are constraining women from accessing elected office, attaining leadership positions within their parties or effectively engaging in civil society. The challenges faced by women, especially the barriers to political participation, are varied. Program analysis can examine how rural women may experience problems differently from their urban counterparts, young women compared to older women or wealthy women as opposed to poorer women. It can identify other socio-cultural factors that affect the gender dimension, such as ethnicity and religion.

Assess the legal framework to determine if impediments exist to restrict gender equality and the full participation of women in political life. This analysis includes exploring how the country's government and political institutions function and identifying the most pressing policy concerns facing them and the public at large. Local groups can help obtain information on the legislative and

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7. See additional guidance on stakeholder analysis at: http://www. epu.gov.my/c/document_library/get_file?p_l_id=10127&folderId=20724&name=DLFE-7901.pdf

executive branches, as well as provide insight into local governance issues. Government and shadow reports to the Convention on the Elimination of Discrimination against Women committee[8], as well as public opinion polls, can provide information on specific challenges to women's political participation.

A tool called force field analysis provides a framework for examining factors (forces) that influence a situation. It can be used here to help identify particular forces that are either furthering or hindering women's participation. During the analysis of research and stakeholder information, consider examining whether and how a training program can address these problems and positively influence stakeholder behavior. Refine desired outcomes based on the information collected. The training program design should seek to accomplish the desired objectives, taking into consideration the efforts of other stakeholders to achieve the same ends. See Appendix C for more information on force field analysis.

Developing Program Objectives and SMART Indicators

As noted earlier, training program objectives should derive from an analysis of the research and stakeholder information for the particular context. An objective can be defined as "a statement of the condition or state one expects to achieve."[9] Objectives should be concrete, measurable and time-bound. In a training context, they are specific to what can be accomplished during the timeframe of the training program, and should contribute to furthering the overall program objectives. Focus on identifying the training program objectives and how they fit into the larger goals of the country. Based on these overall objectives, assess whether

involving other kinds of programming might be more effective or necessary to complement the training program.

In the proposed training design, include a plan to monitor the processes and evaluate the results of the program. Using a results framework, be sure that the plan identifies indicators that measure the logical links between the program's processes and intended results. In determining the objectives and indicators, keep in mind that objectives are defined as the result that the project will achieve by its conclusion and that indicators are qualitative or quantitative variables that measure change. Indicators should be SMART, meaning they are **S**pecific, **M**easurable, **A**ttainable/achievable, **R**elevant and **T**ime-bound.[10]

Engaging Men and Promoting Ownership

Obtaining the support of leaders is especially critical during the development phase of training programs for women. Organizational leaders, particularly those heading political parties or civil society groups that are not focused on women's issues, will likely support the concept but may believe that other priorities are more pressing for their group. In research conducted for this manual, organizational leaders noted that they were somewhat limited in their ability to provide training to women members but that they were willing to take advantage of opportunities provided by external organizations such as NDI. Research also revealed that while not outwardly opposing the importance of women's political participation, many leaders were not fully convinced of the benefits or simply do not welcome the potential challenges posed by an influx of trained and empowered women.

If training programs for women are to be successful, however, it is imperative to obtain the commitment of organizational leaders to

8. See http://www.iwraw-ap.org/using_cedaw/sr_guidelines.htm for guidelines on CEDAW shadow/alternative reporting and http://www.un.org/womenwatch/daw/cedaw/reports.htm for information on government reports.

9. U.S. Department of State, *Monitoring and Evaluation Plan Primer for DRL Grantees,* http://www.state.gov/documents/organization/138430.pdf.

10. http://www.iom.edu/About-IOM/Making-a-Difference/Community-Outreach/~/media/Files/About%20the%20IOM/SmartBites/Planning/P1%20SMART%20Objectives.ashx

provide them with opportunities to put their new skills to work, including opening up leadership opportunities. Such openings, however, can challenge even those women-focused organizations where women leaders may be reticent to involve less experienced and/or younger counterparts. Work with civic and party leaders to identify and prioritize their requirements, so that training can directly relate to their specific needs and self-interests. When women are trained in skills essential to the organization or party, they are more likely to be perceived as relevant, and key to helping it remain competitive and productive.

After compiling a draft list of problems and ways to address them, revisit the political and civic leaders who were consulted during the stakeholder and problem-analysis phases. Seek their backing and consider their feedback. Unless the program targets a women's group, these leaders are likely to be men whose support will be critical to the program's success. Actively engage them to understand how they perceive the relevance of the proposed program as well as whether or not they will provide their full support and cooperation.

To convince leaders of the advantages of the program, consider sharing with them relevant data from research conducted on the benefits of women's participation. (See Appendix D "Why Women?") Remember to tailor arguments to the interests of each organization. In some instances, contending that women's equality is a human right might not be as persuasive as suggesting that an equal and equitable society is more secure and economically prosperous than one that discriminates against women. Self-interest is always persuasive too. Political party leaders, motivated by attracting votes, will likely find appeal in reasoning that makes a connection between winning more seats and nominating more female candidates or targeting women voters. Others may be persuaded by

the need to fulfill regional, national and international obligations and commitments, such as those set forth by the Millennium Development Goals or Committee on the Elimination of Discrimination against Women.

Staff can play a key role in creating a program that contributes to party and organizational priorities. Be sure to consult with organizational leaders on the design of the program itself. Ask for their assessment of the training needs of women—especially solicit help with defining skills, qualifications and attitudes needed by women to successfully compete in the political arena and distinguishing those that are currently most lacking. Leaders can also identify the women in greatest need of additional training, and the kind of training that would benefit the party or organization as a whole. When soliciting information, be sure to share it as well. Inform leaders of the program details and the types of competencies participants are expected to gain upon completion of their training. Often, such exchanges are overlooked and opportunities missed to keep open lines of communication that may later help participants with access and recognition.

"When I was a fellow, they [Members of Parliament] didn't know exactly what we were doing. We were trained, but they weren't ready for the fellows and for us to help them in the way we were trained. They needed training as well on what WE were doing!"

—Female, Training Participant

Identifying Appropriate Activities and Necessary Resources

Why Use Training Programs?

Based on feedback and evaluations from Institute partners, NDI's training programs have benefited

women who have participated in them. Training has provided women with practical communication skills, such as public speaking and media relations, which, in turn, have built self-esteem, self-confidence and the capacity to face new challenges. Participants also grew much more familiar about the need for women to be equal partners in the process of democratic development and the connections between gender and politics—knowledge that often led to advocacy efforts to increase women's participation in public and political life.

"What I have seen in my district is that women in our party who have been involved in trainings are better able to clearly articulate their views. They are more confident. They sometimes say that they know about a particular issue or topic because of the training that they received from NDI."

—Male Member of Parliament

In a number of cases, women used the training to gain positions of leadership, influence decision-making and modify a status quo that may have previously excluded them from their organization's inner circle. Participants also demonstrated their benefit to parties for instance, by gradually introducing new concepts learned during the program, such as door-to-door campaigning, that ultimately affected voter awareness and support. Training programs have helped women learn the skills to run successful campaigns and effectively conduct themselves once in elective office. In addition, women also noted that the camaraderie developed during NDI training programs, especially those that brought them together more than once, helped them build relationships, share knowledge and take action, all valuable leadership attributes.

> ### Mastering the Art of Working across Party Lines in Macedonia
>
> In advance of the 2006 parliamentary elections in Macedonia, NDI provided extensive training to a core group of women from across the country's major political parties. While participants from rival parties initially resisted working together, they quickly developed relationships that would continue beyond the life of the training program and to meaningful effect. Despite the highly partisan nature of politics in the country, workshop participants who were elected to parliament subsequently put aside their differences to successfully promote legislation that established a quota for women's participation in elections.

Complementary Activities to Training Programs

Training is not the only approach available to meet the needs of participants or fulfill program objectives. As appropriate, examine other forms of technical assistance including mentoring programs and internships. Debate programs and clubs, for instance, introduce participants to a range of important political skills such as public speaking, research and messaging often within the context of specific issues of importance in their country. If funding allows, conduct study tours and bi-lateral exchanges to help women learn about topics such as parliamentary hearings and gender mainstreaming from colleagues in other countries. Participants especially relate to exchanging views and experiences with peers with whom there is an immediate bond and mutual understanding, which may lead to significant consequences. For example, following visits to Scandinavian parliaments, female legislators from Macedonia established a law on equal opportunity, the first of its kind in the region. This

type of experiential learning can complement an in-country training program that focuses more on knowledge than skill building.

"The turning point for an organization in Montenegro was when we brought a group from Croatia to talk to them about organizational development. The Croat group helped the Montenegrin group do its first project. They developed a mentoring relationship."

—NDI Staff

Designing Appropriate Activities for the Learning Objectives[11]

At all stages of the design phase, heed the program's learning objectives—the statement that articulates the knowledge and skills participants should be able to acquire and exhibit following the training. The end point is really the starting point for drafting the specifics of the training program based on the learning objectives. Consider as well, the most appropriate kind of learning. Is learning about acquiring new skills, increasing knowledge or changing an attitude? Who are the participants, what should the program want them to do/know/feel, and how can the training take them there?

Find below some suggestions for determining the approach when designing a training program and developing the course:

- *New Skills*: When introducing a new skill, the course should focus on practical applications, building in time for participants to practice using the skill through exercises, presentations, simulations, etc.

- *Increased Knowledge*: To help participants discover new content, learning should include brainstorming, problem solving,

knowledge testing games (such as word matching) and case studies.

- *Change in Behavior*: Often, behavior modification can be achieved using experiential learning, which is learning by doing; in this case where participants can understand first-hand the value in making an attitude or behavioral change. Techniques include simulations, scenarios and role plays.

TRAINING PROGRAMS FOR WOMEN: COMMON APPROACHES AND MODELS

Women-Only versus Mixed-Gender Programs

When developing the training program, explore whether activities should include women only or mixed-gender participation. The gender of participants may influence the ability of women to learn and participate effectively in a training program. In some circumstances it may be better to conduct a program exclusively for women, while in others, men should be included as well.

It may be worthwhile to start with a women-only program, particularly if participants are relatively new to politics, and experience shortcomings in specific knowledge or skills. Women tend to develop more confidence in women-only events than in mixed settings where, at least initially, they may be less likely to speak up or communicate their opinions. Women-only programs provide women with a more supportive, non-threatening environment within which to learn and practice new skills such as public speaking. They also allow women to more openly discuss sensitive topics, such as women's legal rights, or concerns related to violence against women or women's health.

These programs focus, explicitly and implicitly, on women's empowerment, providing women with an opportunity to develop lasting relationships and support networks, which may be more difficult to cultivate and attain in a mixed audience. They can also create a constructive

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11. These concepts are adapted from materials developed by Mango and InsideNGO.

environment in which to address some of the challenges women face in political life and reinforce the importance of supporting one another across parties or segments of civil society to promote women's political participation. In Kosovo, for example, participants in the women's leadership academy organized an advocacy campaign to protect the rights of single mothers and their children, engaging women from parties, civil society, the media and elected officials in the effort.

Generally speaking, men are less likely to understand the value of women-only programs. They may contend that men also need training and that it would be more useful to focus on building the capacity of all members rather than a segment. Given an organization's limited funding, men may conclude that a training program for women is not the best investment for its membership overall. Men may also assume or generalize that all topics are appropriate for mixed workshops and that men and women, with few exceptions, basically operate under the same rules in politics.

While women-only programs can help women acquire the tools necessary to participate successfully in the political process, training will not change the political environment. A mixed-gender approach to training can be useful for women to hear and understand the perspective of male colleagues on certain issues and vice versa. It can also promote cooperation among women and men to form alliances, develop solutions and solve problems. Mixed-gender training settings can help educate men as well as women, on issues that affect women, and create a training environment that reflects a mixed-gender reality. Working with men also provides opportunities for women to promote change from within the system and to gradually alter traditional attitudes about the role of women in public and political life. Women who are effectively integrated into training programs with men raise their profile and build relationships that can help them gain recognition, and possibly leadership roles, in the future.

Furthermore, it can be important to engage men to raise their awareness of gender equality and the importance of women's political participation and to develop allies and supporters among them. In addition to political party leadership, this may include husbands and other male family members. A session on the topic of engaging men could prepare participants for the types of conversations they will encounter at home and among other relatives and friends, and would be enhanced by role playing exercises. Such exchanges involve men in the process and help persuade them of the value of the participation by their female relative.

"The discourse needs to be different. We cannot talk only about women's issues. Men will not come. We need to talk about economic development and then weave in a discussion on how women can have an impact on it. In every topic, women will be the hidden agenda."

— Female Member of Parliament

It can be difficult to persuade men to attend mixed training sessions, particularly those that focus on so-called "women's issues". Yet, these are precisely the kinds of issues in which male partners need to be involved. When designing mixed-gender sessions, consider focusing on topics of interest to both men and women, such as campaigning, and ensuring that gender is considered when discussing the topic. In these settings, workshop organizers must not only integrate women in terms of ensuring their presence, but must also make a concerted effort to ensure their active participation. Mixed training sessions also require the integration of gender in the training content. For example, in a workshop on voter outreach, trainers should help participants consider where, when and how women voters can be reached, and by whom.

One-Time Workshop versus Multi-Event Programs

When designing a program determine whether or not it will comprise a one-time-only event or a series of events conducted over a longer time-frame. Consider as well whether to hold the same workshop for several different groups of women or to conduct multiple workshops on various themes for the same group. A program's budget as well as the availability and flexibility participants will often guide the decision-making on these issues. The nature of the participants themselves will also influence choices. That is, a training program for members of parliament, who may be available to participate only in short blocks of time, will be tailored to meet their schedule, which might be more flexible for a more general group of participants. Another factor to keep in mind is whether participants are coming from around the country or locally.

For obvious reasons—sustained education is better than a single seminar—one-time work-shops are not the ideal way to impart learning when compared to multi-event programs. When developing a program for female candidates, con-sider taking the long view rather than just solely focusing on, for instance, the pre-election period. More comprehensive training would entail tar-geting women before the candidate nomination process begins and as they contemplate running for office, post-nomination during their cam-paigns and post-election when they take office or assume a leadership role in their party or civic organization. Voter and civic education represent perfect topics for long-term training because ini-tial efforts can focus on building awareness about the importance of voting and raising the profile of the electoral process itself. Later, closer to the election, training would shift to concentrating on targeting voters for support.

A training program that features conducting a series of workshops for the same group of women is ideal for a number of reasons including opportunities to gradually develop and test skills, to exchange lessons learned and best practices over time, and to create and promote an active network of women engaged in politics. It also allows organizers to build on skills covered, adapt the original agenda to address issues that arise that may need more emphasis and offer future instruction that allows participants to engage in practical applications. In a number of countries, NDI has created leadership academies for women that specifically offer a more structured, system-atic approach for training. Find a fact sheet on women's leadership academies in Appendix E, which provides an outline of best practices and lessons learned from NDI's programs.

While multi-event programs may be optimal, they also require a major monetary investment. To protect that investment, it is important to secure the commitment of women to participate in all activities and projects, and to ensure that the selection process yields participants from the specified target group. Address this issue through-out the program, beginning with an application process that clearly outlines the expectations and requirements of participants, including participa-tion in activities and completion of a follow-up initiative. Create a Memorandum of Understand-ing or participant agreement that outlines these commitments as well as consequences for failing to meet the requirements. Find a sample agree-ment in Appendix F, which can be adapted based on training specifics.

Experiential Learning during Multi-Event Training Programs

Whenever possible, include an experiential learn-ing component in multi-workshop programs. Experiential learning is basically learning from experience—actually encountering or experienc-ing, in this case the training topic, rather than just thinking about it or thinking about practic-ing it later on. During a program, this type of learning can be undertaken by an individual as an independent project, where, for instance, she

completes an internship with a relevant organization to practice new skills and gain practical experience. Or, a group of individuals can collaborate on a project between workshops, such as developing and mounting their own small-scale advocacy campaign based on skills learned during the program.

"Depending on the training topics, a combination of training with follow-up assignments and individual consultations is best. Participants need to try out these new skills and receive proper feedback. It depends on what the budget allows. If you can stay in touch with participants, it is really helpful."

—*Female Local Trainer*

Consider including a structured coaching component in the multi-phase program where participants are required to hold a set number of meetings with a designated mentor-- a role that can be undertaken by an NDI staff member or the resource person involved in the training. A more formal mentorship program could involve peers, regional counterparts or community leaders. Such an exercise provides participants with opportunities to practice skills, and gain from the critique and feedback of experts.

Staff should ideally remain engaged with participants between workshops to provide input and feedback and, when possible, to directly observe their projects and activities. Also consider including a session during the final workshop during which participants can seriously contemplate next steps and action plans including how they can put their new skills to work within their organization and who can help them find opportunities to do so.

Regional Training Programs

In some cases it may be appropriate to conduct training programs at a regional level. While such an approach carries significant financial

ramifications (*i.e.*, added costs associated with flights, per diem and lodging), it can be effective in those situations where women from several countries face common demands or lack similar skills and resources. Participants can learn from the experiences of their counterparts—including successes and disappointments; share resources; advance networking; work on joint initiatives and provide mutual support in challenging environments. It can impact the number of women reached in each country however, so determining whether or not to conduct a regional training will depend on the overall learning objectives as well as availability of financial resources.

When assembling women from multiple countries, be sure to include an introductory session that outlines the context of each country so that participants understand one another's similarities, differences and relationships, and can accordingly identify shared challenges to address. Important to the regional program design as well are follow up and complementary in-country activities. Staff members implementing regional trainings must work closely with one another across field offices, not only for internal coordination purposes, but also to structure in-country support to participants before the training and afterward including informal check-ins to evaluate progress and solicit participant feedback.

Training of Trainers Programs

Training of Trainers (ToT) is a term of art that involves providing participants with the competencies in a given subject area to be able to successfully train others in the same topics. When instructed about women's political participation issues and related skills, new trainers can then conduct trainings throughout the country and at the local level, bringing their knowledge of the cultural context to the training experience. Transferring information in this manner is especially useful when considering training many people across a broad geographic area or who speak different languages. The ToT approach is

often especially successful for women affiliated with political parties because, once prepared, they can immediately apply their expertise to the specific needs of their parties, and thus establish themselves as capable and sought-after resources.

Candidates for ToT training do not necessarily need a background in training or politics, but they should be capable and committed to carrying out the follow-up training workshops. NDI staff must provide guidance to the new trainers on how to implement their respective workshops and then ensure that the follow-up takes place.

Virtual Training Programs and Alternative Media

Recording (audio or visual) training sessions and making them available electronically or on tape/DVD represents a low-cost method of transmitting training information. If the country's Internet connection is strong, consider augmenting in-person training environments with online videos to communicate a point or illustrate an example.

Content can also be delivered via online training programs and social media. Examples include virtual classroom training, during which an instructor leads participants through a live online session using a web-based platform such as Elluminate or Articulate,[12] or online training materials that allow partners to participate through a self-paced online course. Blended training combines these two elements by mixing in-person and virtual classroom activities. For instance, participants might complete a lesson individually, and subsequently convene in a virtual classroom to discuss the training content and practice new skills.

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12. Elluminate and Articulate are online training platforms: http://www.blackboard.com/Platforms/Collaborate/Services/Learning-Services.aspx and http://www.articulate.com/. It is important to assess the costs, technology needs and security capabilities of the various options before selecting a platform.

Online training programs offer several benefits, the most obvious being cost savings related to travel and lodging necessary for live trainings. Online training can also allow for more frequent training sessions, can free up the time that people would have had to spend traveling and can broaden the reach of the training. Online training programs do require that participants have access to computers with reliable Internet service, which may not be the case in many of the countries where NDI works.

When designing this kind of program, keep in mind that women in many countries are less likely than men to enjoy access to computers or the Internet. In addition, consider online security issues in the target country that may inhibit access. If Internet access is limited, it may be more practical to use traditional formats, such as in-person workshops. Also, examine the computer literacy of the participants, which will likely differ among older and younger generations. Email culture is another factor; most online platforms require an email account. While in many countries, computer users may use SMS or Internet cafes, they may not possess an email address or have regular access to one.

Online training programs also require that sufficient staff time be dedicated to management tasks including coordinating content, translation, participant interaction and discussions.

The development of online training content that is engaging and participatory may be a skill with which NDI staff may be unfamiliar, and may take additional time to prepare or may require professional consultation to perfect. In addition, it is imperative that the technical aspects be addressed in the planning stages and that a staff person be on call to handle technical problems throughout the conduct of the program itself.

Certificates and Certification Programs

NDI often provides participants with a ceremonial certificate upon completion of a training program. While a relatively small gesture, certificates represent a tangible expression of value and significance for the training recipient, as well as for her family and colleagues. They also illustrate a point of pride especially for those women with no formal education or degree. Sometimes certificates are regarded as a professional accomplishment and are listed on resumes or considered as part of a job evaluation/promotion process. In addition, a certificate can also symbolize the quality of the trainings and provide visibility for the organization hosting them.

"It would be better if there was a way to certify women within our party on the basis of their participation in a set training curriculum. There could be different levels of certification that would be recognized throughout the party."

—Male Member of Parliament

Certificates can also motivate participants. For instance if, at the outset of a program, participants understand that they must meet a minimum number of requirements to receive a certificate, they may be more inclined to take the training program seriously and to participate actively. This approach is most successful when others outside of the program such as party leaders also recognize the value of the certificate. Some programs

partner with a respected academic institution or another credible organization that is widely recognized for its training programs. Certificates are also something to consider for broader gender and politics workshops, especially in mixed-gender settings, because it could add prestige to the training program and encourage attendance by both sexes.

Maximizing Impact of Training Programs through Follow-up

During the planning stage of the program, be sure to address follow-up support to participants about how they can apply their new skills to addressing real-life challenges and problems within their organizations and communities. Also consider adding a culminating event to the agenda or organizing a post-program press conference that highlights the projects of participants, underscores their skills and capabilities, and raises their visibility with the public at large. When planning the program, ensure as well that adequate time and resources are allotted to maintaining relationships, which can amplify the impact of the program for the long-term. Establishing a database of participants and tracking the progress of their projects can assist with sustaining the program's momentum beyond the conclusion of the last workshop. This relationship-building and tracking over time can facilitate capturing incremental changes and ultimately larger changes in the political environment.

Partnering With Other Organizations

NDI considers partnering with local, regional or international organizations when it is appropriate and beneficial to do so, for itself, its partners and most importantly, for the program participants. Partnerships can often help the Institute access a more diverse group of participants as well as offset costs with the receipt of direct or in-kind contributions from the partnering organizations. Partnering with academic institutions, such as high schools and universities, is a good way to engage youth in training programs or to implement certificate programs where participants can earn an academic certificate for fulfilling the requirements. Partnerships with other respected organizations can attract a higher level of prestige to training programs and to those who participate in them, and can help support ongoing efforts to further train or support the work of the women targeted through the training program. Keep in mind that decisions related to establishing formal and financial relationships with partners must be made in consultation with the team's leadership in Washington, D.C. Institutional approval is likely needed for formal partnerships, especially those with budgetary implications.

In selecting appropriate partners, research the organization's reputation locally and internationally, and whether it is considered to be neutral and non-partisan. It is also important to carefully weigh the value-added of the group beyond just its prestige or standing, such as shared values and approaches, as well as the level of commitment it will bring to the proposed program in particular. Successful partnerships require clear terms of reference that clarify each partner's roles and responsibilities, including identifying staff to handle logistical duties, defining which organization will administer vendor payments, designating who contacts participants and follows up with them, as well as formalizing the decision-making process. Also include the ownership and use of intellectual property, such as how training materials will be used during and after the program. Clearly spelling out assignments and obligations—programmatic, logistical, financial—at the outset saves frustration and possible calamity down the road. Such attention to detail is especially important when merging the work styles and capacities of two institutions.

IV. Program Implementation: Organizing Effective Workshops

Overview

A successful training program depends on a variety of factors, from the smooth conduct of logistical details to the relevancy of workshop content and the ability of trainers to competently deliver that content. Workshops participants develop practical skills such as campaigning, advocacy and communications, not only through a traditional lecture format, but also through participatory and simulation exercises. The most effective programs use trainers who are flexible and interactive in their approach, can facilitate the connection between theory and practice, and can actively engage participants. When developing a training program, ensure that enough time is allotted to allow participants to practice new skills and build relationships with one another. These ties can be of great benefit, particularly when they link women across political parties, ethnic or social divides, sectors, geographic areas, etc.

Likewise, certain factors can limit the effectiveness of training programs such as inadequately prepared trainers who do not have a good sense of the background and expectations of participants, or who lack a solid understanding of the context and realities of the target country. The number of participants and their backgrounds can also affect the success of a workshop. Bringing together too many participants or a disparate mix of experience levels can limit the discussion and the overall learning experience. Setting clear criteria for participant selection can help address these issues.

Determining Workshop Objectives and Drafting a Responsive Agenda

Workshop Objectives

Training workshops should have established objectives that align with the objectives and anticipated results of the program overall. An objective can be described as the result that the training program seeks to achieve by its conclusion. Information gathered during the project design phase, including from analyses of the context and stakeholders, is key to determining the skills, knowledge and values women in the target country need to participate in the political process, which the workshops would seek to provide.

By far, the most commonly referenced and requested topic is effective communications, which can include public speaking, message development or public and media relations. Negotiation strategies, leadership, networking, advocacy, lobbying and campaigning are also among the most popular agenda choices. Women frequently ask NDI for coaching on self-confidence, determination, leadership and work/life balance, which complement training on other skills.

Skills-based training can be conducted within an issue-based context, which means using relevant issues to introduce new skills areas with learning taking place on two levels. Such an approach helps participants not only acquire and develop essential skills, but they are able to do so within the context of meaningful policy discussions that will be applicable later outside of the classroom.

Issue-based trainings provide the perfect opportunity for NDI to integrate gender into the training agenda regardless of the topic area. As part of a training workshop that raises economic issues, for instance, the topic can explore ways in which men and women are affected differently by unemployment and identify strategies to alleviate gender inequalities related to wages, the cost of living, etc.

Workshop Agenda

Once training objectives have been drafted, share them with the trainers who will conduct the workshops. Also share them with others involved in the outcome of the program, including men, and confirm with them that training content will be useful and timely for participants. Be sure, as well, to solicit feedback from past participants who can often offer the most pertinent advice and critiques. As the agenda evolves, ensure that each session relates to and builds on the others, and that each session contributes to the overall workshop objectives. Consider distributing pre-workshop questionnaires to participants to refine the focus of the workshop based on the needs and interests of the group, as well as to begin assessing knowledge levels among the group so that the training level is appropriate. Design questionnaires to reflect the planned program so that input is targeted and the process does not raise unrealistic expectations.

"Sometimes we have advanced topics that are too much for where we are, jump levels and don't talk about how to get around stereotypes and issues that prevent us from engaging in such a way."

—Female NDI Training Participant

Women often experience specific time constraints that can preclude them from participating in workshops. They usually play multiple roles juggling family and professional responsibilities that do not leave room for free time, let alone time for training. As a result, consider the needs, availability and cultural contexts of potential women participants when planning trainings to ensure timing is not a barrier to their involvement. For example, women who are not formally employed are more likely to be free during the mornings after taking their children to school, but before having to pick them up in the afternoon and prepare the evening meal. If women are free only during weekends, the length of the training might have to be shortened to ensure they can participate.

Using a Consultative Process in Tunisia

NDI Tunisia uses a consultative process when developing training agendas. Staff members engage with the training bureau of each political party involved to obtain input in the design of the agenda, as well as with NDI's local contacts and network, participants and NDI staff in the field and in Washington. The team also consults NDI's functional teams to draw on NDI's global experiences. By engaging multiple perspectives among local partners and staff, agendas better reflect both local specificities and best practices regionally and globally.

Always keep in mind the political context and plan accordingly. And do not forget to account for national or religious holidays. If developing an election-related event, consult with partners about key election and campaign-related dates such as party or candidate filing deadlines, the timeframe for party list formation and official campaign periods. When training women candidates, the candidate filing deadlines and campaign calendars are critical for choosing training dates. Keep in mind that NDI does not provide any campaign-related training or support to political party partners 30 days before election day. If working with elected officials, the legislative calendar may play a role in determining the workshop timing and the availability of

participants. When participants are selected, it can be helpful to query them before making decisions on location and timing.

Identifying and Preparing Trainers and Resource Persons

No matter how perfect the objectives and agenda, poor trainers can sabotage them; quality trainers are key to the conduct of a successful program. As a result, NDI staff are often reluctant to risk selecting unknown trainers or those untested in Institute programs, instead seeking trainers with whom they have worked in the past. At the same time, former trainers may not be available or ideal for the designed training because of the need to possess either a particular skills set or regional knowledge. It also worth considering a new trainer when it appears that the fit would be right for the program. Staff typically identify trainers by drawing on local networks, seeking input from other Institute field offices in the region, and consulting with counterparts in the D.C. office.

"It would be good if some of the prominent women leaders from this country could also participate in workshops as resource persons. They could share best practices and help participants see that it is possible to achieve something."

—Female Member of Parliament

In addition to trainers, it may also be useful to include on the team a resource person who can offer a unique perspective on a particular subject or whose knowledge would be pertinent to the topic and audience. Experts who can engage an audience with practical examples are always popular with participants who appreciate real-life experiences. A resource person can be an elected official, for instance, who offers guidance on ways to access the decision-making process for placing names on the party list in a proportional representation voting system. Or, perhaps an extra person will be needed to play a more administrative part, clarifying instructions or helping with small group work or breakout activities. A past program participant may be a worthy option for such a role. In addition to fully acquainting a resource person with the workshop's purpose, be sure to clarify assignments when multiple facilitators are involved so that they are working in unison, with themselves and trainers, toward a shared objective.

Draw up a list of ideal criteria for trainer/resource personnel to help with soliciting interest, comparing against resumes and sharing with those aiding in the search. Detail the desired subject matter expertise, personal experience, language skills and knowledge of the country or region, and prioritize the importance of each. Consider as well a persons' reputation as a trainer and training history. In the past, did he/she arrive well-briefed? Exercise sound political judgment? Tailor the presentation to the local context? Exhibit strong communication skills? While language mastery and regional knowledge are ideal, they are usually less important than a trainer's excellent reputation for engaging participants, familiarity with the topic or hands-on experience. In the latter category, when possible seek trainers with relevant experience to share, such as women who have run for and served in elected office.

"The best trainers are those who don't talk too much. It should be about 30 percent from the trainer and then 70 percent from the participants. You should have a short presentation followed by a long exercise and then good feedback and constructive criticism. We are dealing with adults. The less ego, the better. But with some trainers, they hear their voice and it's hard for them to stop."

—Female Local Trainer

An effective trainer combines strong communication and listening skills with a flexible and

adaptable approach that can adjust to difficult situations as they happen. In some instances, it is appropriate to consider the expectations of the participants about the knowledge level of trainers. For example, participants with more experience in a topic or who hold positions of seniority may not respond as well to a trainer who lacks a similar background. As noted earlier, basic knowledge of a particular country and context is important, but good briefing material and consultations with knowledgeable staff, especially about topical issues and the current political climate, can familiarize a trainer with the circumstances on the ground so that they can adapt their presentations.

Ineffective trainers, among other shortcomings, do not understand or employ techniques appropriate for adult learners. Opposed to a child, adult learners typically have more life experience, which provides the basis for learning activities, and they are most interested in learning subjects having immediate relevance to their work. Other shortcomings of trainers can include insufficient experience with, or knowledge of the training topic, poor preparation, monopolization of the discussion, a monotonous delivery tone, difficulty with responding to participant needs, adapting knowledge to the local content and providing relevant examples. It is also important to always be aware of participant participation such that everyone is allowed to engage, no one person dominates the workshop and the discourse stays on topic. Particularly when conducting training for adults, trainers must respect the experiences and views of the participants themselves and lead them in a collaborative learning space.

When searching for trainers, weigh whether or not someone's country of origin would influence their effectiveness. In some places it may not matter, in others, participants may favor trainers from certain countries or consider them more credible, though this preference can vary even from party to party depending on political

ideology. It may be inappropriate, for instance, to bring in a trainer from a country that has a tense or negative relationship with the host country, or where the level of democratic development is perceived as lagging behind that of the target country or too advanced for experiences to be relevant.

"I'm pretty sure that eye contact is almost universal. But in a few places it is inappropriate. A good trainer needs to say 'This is how it works in my culture. Is that how it works here?'"

—International Trainer

A related consideration is whether to bring in external experts to conduct training workshops, either individually or in combination with local trainers. This largely depends on the availability of expertise within the country to cover the specific training topics. Other factors to consider include the participant perceptions of external experience (whether positive or negative) as well as cost considerations. International trainers may be perceived as more objective than those from the same country or countries in the region, although it is important to draw trainers from political systems that are relatively similar to the host country. On the other hand, depending on the country, trainers who do not speak the local language or who use too much jargon in their presentations can create challenges and inefficiencies. It may be appropriate to draw on talented local trainers or role models from the country or region who can share lessons from a personal perspective. Often, a combination of local and international trainers provides an effective blend of experience, examples and understanding of international standards as well as the local environment and culture.

Generally, both men and women can effectively train women. In fact, it can be beneficial to

include male trainers alongside women counterparts because it can provide participants an opportunity to hear and learn differing perspectives, model respectful interactions between men and women, and help women become more confident in expressing themselves in a mixed environment. In some situations however, participants may feel more comfortable opening up in a setting with only women trainers. It may be worth exploring how to combine these approaches during the training program where roles to be filled include trainers, guest speakers and resource persons.

As noted earlier, strong background materials such as terms of reference, briefing books, news updates and in-personal consultations can help prepare those trainers and resource persons who need more information about the country specific context. In addition to providing briefing materials, work with trainers to adapt their presentations to the local political environment and current events. For example, staff can engage trainers ahead of the training through a series of briefings in which the trainers meet the participants, discuss the materials and develop the agenda. Trainers can share their presentations or practice their presentations in front of staff for feedback ahead of the training itself. Using proven trainers multiple times build relationships over time to provide continuity in the program.

"In a training on how to campaign for candidates—some of it is not applicable, the trainer was talking about how to support your friends as candidates [and the strategies] just didn't make sense here."

—Female NDI Training Participant

Regardless of trainer selection, it is important to vary voices during a workshop since it can grow boring to listen to one person talk all day, even if s/he is engaging. While budget or other considerations may limit the number of trainers involved, using staff as moderators and facilitators can provide variety in the presentations and help them play a more visible role. Inviting resource persons to serve on panels or asking officials to speak at the opening or closing ceremony also provides opportunities for multiple perspectives and helps maintain participant interest.

SELECTING AND ASSESSING PARTICIPANTS

Identifying participants

In most cases, leaders of local organizations are the key source of identifying appropriate training participants, usually from among their own ranks. Such an approach secures the buy-in of leaders and also helps ensure that NDI works with female participants who are influential within their organizations, increasing the likelihood that they will be able to apply what they have learned. When seeking recommendations, set clear criteria so that the substance is relevant for the participants and suitable for their knowledge level. On the other hand, a competitive application or interview process may help participants feel more invested in the training program. In general, the nature of the application process should correspond with the scope of the training program; the more extensive the training program, the more comprehensive the selection process should be.

Unfortunately, international organizations often refrain from reaching out beyond their networks and repeatedly invite the same group of women to participate in every training program they offer. While this method helps build the capacity of certain individuals, it excludes women who do not enjoy a similar access to training opportunities. When possible, NDI staff should employ a fair and transparent selection process for training opportunities, regardless of approach. For the invitations themselves, consider co-signing them with heads of organizations or parties so that participants recognize the commitment of all institutions involved.

Conducting a Needs Assessment of Participants

The substance of a workshop must match the level of knowledge and experience of the participants; always develop content that is appropriate, easy to understand and relevant to their needs and priorities. Toward this end, consider asking workshop invitees to complete a questionnaire related to their skills and experiences in advance of the training. Be sure to clarify the purpose of the assessment so that participants realize that it is not tied to their acceptance in the program, but rather the need to better inform the program substance. Share the responses with trainers so that they can develop appropriate content from actual participant profiles.

Occasionally, during the conduct of the workshops themselves, it may become apparent that training is not responding to the knowledge and experience levels of the participants, which could happen for a variety of reasons. For example, staff involved with NDI's Roma Political Leadership Academy developed a training program on advocacy skills for women in Bulgaria. When the training program was underway, however, it became clear that participants misunderstood the terminology and believed that advocacy was, in actuality, service delivery. At that point, NDI staff and trainers decided to revise the planned sessions to focus on the basics of advocacy and ensure a common understanding among participants. While the flexibility of the trainers in this instance ultimately solved a serious problem, it underscores the importance of assessing knowledge levels in advance so that trainings can be appropriately tailored and customized.

Homogenous versus Heterogeneous Training Groups

During the pre-selection process, consider whether it would be in the best interest of the program objectives to assemble participants who possess similar traits—age, regional affiliation, level of experience in political engagement—or who reflect the diversity of the country.

Some training may be more beneficial for a very specific target group, including orientation sessions aimed at elected members of parliament or training workshops tailored for local-level candidates in advance of municipal elections. In other situations, mixing elected officials at the local and national levels may support the overall goal of the training program, such as connecting women elected officials across the country or engaging young women to build their leadership skills. Regardless of the target group or approach, consider involving women who typically may be marginalized or excluded from participation, such as those with lower income, from rural areas or disabled. Consider as well the interests of partner organizations, which may dictate a broader, more inclusive training approach that addresses their varied concerns and needs.

Workshop Size

The optimal size of workshops varies according to the topic, venue capabilities and other factors.

When the group is large, training automatically becomes less interactive so keep the number of participants to a manageable size that allows them to fully engage in the planned activities. Toward this end, consider limiting all-group exercises and spending more time in small group work. In cases where many more women are seeking assistance than the program has the capacity to train, think about designing trainings that are easily portable and transferable. These activities can be replicated for smaller groups and/or the information and materials provided can be passed on by the participants, either through a training of trainers program or a more informal exchange. Also, in those situations where the training is attempting to reach as many people as possible, such as workshops for potential candidates, NDI can accommodate a larger number of participants by working with key partners to ensure that they are available to provide follow up support.

The size and duration of the training should be determined based on the outcomes and goals of the training component. If the purpose is to develop a core group of women with specific knowledge, skills and experience to enable them to be effective in a specific role or tasks (e.g., establish and implement a women's parliamentary caucus or cross-sector advocacy network) then investing in a smaller group of women over time will be more effective. Similarly, a training of trainers program works best when an initial cadre of master trainers is trained who can then take the content to a larger group of women, such as women in political parties throughout the country. However, if the program is seeking to share information or skills with large numbers of women, for instance educating women on changes in voting procedures, training women poll workers or providing basic campaign skills to women aspirants ahead of local elections, then it will be more effective to hold larger trainings to reach as many women as possible. Broader, less intensive training is often used to expose women to basic concepts of gender and women in politics, motivating them to get involved. This initial foray into politics can lead them to seek out specific programs and

opportunities based on their interests. In Kosovo for example, NDI's country program holds an annual workshop called the Week of Women, which brings together 100 women and covers a range of topics, and then follows this with a more intensive series of trainings for a smaller group of women.

Multi-party versus Single-party Training

When designing political party training programs, explore whether to take a multi-party or single-party approach. The benefit of multi-party workshops is that they include an appreciation of shared challenges, the development of common goals, and the promotion of cross-party relationships, tolerance and consensus-building. Nevertheless, single-party workshops have their place. For example, while a mixed audience could harmoniously participate in general discussions about topics like campaigning and internal party structures, participants may feel uneasy discussing specifics about how their parties approach these topics or specifically how they plan to apply the proposed strategies in upcoming elections. In such cases, consider including single-party break-out sessions so that each party can engage in confidential discussions with trainers.

Aside from involving party leaders in the selection of participants or as speakers, it is also important to consider how to further engage them in either single or multi-party programs. This involvement does not necessarily mean an official speaking role, but can also take the form of serving as a resource person or as an informal observer when invited to a lunch or evening event. The participation of party leaders must be carefully managed with sensitivity and consideration of the politics involved, but, when appropriate, involving party leaders in the workshops, as speakers, resource people or observers, can help them develop a better appreciation of the program content, increase the visibility of the issue of women's political participation in general and provide opportunities to witness the active engagement of women from their parties.

Designing Workshop Content and Training Materials

Adapting Content

One of the components of a successful training program involves adapting content to the particular country so that it is relevant and culturally appropriate. To do otherwise risks the detachment if not wholesale alienation of the participants. Usually this disconnect happens when international trainers are inadequately briefed or provided insufficient time to modify their materials based on the briefings. For instance, trainers may furnish examples that are inapplicable, employ stereotypes or fail to consider the country's opportunities and constraints, all of which can turn off participants. The local culture should be considered right from the outset of the program—during opening exercises to warm up the group (ice breakers)—all the way through the workshop content.

"There were two women from Norway who spoke about fundraising. They suggested buying roses for women as a campaign strategy but that wouldn't work in Serbia because we don't even have enough money to buy gasoline!"

—Female Training Participant

While context is important, it should not prevent the introduction of examples and strategies from outside the country or region, provided that adequate discussion ensues on how they can be adapted locally. In such cases, trainers should recognize that they might face resistance from participants so they should be prepared to guide them in applying the principles of an experience, rather than comparing cultural differences.

Furthermore, the trainer should keep in mind the demographic and socio-economic background of participants, the composition of which will generate different challenges. For instance, a training session on how to multitask and manage time will differ between an audience of well-educated, wealthy women in a city with access to technology or gym memberships and one of illiterate, local councilors in a rural area whose competing priorities include making all the family meals, traveling to the city for basic services, and so on.

Workshop Session Formats

Together, staff and trainers should determine the most appropriate format for helping participants learn, usually involving some combination of theory and practice. In place of workshops where trainers and resources people do all of the talking, interactive, participatory forums are usually favored by participants because they are allowed to practice their new skills, ask questions and learn from each other.

"If I read it, I probably won't remember it. If I practice the information on my own I might remember it, but if I practice it with you I will surely remember it."

—Female NDI Training Participant

Based on this model, trainers should provide a brief presentation on a particular topic, covering some of the theoretical aspects, before leading participants in an exercise during which they can not only practice what they have learned, but also receive immediate feedback from trainers and peers. Exercises can be carried out through group work or be completed by individuals, depending on the nature of the exercise and the group. Trainers should strive to engage all members of the group in the activities. Exercises could include acting out a scenario, developing mock campaign plans, completing worksheets and surveys to assess community needs and priorities, writing press releases and drafting action plans for advocacy campaigns, among others. As appropriate, it may be useful to ask participants to prepare something

ahead of time, such as a three-minute speech, that could then be practiced and perfected throughout the course of a communications workshop. When developing practical exercises and simulations, it is important to create situations as similar as possible to those that participants may encounter. For instance, for women's candidate training in Jordan, staff brought in television cameras and lighting to practice interviewing. Find a variety of formats in the sample agendas found in the training materials on the CD-ROM associated with this manual.

Participatory Techniques and Adult Learning

When designing workshop content and delivery keep in mind that adult learners tend to grasp new information best through experience and interaction with content, and when they can relate new concepts to their knowledge and background. Adults need time to process and evaluate new information and commit it to memory. Otherwise, it is quickly lost when participants reach their limit of absorbing new information at which time their attention drifts and the trainers might as well be talking to a wall. Research indicates that adults reach their capacity to learn new information after just 20 minutes.

To help adult learners learn, a useful approach to training delivery involves breaking content into smaller sections to allow time for adult learners to process and reflect, using the Content-Participation-Review (CPR)[13] approach:

- *Content:* Briefly highlight the topic and key learning points. (Less than 10 minutes)

- *Participation:* Facilitate an exercise or activity that allows participants to work with the topic that has been introduced, such as asking them to reflect on a question and respond or conducting a more formal participatory activity. This approach allows partici-

pants an opportunity to digest the topic and relate it to their experiences, which is important for adult learners. (Five to 10 minutes)

- *Review:* Reiterate the key learning points of the content by linking to the activity and the feedback of participants. (Between two to eight minutes)

Find additional suggestions in the training materials that accompany this manual, particularly in the training and facilitation skills module.

Identifying, adapting and developing training materials can require a formidable commitment of time and resources. Trainers often provide materials for workshops, but as previously noted, not all materials are adapted to the local context. This training manual and the corresponding materials have been created for staff, partners and trainers to use as a starting point and modify from there. For example, a module on campaigning would be incomplete in most places if it did not include a section on using social media. Be sure to tap into existing NDI resources to supplement these training materials, and to ensure that current best practices and lessons from NDI's work globally are incorporated into the training program.

Determine the content and format of materials based on the country context, the type of participants and the format of the training program. While there is no shortage of opinions on what constitutes the most effective training materials, find a brief overview of some of the options below. Always understand the audience composition when selecting training formats because a participant who is expected to later train on a set of topics would be more likely to read a lengthy manual than someone responsible for running a political campaign who may benefit more from concise, targeted examples of practical tools. Likewise, consider the audience to determine the amount of detail to include in materials. If literacy levels are low, for instance, keep the materials brief and straightforward, and incorporate graphics.

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13. The CPR approach was developed by Bob Pike of Creating Training Techniques and is adapted from materials developed by Mango and InsideNGO.

- *Handouts*: Useful for summarizing key approaches and highlighting main points that have been covered in-depth during a training workshop. Handouts may also comprise worksheets or other activity based documents used for group or individual exercises or homework.

- *Manuals*: Provide more detailed information on a variety of topics. Manuals are helpful resources for later reference, such as furnishing specific guidance to candidates during a campaign or to trainers following a training of trainers program. They can also contain supplemental materials to augment workshops or provide more workshop information than could be delivered during the program itself. In addition, manuals can capture the content and lessons from multi-event programs to share with others.

- *Presentation Copies:* Many training participants appreciate receiving copies of the presentations rather than having to write notes themselves. Given that the most effective presentations are generally brief and to the point, handouts of PowerPoint presentations, for instance, would have to include key points in the "Notes" section. It is important to have strategic materials translated into local languages, and to provide both paper and electronic access to materials.

- *Booklets:* Booklets illustrated with images and graphics are essential in those places with high illiteracy or a weak reading culture. Also, consider binding training materials, which can add costs to the program, but are more likely to be kept by participants than loose handouts.

- *Electronic resources:* In addition to electronic presentations, consider the use of other visual or learning aids, such as video clips, online networks, and electronic examples, all of which depend, of course, on the access to such technology in the country and by the participants.

- *Sample materials:* Sample advocacy or campaign materials can be extremely useful for participants when they begin to implement the principles covered in the training in their work. As with everything else, these examples need to be adapted to the local context.

ENSURING RELEVANCE OF TRAININGS IN SOUTH SUDAN

NDI staff in South Sudan use a proven process for adapting materials to ensure they are relevant and culturally appropriate. The culture in South Sudan is not a reading culture, so materials are adapted to use a lot of images with large print and minimal text. The staff tests draft training materials to ensure they are relevant, culturally appropriate and meet the level of the target group by sending draft materials to branch office staff for input and by conducting focus groups with draft materials.

Trainers often rely on PowerPoint presentations to deliver content. Remember that less is more when it comes to using this tool as effectively as possible. Keep text to a minimum and use images or graphics to illustrate the points. Consider following the 6 x 6 Rule for managing the amount of text: No more than six words per line and no more than six lines of text per slide. Also use one idea per slide as much as possible.

Incorporating Information and Communication Technologies (ICTs)

As appropriate, consider using and discussing technologies like SMS, Facebook and websites such as iKNOW Politics in the training program, both to expose participants to these tools, and also to explore how they can be applied to their work. New technologies are revolutionizing the way people interact with others, do business and even run political campaigns, however, women historically have not been able to access the

benefits to the same extent as their male counterparts. In order to become equally competitive in technical skills to male counterparts, women can receive skills training to bolster their knowledge on relevant technologies. Through effective use of these tools, women can incorporate them in their efforts to advance in political parties and civil society organizations and in reaching their communities, peers and constituencies.

By virtue of its simplicity, speed and low cost, email, mobile phones, and social media are invaluable tools for research, communications and advocacy. By introducing women to these technologies during training workshops, including by building in time to explain the strategies behind these tools and to practice using them, women gain new tools to coordinate, share resources, engage in research and ultimately advocate for their common interests. Training women in technology-based techniques for communications and advocacy enables them to become better positioned to match or exceed the skills of their male counterparts, ensuring their representation in party or organizational leadership discussions.

Training programs should include the use of multiple means of communication and consider the types of technology women may already be accessing, in order to reach as many women as possible. One project that embraces the use of multiple means of communication is the Viva el Voto project used during the Nicaraguan elections. In this platform, users can submit reports on any electoral problems that compromise the process using SMS, email, or web form submission based on the technologies of which they have more regular access and are more experienced. By introducing these types of models, participants can consider how to communicate with target groups based on the most appropriate technology tools.

Technology can also be a way for training participants to keep in contact with one another and with others following the training. Women in the field of politics can often feel isolated in an environment where women have long been excluded. The iKNOWPolitics website, for instance, serves as an online workspace for activists working to advance women in politics. It is useful for women to be trained on how to navigate the site and make use of its features. Another example is from a firm called Souktel, which establishes SMS networks (similar to a mailing list) where members can ask questions and exchange information from their female counterparts. This network provides the ability to access an entire peer resource and support network anytime and anywhere, sustains the work of cohort learning and trainings through a low-cost, long-term knowledge sharing mechanism, and enables marginalized populations to communicate with each other in real-time without the need to travel or meet in-person. Using this type of tool can be powerful, but to be effective a group needs to be trained on the tool first so that they can teach others how to access and use it.

When determining which types of ICT tools to use in training programs, there are several factors to consider. As part of this decision-making process, factor in the bandwidth and prevalence of particular technologies within a country or region, women's access to and literacy in technology, use of email, and any security risks that should be addressed or considered. It is important to assess whether having women use a particular technology would put them in any danger. In environments where ICT penetration is limited and women's rights are restricted, distributing less available and highly desired technologies could result in drawing negative attention to female participants in the project.

Managing Logistics

Organizational Logistics and Challenges

While logistics may seem to take a secondary role to the program itself, a well-organized and administered event can greatly influence an attendee's perception of it. Having conducted

thousands of trainings around the world over the last 30 years, NDI staff is adept at managing logistics; however, it is always a good reminder to give time and attention to the logistical aspects of a program. Considerations include effective time management, flexibility on the part of organizers and trainers, a comfortable and safe training environment, smooth equipment operation, anticipation of potential needs and problems, and careful planning well ahead of the event. Despite best efforts, trainings are often planned at the last minute. No workshop is without its challenges and there will be elements over which staff has less control. Be sure to think through the training from beginning to end, try to anticipate potential problems and be prepared to act quickly should something unexpected take place.

Language Considerations

Language and translation can make or break a workshop. Given the challenges associated with translation, it is sometimes beneficial to work with trainers who speak the local language and ensure that all participants share a common language. If translation is used, consider the impact of different accents, the need for more time to translate materials in advance of the workshop and the need for extra time to work with the interpreter to review key terms that may be challenging to translate. Those using consecutive translation rather than simultaneous translation should keep in mind that it will take twice as long to cover the workshop content so plan accordingly, in terms of shortening and simplifying training presentations. However, if resources allow, and skilled interpreters and translation equipment are available, translation need not be an impediment and can be worthwhile if it means that the most appropriate trainer will be able to participate. The use of translation is worth careful consideration when selecting trainers, since it can represent both a perceived and real barrier for participant learning and engagement.

"Language is not the most important thing. If the content is relevant and the trainer is engaging, participants are willing to put up with translation."

—NDI Staff

Scheduling and Time Management

Take into account breaks and meal times when planning the workshop agenda. Breaks may be needed between sessions or even at the midway point of a session depending on the overall agenda. Keep in mind as well that participants need time off for informal discussions and networking. Coffee and tea breaks can be 15-30 minutes and lunch breaks generally one to two hours, again depending on the full schedule and cultural norms (including time to pray). It can also be helpful to build in time for rest and optional group activities, such as sightseeing if the workshop is held in an off-site location.

Be sure to anticipate questions about costs and schedule issues, and include them in the participant briefing materials if not as part of the invitation process. Offering a group or dinner activity on the first night can help create a relaxed team atmosphere, though it is likely that participants would need to cover this cost. If so, this expense should be clearly stated. It is important to set expectations for any work that needs to be completed in the evenings but be sure to build in down time for participants to rest and socialize, or they may begin to disengage from the program or skip sessions. Some participants may also be balancing their work and personal responsibilities with the training schedule and thus will need to attend to these matters during off times.

Keeping on schedule ensures that adequate time is given to the topics to be covered, as well as for participant discussion and exercises. Consider designating a staff member to carefully monitor

the training schedule, coordinate with trainers during the day and determine whether or not to adjust times as appropriate. For example, participants may express interest in a particular topic or focus on a specific concept or skill and would benefit from an additional exercise before moving on. Whether to deviate from the original plan and adjust the schedule is a collaborative decision, sometimes including the participants, and determined based on the overall objectives for the training program.

Training Ground Rules

Work with trainers to establish training ground rules such as a commitment to not share personal details of other participants outside of the workshop, to show respect to one another when talking and to turn off the phone or computer during the workshop, among others. Depending on the situation, staff may need to brief the trainers on challenges of participants so that they are prepared for issues that may arise. For example, it is possible that more tension may exist among participants in a multi-party training workshop than in a civil society advocacy workshop, or that particular sensitivities in a post-conflict setting should be acknowledged. In an adult learning setting, it can be useful to solicit input from participants about what they view as a participatory environment and together finalize the training ground rules at the onset of the program.

Training Environment

When selecting an appropriate venue, determine whether or not it is politically neutral, situated in a safe location and physically accessible for participants. As appropriate, factor in religious considerations as well. The training environment itself must be comfortable and conducive to learning. Consider the characteristics of the venue including lighting, temperature, audio-visual, technical and translation capacities, dining and catering facilities as well as whether the chairs are comfortable, if tables are needed, and if room/

seating arrangements will allow for active participation and break-out sessions.

Another consideration is whether to hold the training in-country or to bring women out to another location for the training. Generally NDI's approach is to hold trainings in-country unless there are compelling reasons to hold it outside, as this is generally more cost effective and allows the program to reach more women. Make this determination early on, as it will have an impact on the budget. When considering whether to hold a training workshop in or out of the country, issues to think about include:

- Is it possible to travel safely within the country?

- Would there be security concerns for bringing a group of diverse women together?

- Could external experts be brought in if none exist within the country?

- Is there a suitable venue for the group?

- Are there relevant examples in another country that might be useful as part of the learning experience?

- For a regional program, is there a "neutral" location for the participants?

Supplies and Equipment

Plan for adequate supply and equipment needs so that the trainers and participants have what they need to conduct and participate in the workshop. Always have on hand the basics such as name cards, pens, markers, flip charts and tape. Check the translation and audio visual equipment such as microphones and projectors in advance to ensure they are operating correctly. Most NDI offices maintain a standard checklist of supplies and equipment needed for training workshops. Find an example of this kind of list in the training module resources. Be sure to inquire of the trainers if specific tools are needed by them for their presentations.

Child Care, Chaperones, and Transportation Support

It is important to consider providing child care at workshops, facilitating the travel of participants to and from the meeting venue, and covering transportation costs, especially when the attendance of participants will depend on one or more of these factors. For example, in Burkina Faso, NDI funded caregivers for children of women attending a five-day training for young women party members. The program also covered the cost of lodging and food for the caregivers and the children. During breaks the women were able to nurse and eat lunch with the children, and the caregivers and the children were integrated into all eating and socializing activities. Similarly, in Afghanistan, meals and an additional room have been provided for mahrams, or male chaperones, who attend a multi-day conference with a female participant. Accommodating these participant needs carries budgetary ramifications, however, and needs to be considered in the program design phase of the program. Choosing locations and times that are less disruptive to a participant's daily life can help mitigate potential barriers associated with these needs. For example, offering training sessions in multiple cities so that participants do not have to travel as far from home may make it easier for them to regularly participate in programs. It is important to note that donor requirements for allowable costs need to be factored in to any assistance offered to ensure compliance with rules and regulations. If funds do not allow, it is possible that partner organizations could help support participants or that these needs could be met in other creative ways.

Staff and Trainer Roles

Staffing size will depend on many factors, including the design and scale of the training program, whether it is conducted in the NDI office or off-site and whether trainers are local, regional or international. Define and communicate the specific roles and responsibilities of the staff, trainers and resource persons. Select staff members to organize logistics, manage vendors, identify and prepare trainers, craft the agenda, etc. It is recommended that finance and administrative staff be involved in handling logistics so that processes are handled according to office procedures and in compliance with grant requirements. Also determine how senior staff members from the field or Washington, D.C. are involved in the training sessions in coordination with the core program facilitators. In advance of the training, communicate with trainers via terms of reference, conference calls and in-country preparatory meetings. As the training approaches and during the training, check in daily with event staff, trainers and resource personnel to discuss the progress of the training, address any issues that have arisen and plan for the following day's activities.

Media Coverage

Media coverage can be an effective tool to promote the importance of women's political participation and raise visibility of NDI's partners. In some contexts, however, the training may be sensitive or otherwise inappropriate to which to draw media attention, such as advocacy training workshops in environments where civil society is constrained. During the planning stages of the program, in consultation with the country director, discuss in advance how to handle media inquiries. Even if no media coverage is desired, it is critical to develop a strategy to effectively handle press who may wander into workshops or conduct surprise interviews with participants in the hallways.

If it is determined that media coverage is beneficial, invite journalists and other media outlets to attend specific sessions. Depending on the scope of the training program, it may be appropriate to hire a media relations firm to serve as a liaison with the media and help decide whether and when the press can access activities. Attendance is usually limited to the opening and closing ceremonies and perhaps plenary sessions. Avoid providing press access to workshop trainings where the media's presence prohibits a frank and open environment for participants. In

consultation with participants and partner organizations, decide beforehand whether they wish to be interviewed by the press so they can be prepared to discuss the activity and how it relates to current challenges and opportunities in the target country. If NDI staff are interviewed, they should comply with the Institute's media policy as stated in the employee handbook. When interviews are scheduled, ensure interpretation services are available in case it is needed.

Post-Workshop Activities and Outreach

After the conclusion of the training program, NDI staff must strive to connect training participants with political parties, other relevant bodies and organizations to ensure that they are able to use their newly developed skills.

"Training is excellent for women but you need to do some work with the political party. You need to try to open the door for women. Women come back from training workshops without any chance to advance within the party. Women have skills and knowledge but they are not welcome. Now they are too skilled, too engaged. NDI has some influence and can help open doors as can other international organizations."

—Female Local Trainer

While it can be challenging given resource constraints, it is critical that implementers follow up with the organizations or political parties from which participants were selected after a training program has concluded. Some of this interaction is dictated by the nature of programming in a given country. In countries where there is ongoing work with political parties and not exclusively with the women within them, follow up is more likely to take place. In other countries where NDI does not have a direct programmatic relationship with parties or other relevant stakeholders, this interaction can be more challenging. Small grants and other ongoing projects with civil society groups and networks can also be a way to stay connected with organizations and participants over the longer-term.

Some participants of NDI trainings have noted the difficulty in getting recognition for their participation in training programs and, in some cases, that it has actually made advancement more challenging as they were seen as being a threat to the status quo. Staff should include follow up with participants and outreach to various actors and decision makers to promote the application of new skills and knowledge by the participants. NDI can make recommendations to these various actors, but ultimately it will be up to them to incorporate changes internally that provide women with access and opportunities.

Organizations do not generally have formal mechanisms for women to share what they have learned during training programs. Feedback on NDI training programs suggests that party leaders tend to see the participants as responsible for taking initiative to share what they learned, however this can be challenging for women in cases where they do not see openings to do so. Women should support one another in sharing and applying new skills and whenever possible, implementers should encourage leaders to provide opportunities for the participants to share and use their skills within their parties or organizational structures.

V. Program Monitoring and Evaluation: Measuring Success

Program monitoring and evaluation (M&E) is a learning tool that can help in the design of future interventions based on what is working and what is not. The monitoring and evaluation of training workshops should be incorporated into all phases of the program to ensure that adequate time, personnel and financial resources are allocated. In the program design phase, the analysis of the context and input from key actors should inform program objectives and goals, which will guide staff so that they know what they are looking to achieve and how to measure impact. It will also guide the development of the agenda to ensure content is relevant to the needs and interests of participants and the organizations and institutions in which they are involved. During program implementation, monitoring and evaluation can help to assess whether the program is on track and to make changes throughout as necessary.

Not only is this process helpful in ensuring that training programs are designed with the needs of participants in mind, but ultimately it assists in capturing successes to determine whether the program was effective in producing the desired results. The ability to measure and capture success is critical to women's political participation programming and all of NDI's work as it helps make the case for continued programming.

To effectively determine the impact of programming, staff members have to gather and analyze training feedback and results systematically; otherwise this can lead to gaps and deficiencies in training programs. In considering how to monitor and evaluate the program, staff must consider what kind of measurements will be used to evaluate performance as well as how often or when progress will be evaluated. Staff should develop

Step One: *Detail program's expected results and identify key indicators.*

Step Two: *Determine what methods will be used for capturing this information and when to use them.* Useful data can be collected using written evaluation forms from participants, staff-led follow-up interviews and check-ins with participants, or through holding roundtable discussions.

Step Three: *Establish a timeline for the evaluation process and allocate resources for implementation.* The timing of the data collection post-training can be determined by elections or another milestone, or be scheduled periodically throughout the remainder of the project to capture successes and changes in behavior over time.

Step Four: *Prepare materials and tools based on evaluation strategy.*

Step Five: *Identify measurable, achievable results and tailor the program's M&E to capture those results.*

```
ENVISION          IDENTIFY          CREATE STRATEGY
RESULTS     →     EVALUATION   →    FOR MEETING
                  TOOLS             GOALS
```

an evaluation strategy that incorporates appropriate tools and follow up to effectively evaluate impact in the short and long term.

Evaluation Strategy

Program evaluation is really the starting point for the development of the training program. Start with the end in mind, thinking about what will be achieved with this program and with each particular training activity. Envision the anticipated results and how will they be measured. Devise the tools that will be needed to measure the results. Then create a strategy from the beginning that will help the team meet its goals.

Collect Immediate Feedback

Several tools can be used to solicit immediate feedback from participants during the workshop. Oral feedback from participants can be received informally during breaks, at the end of each day and during the closing session. Including interviews and debriefs following workshops may also be important in situations where participants cannot write or do not feel comfortable giving written feedback. Participants can also provide written feedback through daily and/or final evaluations, pre- and post-tests, or quizzes during the workshop. Questions should be developed to evaluate the degree to which participants took on new knowledge, skills and behaviors/values, as well as their feedback on the workshop itself.

> ### Incorporating Evaluations into the Agenda
>
> Remember to include time for evaluations in the training agenda. Doing so will allow time for thoughtful responses and convey to participants that their feedback is valued.

Evaluation forms are used to capture feedback from participants and trainers at different stages of the process. Workshop or daily evaluation forms are used to capture immediate feedback during or just after workshops. This type of questionnaire should be short and offer mostly close-ended questions, but also have an optional write-in section for those who have comments. Forms should be translated into participant language(s) as necessary. If conducting multi-event training programs, it is important to prepare an overall training program evaluation form that is more comprehensive than the workshop/daily evaluation form and asks questions about the overall program's content, structure and organization. Though they require more time, direct, open-ended questions will typically provide more feedback and quotes. Finally, it is useful to prepare an evaluation form for trainers and experts. This can be adapted from the training workshop evaluation form and can facilitate report writing. A sample evaluation form can be found in the training materials that accompany this manual (see the "Start Here" introduction folder for a sample pre and post-evaluation form). Questionnaires can be administered to participants as well as trainers, staff and others involved in the workshop, though they may need to be adapted to the different audiences.

Keep in mind that workshops are the first step in a longer process of learning, behavioral change and impact on the target environment in which the program is operating. When evaluating workshops, be clear about which dimensions of this larger process are being measured. Workshop evaluation questionnaires can measure a participant's reaction to the workshop's educational processes, the trainer(s) and what participants believe they have learned. In any learning situation, there can be discrepancies between what participants actually learn and what they believe they have learned. For example, a participant may remember key words and terms but have only a superficial understanding of what they mean or how to apply the information. More robust workshop evaluations can be structured like a test to measure the actual acquisition of new knowledge, skills and/or attitudes; however, these may not always be practical in informal, adult learning forums, particularly in cases where the target group is elected officials. While useful for

capturing immediate feedback, workshop evaluation questionnaires cannot measure behavioral change outside the workshop (i.e., the application of skills) or the impact of skills on the larger context (i.e., the change in context that occurs as a consequence of participants applying new knowledge, skills and/or attitudes).

Find below the key steps in developing a workshop questionnaire that will measure both the reaction of participants to the training process and lessons learned.

> **Step 1**: Identify the workshop objective and learning outcomes.

> **Step 2**: Create quantitative and qualitative response categories that can be used throughout the questionnaire to query each of the learning outcomes.

> **Step 3**: Analyze the results of the questionnaire against the desired objectives and learning outcomes.

Once questionnaires have been administered it is necessary to analyze the feedback received. Remember that these are participants' perceptions of what they have learned and may not accurately reflect what has actually been learned. Only a test of knowledge or direct observation of skills application can measure actual learning. If using a daily questionnaire, gather staff and trainers immediately after the close of the first training day to review the questionnaires and debrief with the team. Based on this immediate feedback, implementers can adjust the training approach as needed, and later, prepare follow-up activities and interviews.

Medium to Long-Term Approaches

In addition to capturing immediate feedback from participants, incorporate medium and long-term approaches to measure impact. During the workshop, it can also be useful to identify participants that may be particularly important to track and to interview these women during the event to establish a baseline from which to track them. Follow up with these individuals to determine how they have used the training and what they have achieved since the workshop(s). In addition to this method of self-reporting and assessment, follow-up can be done through direct observation of those trained as well as with the organizations or other stakeholders that engage with those trained, to get a sense of how women have used their new skills, if at all. Focus group research and/or surveys with past participants and their organizations can also be useful tools. Follow-up assessments can occur on a quarterly, semi-annual or annual basis depending on the scale of the program and other factors. Continued evaluations can contribute to more accurate measurement of the overall impact on participants and the context in which they are working, as well as changes to the broader environment resulting from participants' efforts over time. The type of follow up and resources required to support it should be considered in the program design and budget development stages.

"I can't speak for the entire country but what I have seen in my district is that women in our party that have been involved in trainings are better able to clearly articulate their views. They are more confident. They sometimes reference the training programs. They say that they know about a particular issue or topic because of the training that they received from NDI."

—Male Member of Parliament

It is important to maintain and strengthen the network of women trained to facilitate ongoing follow up. This can be done by linking training program alumnae with new training participants, maintaining contact with participants through follow on projects, using social networking sites to track participants and facilitate networking, or holding Skype calls for updates and to connect participants. It may also be useful to invite training program graduates to follow on training

programs or to bring past participants together for a meeting to share experiences. This not only benefits the participants but maintains a relationship with them and can facilitate assessment of training impact over time. Longer-term evaluations can engage male leaders and other actors to measure the training participants' impact following the workshops.

Other Tools

Additional tools, such as baseline assessments, benchmark surveys and midterm evaluations may also be incorporated to measure change as part of a comprehensive M&E plan for training programs. Consult monitoring and evaluation specialists to help with the development of the overall evaluation strategy as well as the design and use of evaluative tools.

Baseline assessments can be useful in determining existing capacity levels and the type of assistance that is currently needed by assessing what has been done in the past and what has or has not worked. A baseline assessment is an analysis describing the situation prior to a development intervention, against which progress can be assessed or comparisons made. This may include the documentation of the development problem, setting baseline values for outcome and impact indicators and defining the evaluative framework for demonstrating change in the problem being addressed. This can be very useful in determining

training program design and intended outcomes to ensure that the program responds to current needs.

Benchmark democracy surveys, an evaluation tool that combines random sample surveys with face-to-face interviews, can be administered at intervals to serve three purposes:

1. Provide systematically-obtained evidence about democratic conditions that can compensate for a chronic shortage of reliable information on this topic.

2. Provide democracy support programs with an initial diagnostic. The surveys deliver precise information about the location and source of democratic bright spots and deficits within the target population. That information can be used to craft broad development strategies and targeted programs.

3. Provide a platform for evaluation. Used carefully, follow-on benchmark surveys can provide reliable information that sheds light on the impact of programs and they can decipher whether programs singly or collectively have contributed to democratic progress.

In training programs, benchmark surveys can help to ensure that the design of the program addresses not just symptoms but underlying factors contributing to these issues.

Evaluation and Follow up with Women's Political Participation Training Participants in Uganda

During a series of focus groups in Uganda, NDI received feedback from past participants on evaluation and follow up after training programs. Past participants of NDI's youth political party program highlighted the usefulness of being connected to existing networks of youth party activists following the training program, allowing them to stay in touch and to foster relationships across parties. Focus group discussions also pointed to the need for better tracking participants and following up to see what participants have done since the training, particularly in cases where women participated in candidate training workshops. Other suggestions for improving monitoring and evaluation efforts included building the capacity of local partners to conduct more effective monitoring and evaluation initiatives as well as training participants to be trainers and mentors, to continue to build their skills and networks.

NDI has developed the benchmark democracy survey methodology as outlined in *Tracking Democracy: Benchmark Surveys for Diagnostics, Program Design and Evaluation*.[14]

Midterm evaluations can also be used and are a type of formative evaluation that is conducted midway through a project or program. Midterm evaluations identify elements of the program that are working well and those that are not. They focus on learning and improving program quality around issues of efficiency and effectiveness, as well as questions of continued relevance of the program to the original problem. Midterm evaluations can also explore questions of sustainability and potential impact, but only prospectively. This can be useful in a training program to inform the need for mid-course corrections based on findings and to get a sense of the overall effectiveness of the training program, albeit only the immediate outcomes.

Focus groups can be a useful method to gather qualitative information. Usually small, approximately seven to 12 participants, focus groups are moderator-led discussions about the participants' experiences, feelings and preferences about a topic.[15] Focus groups can be used at any stage of a program. Early on, they can be useful when little is known about the subject of interest or to gauge perceptions and interests among potential training participants, but they can also be used to follow up with participants after workshops and give depth to the results of other, quantitative research such as surveys, questionnaires or to measure changes in perceptions or behavior over time.

Participatory analysis is another form of research that empowers participants to identify key issues while also engaging in the analysis of these issues.

Force field analysis is one form that helps participants identify the forces that are helping their organization to reach a given objective or keeping it from doing so. By identifying the contributing and hindering forces and the strategies that can be used to leverage or mitigate them, a group can develop an approach that is more likely to reach a project's stated objective. Participatory analysis can be used while a training program is being designed to help staff consider lessons learned from a similar past program; during project implementation to determine if there are modifications that would increase the impact of trainings or trouble-shoot issues that have arisen; or after a training program has ended to identify best practices and lessons learned.

"Participants of youth programs have slowly grown into leadership positions and the models they introduced are slowly being accepted as norms within the parties."

—Female Member of Parliament

Incorporating Findings into Current and Future Programming

As feedback is received, implementers should analyze and capture findings to incorporate them into ongoing and future programming. Quotes and stories from women about how they leveraged their participation in training programs to advance in their organizations can help confirm the effectiveness of the training program, capture expected and unanticipated results and bolster justifications for continued program funding. Based on the analysis of the findings, areas may be identified where successes are not evident or where feedback points to deficiencies. This can help identify ineffective aspects of the program that may require adjustments and ensure that content is in line with participant needs, trainers are effective at delivering the content and organizational leadership is supportive of women's engagement following the training program.

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14. Neil Nevitte and Melissa Estok, *Tracking Democracy; Benchmark surveys for diagnostics, program design and evaluation* (Washington: National Democratic Institute).

15. USAID Center for Development Information and Evaluation (1996) *Performance Monitoring and Evaluation Tips: Conducting Focus Group Interviews.*

"Since we had this training, it was easy to jump in and start swimming immediately when we were elected to parliament."

—Female Training Participant

Over time, NDI participants have been successful in influencing processes, demonstrating leadership and gradually introducing new concepts that they had learned during workshops, such as door-to-door campaigning, into their organizations and their work. Women have attributed NDI training programs to helping them achieve elected office and to be more effective once there. Women have also noted that the camaraderie developed during intensive NDI training programs, such as those involving a series of workshops, helped them to work together once they were elected to parliament or otherwise in their work as activists or party members.

These successes should be captured and tracked over time, though this is often a significant task. Grant-funded programs operate with limited timeframes and resources, making it a challenge to conduct longer-term monitoring and capture impact. That said, cultivating a network of past participants or database of those trained can help track participants and follow up with them to hear successes and lessons from their work. These successes and lessons can also be scaled up or translated to other contexts. As programs capture the results and impact, staff members are better equipped to refine future interventions; convey the importance of and need for ongoing work; and highlight the valuable contributions of women in their societies. Additionally, ongoing gender assessments that look at structural changes in an organization, party or institution over time, can be built in to programs and contribute to capturing changes in the long term.

VI. Appendices

Appendix A: Focus Group Guidelines: Evaluating Training Programs for Women Political Activists

Focus Group Guidelines for Training Participants[16]

Introductions

We have asked you here today to share thoughts about how best to impart knowledge and skills to women like yourselves. We will use this information to [insert a brief description of the goal of your research]. Thank you for your active participation in this session. While we will be taking notes and recording this session, comments will not be attributed to specific individuals. Please be honest and frank in your comments as this is the only way that we will be able to reach our goal.

Training Experiences

- Think back to the best training program/workshop[17] you've participated in. What made it the best? Please provide specific examples.

- Think back to the worst training program/workshop you've participated in. What made it bad? Please provide specific examples.

Training Relevance

- Do you feel the training programs/workshops you've participated in were relevant to the context in your country?

– Can you provide examples of programs/workshop sessions that you felt were not relevant to your country or that could have been changed to be more relevant to your situation?

- Do you feel training programs/workshops were appropriately designed to match your level of knowledge and experience?

– Can you provide examples of workshop sessions that you felt were either too complicated or too basic for someone with your level of knowledge and experience?

Training Topics

- Write down the five skills in order of importance that you believe every woman needs to participate fully and capably in the political process. [Go around the room and have each person read and explain their answers. Follow-up as necessary.]

- Who here has participated in a workshop that used and/or included discussion of technologies like SMS, Facebook, or iKNOW Politics? [Of those that say they did] Have you applied your new technology knowledge since the workshop? Why or why not?

- Prior to the training program/workshop, were you asked for your input into the content? [if yes] Did you find that your input was incorporated?

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16. Similar guidelines were developed with targeted questions for NDI staff/local trainers as well as separate guidelines for organizational leaders.

17. For the purposes of this document, "training program" refers to an overall program designed to build the capacity of a certain group, often through a series of interventions such as mentoring, workshops, consultations, etc. A "workshop" is a discrete event during which participants receive training on one or more topics.

Training Format/Structure

- What type of workshop sessions, in terms of format/method not content, have you found most effective at helping you learn? [If necessary, one or two examples of formats can be given by the moderator, but only if asked or it is clear that participants did not understand the question] What about these types of sessions made them the most effective for you?

- A training program can be designed so that all the relevant topics are addressed in a single workshop over the course of several days or the topics can be divided into a series of workshops over a period of time (for example, monthly workshops to address individual topics). Which do you think is most effective and why?

- What is your opinion overall of the training workshop format. Is it an effective way for women to develop and enhance their political skills?

  – What alternatives to the training workshop format would you recommend and under what circumstances?

Training Participants

- Thinking back on training programs/workshops you've participated in, how did your fellow participants impact the quality of the experience?

  – Did you find that having participants very similar to you or very different from you (in age, level of experience, organizational background, etc.) made the training program/workshop more effective? Please explain.

- Who here has attended workshops where the participants were only women? [Ask those who say yes] Do you think it was good to have only women in the workshop? Why or why not?

- Who here has attended workshops where the participants were both men and women? [Ask those who say yes] Did the mix of genders improve the experience, reduce its effectiveness or have no effect? What is the reason for your answer?

- If you designed a training program/workshop related to the political process, what are the topics for which you would have only women in the room and what are the topics for which you would include both men and women? [Note: This question may not need to be asked if the answer comes out in the previous two questions]

- [Only for focus groups with political party members]: Which do you think is better: a training program/workshop that includes participants from multiple political parties or ones that include participants only from your party? What is the reason for your answer?

  – What are the advantages of a multi-party training program/workshop?

  – Are there certain topics that would be appropriate/better in a multi-party setting? [Note: These question may not need to be asked if the answer comes out in the previous question]

Trainers and Resources Persons

- Without naming names, describe the best trainer/resource person you've ever had in a workshop. What made that person so effective?

  – What type of tools did that person use to engage you in learning about the topic?

- Without naming names, what do you think were the key problems with trainers/resource persons you felt were ineffective?

- How does someone's country of origin impact his/her effectiveness as a trainer/

resource person? [Probe benefits and negatives]

– Of the following, which trainers/resource persons are the most effective at helping women in this country develop political skills and why:

› Those from this country

› Those from the same region as this country

› Those from countries similar to this country [If this option is chosen, ask the participants to name a country or countries they consider similar to their own and how it is similar]

› Those from other countries not in this region

› Country of origin does not matter when it comes to a trainer's effectiveness

- How does someone's gender impact his/her effectiveness as a trainer? [Probe impact of male trainers]

Post-Training Program/Workshop Actions

- What was your organization's response to the new knowledge/skills you developed as a result of your participation in the training program/workshop? [Probe the response of men, particularly leaders, within the organization]

- Of the training programs/workshops you have participated in, how many included some sort of follow-up by the organization that conducted the training? [If yes] Describe what type of follow-up was done and whether or not it was beneficial to you.

– In the instances where there was no follow-up, do you think that would have been useful? [If yes] What type of follow-up would have been useful?

- Who here has participated in a training program that included a requirement to complete a post-workshop project or an internship? [Of those that indicate they have]

– How did you benefit, if at all, from the project/internship?

– Describe how well or poorly the training program prepared you for the project/internship.

– Was additional advice and assistance given to you during the project or internship by the trainers/training organizers? [If yes] How effective was the assistance and what could be done to improve it?

Logistics

- From a logistical perspective, what makes for a well-organized workshop?

– What are the biggest logistical problems that you've encountered?

- What impact does language have on a workshop?

– When translation is used, in what ways does it affect the workshop? [Probe simultaneous/consecutive translation issues, skill of translators, comprehension, ability of participants to interact, etc.]

- What are your thoughts on the provision of child care at workshops? [Note: Eliminate this question if it is not possible in your country]

Training Materials/Manuals

- Materials are normally distributed to participants as part of a training program/workshop. Thinking back to the materials you have received, describe the ones that were most effective in helping you to learn and why. [Probe understandability, language issues, relevance, level of detail]. What were the problems with the materials that you felt were not useful [probe relevance to the

country context and level of knowledge/experience of participants]

- How did you use, if at all, the materials after leaving the workshop? [Note this may be answered in the previous question]

- Some trainers use PowerPoint presentations in their sessions. Do you find these useful in helping you to learn or not? Please explain.

Impact of NDI Training

- All of you have attended at least one NDI training program/workshop. What were the greatest strengths of the program/workshop?

  – What were the greatest weaknesses of the training program/workshop? Please be honest. We have organized this group so that we can find ways to improve.

- Please write down three things, in order of importance, you would do to improve future NDI training programs/workshops. [Have each person read their suggestions and discuss as appropriate.]

- Describe the impact that NDI's training programs/workshops had, if any, on <u>your</u> ability to participate in the political process. [Probe post-training differences & successes; ask for specific examples]

  – What role, if any, would additional training play in helping your achieve your objectives in the political realm?

- Were there any unanticipated consequences, either positive or negative, that you believe resulted from the training program/workshop?

- Throughout the course of a workshop and/or at the end of the event, participants are usually asked to provide their feedback. Describe how this was done. [Probe written or oral, what type of questions, qualitative versus quantitative measures]

– What are your suggestions for how to better collect honest feedback from training participants and the organizations from which they come? [probe evaluation format, specific questions that should be asked, follow-up, timing]

Exercise

- Divide participants into teams of three. Each team will design a training/program workshop that will address a key need for women involved in the political process. Once the need is identified, participants will design their ideal program/workshop to address it. Teams must present their ideal program/workshop at the end of the allotted time of 20 minutes. Each presentation must at minimum include the following:

  – Description of the key need/objectives for the training program/workshop

  – Details on the target participants. How many? What profile (gender, age, profession, organizational affiliation, etc.)? How will they be selected?

  – Outline of topics to be covered and why they should be included

  – Descriptions of the type of trainers. What gender? What nationalities? What professional/academic backgrounds?

  – Descriptions of hand-out materials. What type?

  – Discussion of the length, timing and location of workshop. One event or series of workshops and why? How many hours/days total? What days of the week/times? Where will the workshop(s) occur (both geographic location and type of venue)?

  – Description of post-training follow-up/projects/internships, if any

  – Plan to involve men in the training program/workshop (before, during and after)

Appendix B: Illustrative Questions for Stakeholder Interviews

Illustrative Questions for Stakeholder Interviews[18]

- Who are the necessary stakeholders that should be contacted about a civil society program designed to advance women's participation?

- Who would be affected by a civil society program to advance women or gender equality? What key actors have been working in civil society? Which of these groups have played a role in advancing women's participation and gender equality? Have any of them hindered women's participation?

- Who are potential allies for a proposed program? Potential detractors? Which stakeholders are critical to the success of a program?

- What is the track record and reputation of the prominent groups that might be considered as possible partners or allies? What is the capacity of these groups to conduct programs?

- Are these groups partisan? Are they perceived to lean one way or the other on the political spectrum?

- Have these groups worked with other international organizations in the past? Did they get good references? Who will provide the most valuable insight regarding past efforts?

- Which women – individuals or groups – have been at the forefront of efforts to improve women's participation? Which women's groups must be informed? Which must be engaged? Who feels that they should be contacted first?

- What messages are required for which stakeholders or groups?

- What other international organizations are providing support to civic groups?

- What is the most valuable information to be obtained from stakeholders to inform program design?

- What is the level of women's involvement in previous elections as voters, election monitors, and election administrators?

- What are the similarities and differences between previous elections and this one?

- What percentage of women are registered and vote in comparison to men? Is there a difference? If so, why?

- What is the track record of how women have participated in the voting process? Have they voted in the same proportion as men?

- Are there unique barriers to women's electoral participation? Have there been any threats unique to women?

- Have previous elections included voter education programs? Did any specifically target women voters? Have political parties reached their quotas (if they have them)?

- Who are the key actors involved in election monitoring? Is there a coalition? If so, are there women's organizations that are members of the coalition? What percentage of their monitors are women? Are there particular efforts to recruit women monitors to these organizations?

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18. Excerpts from *Democracy and the Challenge of Change* chapters four and five, "Citizen Participation" and "Elections and Political Processes."

Appendix C: Participatory Analysis Session: Evaluating Training Programs for Women Political Activists, Facilitators Guide

Introduction to Participatory Analysis

What is participatory analysis? What is a force field analysis?

Participatory analysis is a form of research that empowers participants to identify key issues while also engaging in the analysis of these issues. Force field analysis is one form that helps participants identify the forces that are helping their organization to reach a given objective or keeping it from doing so.

Why would you engage in this kind of process?

By identifying the helping and hindering forces and the strategies that can be used to leverage or mitigate them, a group can develop an approach that is more likely to reach a project's stated objective.

When can participatory analysis be used?

Participatory analysis can be used while a project is being designed to help staff consider lessons learned from a similar past program; during project implementation to determine if there are modifications that would increase its impact; or after a program has ended to identify best practices and lessons learned.

How is such a process done?

The process is completed through a series of brainstorming exercises and voting processes.

Using Participatory Analysis Tools to Evaluate Training Programs for Women

Who should participate in participatory analysis of a training program for women?

Field and/or headquarters staff who are familiar with training programs, particularly those that primarily benefit women. There should also be an experienced facilitator, preferably someone who is not involved in the program in question. Ideally the facilitator will have some familiarity with monitoring and evaluation techniques, however, the following guide will prepare any seasoned facilitator to play this role.

How long does the process take?

Depending on the size of the group and how much discussion takes place during the brainstorming and analysis sessions, the process will take an average of two hours to complete. Ideally a group should include five to ten people.

What materials will I need?

The facilitator will need markers, flip chart paper, Post-It notes in a variety of colors, adhesive dots in a variety of colors and tape. Charts should be prepared in advance.

How can I use this information in my program?

This process can help your organization identify the skills that women need to be successful in politics and the training methodologies that are most likely to effectively convey these skills. It can assist an organization to identify forces that are helping or hindering the effectiveness of training programs for women. Group discussion and analysis also can identify strategies for mitigating negative forces and leveraging positive forces, thereby allowing an organization to devise new approaches to its programs.

AGENDA OVERVIEW

TIME	Evaluation Question	Activity	Outcomes	Materials
10 min	*1. Introductions*	**Ice Breaker**	Create a comfortable and open environment	• Name tags or tents • Markers
10 min	*2. What are the <u>skills</u> that every woman needs to participate fully and capably in the political process?*	**Brainstorm responses**	Identify essential skills to include in training programs	• Flip chart • Post-It notes • Markers
5 min	*3. Which are the most important skills?*	**Vote**	Prioritize skills	• 1 color of dots (participants to spread 6 dots between 3 different skills)
10 min	*4. What <u>types</u> of training sessions, in terms of format/method (not content), have been effective at helping women political activists learn?*	**Brainstorm responses**	Identify the best formats for training sessions	• Flip chart • Post-It notes • Markers
5 min	*5. Which have been the most effective types of training sessions?*	**Vote**	Prioritize training formats	• 1 color of dots (participants to spread 6 dots between 3 different skills)
20 min	*6. What have been the positive and negative forces/factors (internal or external) that have helped or hindered us in conducting effective training programs that provide women with the skills and confidence they need to participate fully and capably in the political process?*	**Brainstorm responses**	Thinking retrospectively, identify the obstacles and opportunities for women's training programs	• Force field analysis flip chart with objective written at top • 2 colors of Post-It notes (one for each kind of force) • Markers
10 min	*7. Which positive and negative forces have had the greatest impact on the effectiveness of training programs?*	**Vote**	Prioritize opportunities and obstacles	• 2 colors of dots (1 color for positive and one color for negative; 6 dots of each color per person to be spread across 3 different factors)
30 min	*8. What strategies have you used to take advantage of the positive factors and mitigate the negative factors?*	**Brainstorm**	Identify strategies used	• 6 flip charts • 2 colors of Post-It notes (one for each kind of force)
10 min	*9. What strategies have been the most effective and why?*	**Vote**	Prioritize strategies	• 1 color of dots (6 dots per person to be spread across 3 strategies)
10 min	*10. Are there other strategies that you will use in the future?*	**Brainstorm**	Consider modifications to training programs	• Flip chart

1. WHAT ARE THE SKILLS THAT EVERY WOMAN NEEDS TO PARTICIPATE FULLY AND CAPABLY IN THE POLITICAL PROCESS?

2. WHICH ARE THE MOST IMPORTANT SKILLS?

FACILITATOR INSTRUCTIONS: Ask participants to work as a group to brainstorm the skills that women need to participate in the political process. Only provide an example (e.g. fundraising, networking, etc.) to clarify if the group is not clear on the instructions as evidenced by the kinds of responses participants identify in their initial brainstorm. Participants should write each skill on a separate Post-It note. Once the group has completed its brainstorm, participants may wish to see if there are any similar skills that they believe should be collapsed under a broader heading. Clustering responses is not required but should be offered as an option.

Ask one representative to present the identified skills while placing each Post-It on the flip chart. Then give each participant six dots (colored adhesive circles) to vote on which skills are the most important. Participants should vote individually and should do so in silence. Participants can spread their six votes across three different skills in any combination (two on each; four on one, one on the remaining two; etc.).

Once each participant has voted, the facilitator should count the number of dots beside each skill and determine which received the highest number of votes. The facilitator should announce the results of the vote and ask participants for their observations. If the group is not forthcoming, you can questions such as:

* Were you surprised by the results?

* Was there a consensus?

* Are these the skills that are currently included in your training programs for women?

SKILLS
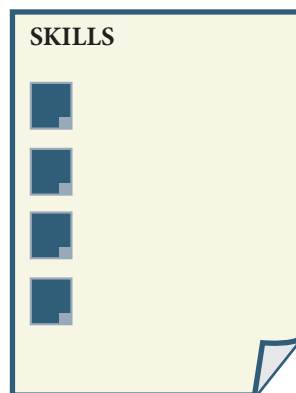
3. WHAT <u>TYPES</u> OF TRAINING SESSIONS, IN TERMS OF FORMAT/METHOD (NOT CONTENT), HAVE BEEN EFFECTIVE AT HELPING WOMEN POLITICAL ACTIVISTS LEARN?

4. WHICH HAVE BEEN THE MOST EFFECTIVE TYPES OF TRAINING SESSIONS?

FACILITATOR INSTRUCTIONS: Ask participants to work as a group to brainstorm the types of training sessions that have been effective at helping women political activists learn. Clarify that you are looking for training formats and methods and not content. Only provide an example (e.g. lectures, role plays, etc.) to clarify if the group is not clear on the instructions as evidenced by the kinds of responses participants identify in their initial brainstorm. Participants should write each type of training on a separate Post-It note. Once the group has completed its brainstorm, participants may wish to see if there are any similar types that they believe should be collapsed under a broader heading. Clustering responses is not required but should be offered as an option.

Ask one representative to present the types of training the group identified while placing each Post-It on the flip chart. Then give each participant six dots (colored adhesive circles) to vote on which types, in their experience, have been the most effective in helping women political activists learn. Participants should vote individually and should do so in silence. Participants can spread their six votes across three different types in any combination (two on each; four on one, one on the remaining two; etc.).

Once each participant has voted, the facilitator should count the number of dots beside each type of training session and determine which received the highest number of votes. The facilitator should announce the results of the vote and ask participants for their observations. If the group is not forthcoming, you can questions such as:

- Were you surprised by the results?

- Was there a consensus?

- Are these the training formats that are currently included in your training programs for women?

TYPES OF SESSONS

5. WHAT HAVE BEEN THE POSITIVE AND NEGATIVE FORCES/FACTORS (INTERNAL OR EXTERNAL) THAT HAVE HELPED OR HINDERED US IN CONDUCTING EFFECTIVE TRAINING PROGRAMS THAT PROVIDE WOMEN WITH THE SKILLS AND CONFIDENCE THEY NEED TO PARTICIPATE FULLY AND CAPABLY IN THE POLITICAL PROCESS?

6. WHICH POSITIVE AND NEGATIVE FORCES HAVE HAD THE GREATEST IMPACT ON THE EFFECTIVENESS OF TRAINING PROGRAMS?

FACILITATOR INSTRUCTIONS: Ask participants to brainstorm the helping (positive) and hindering (negative) forces related to training programs for women political activists. Refer to the objective noted above. Ask participants to start by brainstorming the positive forces and write one force on each Post-It note. Tell participants that they can identify both internal (those that they can control) or external (those outside of their control) factors. Only provide an example (e.g. rigorous selection process for participants, strong trainers, etc.) to clarify if the group is not clear on the instructions as evidenced by the kinds of responses participants identify in their initial brainstorm. Once the group has completed its brainstorm, participants may wish to see if there are any similar forces that they believe should be collapsed under a broader heading. Clustering responses is not required but should be offered as an option.

Ask one representative to present the forces the group identified while placing each Post-It on the flip chart.

Ask the group to repeat the process for the negative forces. Again, only give an example (e.g. socio-cultural norms; illiteracy, multiple roles of women, etc.) if it is clear that the group is struggling.

Once the negative forces have been identified and placed on the flip chart, give each participant six dots of one color to vote on which positive forces have had the greatest impact. Participants can spread their six votes across three different positive forces in any combination (two on each; four on one, one on the remaining two; etc.). Participants will repeat the voting process with the negative forces using dots of a different color.

Once each participant has voted, the facilitator should count the number of dots beside each force and determine which received the highest number of votes. The facilitator should announce the results of the vote and ask participants for their observations. If the group is not forthcoming, you can questions such as:

- Were you surprised by the results?

- Was there a consensus?

- Specifically, how have these forces affected your training programs?
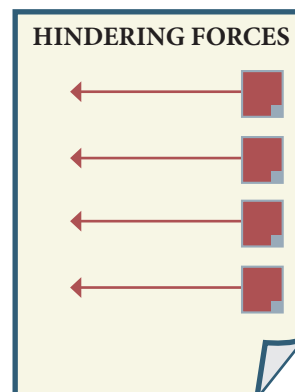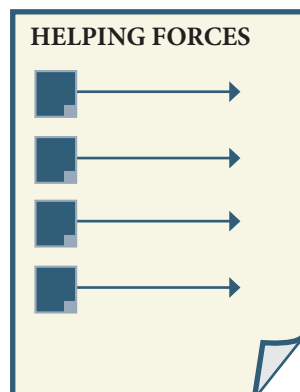
7. WHAT STRATEGIES HAVE YOU USED TO TAKE ADVANTAGE OF THE POSITIVE FORCESAND MITIGATE THE NEGATIVE FORCES?

8. WHICH STRATEGIES WERE THE MOST EFFECTIVE AND WHY?

FACILITATOR INSTRUCTIONS: Identify the top three positive and the top three negative forces (those with the greatest number of votes in each category). List each of these forces at the top of a flip chart (one force per flip chart).

Ask the group to brainstorm strategies that they have used to leverage the top three helping forces as well as strategies used to mitigate the top three hindering forces. This is a retrospective exercise and thus participants should refer to strategies that they have actually used in their training programs in the past.

Ask a representative of the group to present the strategies under each force. Then give each participant six dots of one color to vote on which strategies have been the most effective in helping them to reach the goal of conducting effective training programs that provide women with the skills and confidence they need to participate fully and capably in the political process. Participants can spread their six votes across three different strategies in any combination (two on each; four on one, one on the remaining two; etc.). Participants can select strategies associated with positive or negative forces or a combination of both.

Once each participant has voted, the facilitator should count the number of dots beside each strategy and determine which received the highest number of votes. The facilitator should announce the results of the vote and ask participants for their observations. If the group is not forthcoming, you can questions such as:

- Were you surprised by the results?

- Was there a consensus?

STRATEGIES TO LEVERAGE POSITIVE FORCES
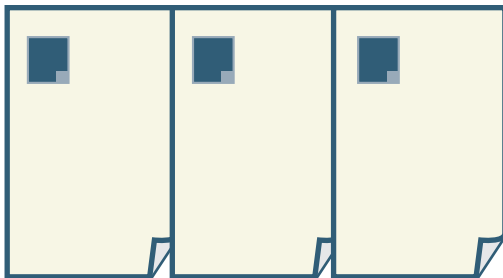
STRATEGIES TO MITIGATE NEGATIVE FORCES
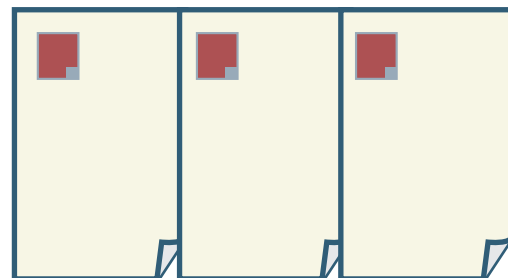
9. WHAT STRATEGIES SHOULD BE USED IN THE FUTURE?

FACILITATOR INSTRUCTIONS: As a final step in the process, the facilitator should lead the participants in a discussion on which strategies should be used in the future to improve the quality and the impact of training programs for women. Tell the group that in addition to the strategies listed on the flip charts, participants can also identify new strategies that have not yet been identified or tried to date. Write suggestions on a flip chart.

Appendix D: Why Women? Factsheet

Why Women in Politics?

There is growing recognition of the untapped capacity and talents of women and women's leadership. Over the last decade, the rate of women's representation in national parliaments globally has incrementally increased from 15 percent in 2002 to 19.8 percent in 2012. Some regions have seen particularly dramatic increases, such as Sub-Saharan Africa, where the number of women in parliaments has risen from 13.7 to 19.8 percent, and the Arab States region, which has seen an increase from 6.1 to 14.7 percent. This is still well below the 30 percent benchmark often identified as the necessary level of representation to achieve a "critical mass" – not to mention falling short of women's representation as half of the world's population.

The full and equitable participation of women in public life is essential to building and sustaining strong, vibrant democracies. Accordingly, the meaningful participation of women in national, local and community leadership roles has become an important focus of global development policy. Still, some may ask **WHY** it matters if women become political leaders, elected policymakers or civil society activists. **WHY** does the world need more women involved in all aspects of the political process? Women's political participation results in tangible gains for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines and more sustainable peace.

Women's participation in politics helps advance gender equality and affects both the range of policy issues that get considered and the types of solutions that are proposed. Research indicates that whether a legislator is male or female has a distinct impact on their policy priorities, making it critical that women are present in politics to represent the concerns of women and other marginalized voters and help improve the responsiveness of policy making and governance.[19] There is strong evidence that as more women are elected to office, there is also a corollary increase in policy making that emphasizes quality of life and reflects the priorities of families, women, and ethnic and racial minorities. Women's political participation has profound positive and democratic impacts on communities, legislatures, political parties, and citizen's lives, and helps democracy deliver.

Women Work Across Party Lines

Research shows that women's leadership and conflict resolution styles embody democratic ideals and that women tend to work in a less hierarchical, more participatory and more collaborative way than male colleagues.[20] Women are also more likely to work across party lines, even in highly partisan environments.

- Since assuming 56 percent of the seats in the Rwandan parliament in 2008, women have been responsible for forming the first cross-party caucus to work on controversial issues such as land rights and food security. They have also formed the only tripartite partnership among civil society and executive and legislative bodies to coordinate responsive legislation and ensure basic services are delivered.[21]

- Twenty-five percent of women lawmakers in the U.S. cite women from the opposition party as key supporters of their top legisla-

19. Volden, Craig, Alan E. Wiseman and Dana E. Wittmer (2010) "The Legislative Effectiveness of Women in Congress," http://polisci.osu.edu/faculty/cvolden/VWWWomenLEP.pdf.

20. Rosenthal, C.S. (2001) "Gender Styles in Legislative Committees" in *Women & Politics.* Vol. 21, No. 2: 21-46. [http://dx.doi.org/10.1300/J014v21n02_02].

21. Powley, E. (2003) "Strengthening Governance: The Role of Women in Rwanda's Transition." Women Waging Peace and The Policy Institute. Hunt Alternatives Fund. [http://www.huntalternatives.org/download/10_strengthening_governance_the_role_of_women_in_rwanda_s_transition.pdf].

tion, while only 17 percent of male lawmakers name similar support.[22]

- In the Russian Federation, an examination of the role of female legislators in the *Duma*, or parliament, shows that the women legislators were able to set aside ideological and party differences to promote legislation benefiting children and families on a multi-partisan basis. They proposed measures that increased benefits to citizens with children, extended pregnancy benefits and parental leave, reduced taxes for families with many children, created penalties for domestic violence, and promoted equal rights for men and women.[23]

- Women members of parliament (MPs) in Britain have informally worked together across party lines on issues that are important to society, including issues like employment law, equal pay, and violence against women.[24]

- In a demonstration that women party members are prepared to cross the boundaries of parties, ethnicity, religion, language and districts to meet their objectives, NDI identified non-partisan issues in Sri Lanka on which women politicians from all parties came together, despite extreme political tensions, to draft and endorse a platform for improving women's political participation.

- Only five years after the women's suffrage movement achieved the rights of women to vote and run for office in Kuwait, newly elected female legislators coalesced to introduce amendments to the labor law that would give working mothers mandatory nursing breaks, and provide onsite childcare for companies with more than 200 employees.

Women Lawmakers Are Highly Responsive to Constituent Concerns

Research shows that women lawmakers tend to see "women's" issues more broadly as social issues, possibly as a result of the role that women have traditionally played as mothers and caregivers in their communities,[25] and that more women see government as a tool to help serve underrepresented or minority groups.[26] Women lawmakers therefore have often been perceived as more sensitive to community concerns and more responsive to constituency needs.

- On average, congresswomen in the U.S. sponsor three more bills per congressional term than do congressmen and co-sponsor 26 more bills per term than male colleagues.[27] Congresswomen in the U.S. bring in 9 percent more money for their districts than their male counterparts. This amounts to roughly $49 million extra for the district or $88 per capita per year for citizens represented by women.[28]

- Tendencies toward "high effort, consensus building, and issue specialization help female lawmakers achieve increased legislative effectiveness," though institutional circumstances can sometimes curb their impact.[29]

- Legislators in the U.S. agree that the presence of women has increased access to the legislature for economically disadvantaged

22. Center for the American Woman and Politics (CAWP) (1991) "Reshaping the agenda: Women in State Legislatures." Eagleton Institute of Politics, Rutgers – The State University of New Jersey.
23. Shevchenko, I. (2002) "Who Cares about Women's Problems? Female legislators in the 1995 and 1999 Russian State Dumas" in *Europe-Asia Studies*. Vol. 54, No. 8: 1208.
24. Karam, A. and J. Lovenduski (2005) "Women in Parliament: Making a Difference" in *Women in Politics: Women in Parliament: Beyond the Numbers*. International IDEA. [http://archive.idea.int/women/parl/ch5e.htm.]
25. O'Connor, K. (Undated) "Do Women in Local, State, and National Legislative Bodies Matter?" The Women and Politics Institute, American University. [http://www.oklahomawomensnetwork.com/doc/Why%20Women%20Matter%20paper.doc].
26. Camissa, A. and B. Reingold (2004) "Women in State Legislators and State Legislative Research: Beyond Sameness and Difference" in *State Politics and Policy Quarterly*. Vol. 4, No. 2: 181-210.
27. Anzia, S. and C. Berry (2009) "The Jackie (and Jill) Robinson Effect: Why do Congresswomen outperform Congressmen?" Social Science Research Network. [http://ssrn.com/abstract=1013443].
28. Ibid.
29. Ibid.

groups and for the concerns of racial and ethnic minority groups. Additionally, women are notably more likely to report that the attitudes of their constituents would be the most important consideration in determining how they would vote (42 percent versus 33 percent).[30]

- Evidence from developing countries around the world shows that an increase in women's participation in the political life of their countries often leads to improved socio-economic conditions, as many of these women-- more readily than their male counterparts-- tackle poverty reduction and service delivery as areas of primary importance to their constituents and supporters, as can be seen in Rwanda.[31]

Women Help Secure Lasting Peace

Women are deeply committed to peace building and post-conflict reconstruction and have a unique and powerful perspective to bring to the negotiating table. Women suffer disproportionately during armed conflict and often advocate most strongly for stabilization, reconstruction and the prevention of further conflict. Moreover, research shows that women's engagement in the transitional processes and post-conflict governments can "increase the legitimacy of nascent institutions, decrease government corruption, broaden the political agenda, promote consultative policymaking and encourage collaboration across ideological lines and social sectors."[32]

- Research and case studies suggest that peace agreements, post-conflict reconstruction and governance have a better chance of long-term success when women are involved.[33] Furthermore, there is strong evidence that establishing sustainable peace requires transforming power relationships, including achieving more equitable gender relations.[34]

- Half of all peace agreements fail within a decade of signature, yet "peace processes and peace building are more likely to work, to enjoy support from civil society and to address the "make or break" issues if there's full participation of marginalized groups," including women.[35]

- Research indicates that including women in the earliest stages of peace processes enhances stability, decreases corruption in political institutions and promotes higher living standards-particularly health care and education.

- By leaving out at least half of the population from peace negotiations, you are more likely to exclude those who may be willing to compromise and reach an agreement much sooner.

- The idea that "women were not involved in the fighting and should not be involved in peacemaking", is an excuse for excluding women, when women are a growing number of the combatants and certainly effected directly by the conflict.

- In Rwanda, women lawmakers have led the way in instituting decentralized governing structures that maintain stability through

30. Center for American Women in Politics (2001) "Women State Legislatures: Past, Present and Future." Eagleton Institute of Politics, Rutgers – The State University of New Jersey. [http://www.cawp.rutgers.edu/Research/Reports/StLeg2001Report.pdf].
31. Wilber, Roxane (2011) "Lessons from Rwanda: How Women Transform Governance." *Solutions*. http://www.thesolutionsjournal.com/node/887.
32. The Institute for Inclusive Security (2009) "Strategies for Policymakers: Bringing Women into Government." http://www.huntalternatives.org/download/1648_bringing_women_into_government_mar_09_final.pdf

33. Chinkin, C. (2003) "Peace Agreements as a Means for Promoting Gender Equality and Ensuring the Participation of Women." United Nations: Division for the Advancement of Women. [http://www.un.org/womenwatch/daw/egm/peace2003/reports/BPChinkin.PDF].
34. Strickland, R. and N. Duvvury (2003) "Gender Equity and Peacebuilding: From Rhetoric to Reality: Finding the Way." International Center for Research on Women. [http://www.icrw.org/docs/gender_peace_report_0303.pdf].
35. Steinburg, Donald (2012) Remarks at American University School of International Service. "Beyond Victimhood: The Crucial Role of Marginalized Groups in Building Peace." http://transition.usaid.gov/press/speeches/2012/sp120206.html

inclusive decision making. Women have initiated and implemented national and local reconciliation efforts at the grassroots level, a critical step in preventing further conflict and facilitating reconstruction.[36]

- Women's peace groups in Uganda have used conflict resolution training to successfully reduce the level of violence in their communities. In the face of strong resistance from male leaders, women have established cross-community coalitions to open up dialogue and are operating centers to rehabilitate former girl abductees and child soldiers.[37]

- Research in post-conflict Kosovo has found that 63.6 percent of women can envision working with a woman of another ethnic group, an important indication of prospects for peace and reconciliation.[38] The Women's Informal Group (WIG) in Kosovo, for example, is a multi-party women's caucus that has worked across partisan lines to advance gender equality in Kosovo, including through the publication of a guide for women to their rights under the new constitution.

Women's Participation Encourages Citizen Confidence in Democracy

Around the world, women politicians are often perceived as more honest and more responsive than their male counterparts, qualities which encourage confidence in democratic and representative institutions. Their participation also bolsters the legitimacy of the governing body as it becomes more representative of the society it serves.

- In a study of 31 democratic countries, the presence of more women in legislatures is positively correlated with enhanced perceptions of government legitimacy among both men and women.[39]

- There is significant evidence from the private sector to show that a gender balance among decision makers significantly improves the outcomes of decision-making processes. In a study of the top 1,000 *Fortune* companies, researchers found a strong positive correlation between company performance and the level of gender and racial diversity on the board. Companies with at least two women on the board performed significantly better than those without,[40] resulting in a formula for success that could be translated into policy-making bodies.

- When women are elected, they often feel pressure to work harder to prove themselves in their role, typically introducing more legislation and participating in policy debates. In 2005 and 2006, female legislators in the U.S. averaged 14.9 one-minute speeches in opening legislative sessions that their male colleagues, who averaged 6.5.[41]

- Public opinion polls in the U.S. ranked women higher than men in five of seven core policymaking areas, including: "working out compromises, keeping government honest, standing up for what they believe in and representing constituents' interests."[42]

36. Powley, E. (2003) "Strengthening Governance: The Role of Women in Rwanda's Transition." Women Waging Peace and The Policy Institute. Hunt Alternatives Fund. [http://www.huntalternatives.org/download/10_strengthening_governance_the_role_of_women_in_rwanda_s_transition.pdf].
37. International Crisis Group (2006) "Beyond Victimhood: Women's Peacebuilding in Sudan, Congo and Uganda" in *Crisis Group Africa Report N°112*.
38. Women for Women International (2007) "Stronger Women, Stronger Nations 2007 Kosovo Report." [http://www.womenforwomen.org/news-women-for-women/files/8254_Kosovo_Report_Spreads.FINAL_000.pdf]

39. Schwindt-Bayer, L.A. and W. Mishler (2005) "An integrated model of women's representation" in *The Journal of Politics*. Vol. 67, No. 2: 407-428.
40. Carter, D.A., B.J. Simkins, and W.G. Simpson (2003) "Corporate governance, board diversity, and firm value" in *The Financial Review*. Vol. 38: 33-53.
41. Stolberg, Sheryl G. "When it Comes to Scandal, Girls Won't Be Boys," *The New York Times*, http://www.nytimes.com/2011/06/12/weekinreview/12women.html?pagewanted=1&_r=2.
42. Political Parity Website, "Why Women," http://www.political-parity.org/why-women/.

Women Prioritize Education, Health & Other Key Development Indicators

When women are empowered as political leaders, countries experience higher standards of living, positive developments can be seen in education, infrastructure and health, and concrete steps are taken to help make democracy deliver.

- Using data from 19 OECD countries, researchers found that an increase in women legislators results in an increase in total educational expenditure.[43]

- In a survey of 187 women who hold public office in 65 countries, the Inter-Parliamentary Union found that 90 percent believe they have a responsibility to represent women's interests and advocate for other members of society.[44]

- In India, research showed that West Bengal villages with greater representation of women in local councils saw an investment in drinking water facilities that was double that of villages with low levels of elected women and that the roads there were almost twice as likely to be in good condition. The study also revealed that the presence of a woman council leader reduces the gender gap in school attendance by 13 percentage points.[45]

- Despite representing only 14 percent of deputies, Argentina's women parliamentarians introduced no fewer than 78 percent of the bills related to women's rights.[46]

- In a study of Swedish women local legislators, women showed a strong preference for childcare and elder care over other social issues. These differences in priorities were reflected in local spending patterns, with more money directed toward childcare and the elderly in districts with more female representation.[47]

- Fourteen percent of women legislators in the U.S. named healthcare as a top priority issue, versus only six percent of male legislators who viewed health care as a top concern.[48] Consistent emphasis on healthcare by women legislators is mirrored around the world.[49]

- Research indicates that non-feminist women are more likely to prioritize issues that affect women than non-feminist male colleagues.[50]

- In places as diverse as Timor-Leste, Croatia, Morocco, Rwanda and South Africa, an increase in the number of female lawmakers has led to legislation related to antidiscrimination, domestic violence, family codes, inheritance and child support and protection.

Women's engagement is crucial—and it is important to recognize that women are not a homogeneous group. Depending on whether women are young or older, educated or

43. Chen, Li-Ju (2008) "Female Policymaker and Educational Expenditure: Cross- Country Evidence." Research Papers in Economics 2008: 1 Stockholm University, department of Economics, revised, Feb 27, 2008. [http://ideas.repec.org/p/hhs/sunrpe/2008_0001.html].

44. UNICEF (2006) "Women and Children: The Double Dividend of Gender Equality." [http://news.bbc.co.uk/1/shared/bsp/hi/pdfs/11_12_06SOWC2007.pdf].

45. Beaman, L. et al. (2007) "Women Politicians, Gender Bias, and Policy-making in Rural India." Background Paper for the UNICEF's The State of the World's Children Report 2007: p. 11, 15 and 16. [http://www.unicef.org/sowc07/docs/beaman_duflo_pande_topalova.pdf].

46. Jones, M. (1997) "Legislator Gender and Legislator Policy Priorities in the Argentine Chamber of Deputies and the United States House of Representatives" in *Policy Studies Journal.* Vol. 25: 618.

47. Svaleryd, H. (2007) "Women's representation and public spending." IFN Working Paper No. 701, Research Institute of Industrial Economics: Stockholm, Sweden.

48. Center for American Women and Politics (CAWP) (1991) "The impact of women in public office: findings at a glance." Eagleton Institute of Politics, Rutgers – The State University of New Jersey.

49. Schwindt-Bayer, L. (2006) "Female legislators and the promotion of women, children, and family policies in Latin America." The State of the World's Children, Background Paper (2007). UNICEF. [http://www.unicef.org/sowc07/docs/schwindt_bayer.pdf].

50. Mollmann, Marianne (2011) "Why Women in Politics Matter," Human Rights Watch, http://www.hrw.org/news/2011/06/24/why-women-politics-matter.

uneducated, live in rural or urban areas, they have very different life experiences that lead to different priorities and needs. Moreover, not every woman elected to parliament or another legislative body will place women's issues or rights at the forefront of her agenda. Women's representation is not the only factor, but it is a critical factor for the development of inclusive, responsive and transparent democracies.

So, **WHY** women in politics? The positive impact of women in politics is undeniable. Kofi Annan noted, "study after study has taught us, there is no tool for development more effective than the empowerment of women. No other policy is as likely to raise economic productivity or to reduce child and maternal mortality. No other policy is as sure to improve nutrition and promote health, including the prevention of HIV/AIDS. No other policy is as powerful in increasing the chances of education for the next generation."[51] Further, as Madeleine Albright has stated, the world is wasting a precious resource in the dramatic underrepresentation of women in leadership positions, often resulting in the exclusion of women's talents and skills in political life.

Male and female legislators must work together in order to solve the myriad of problems in their countries. In order to meet worldwide development goals and build strong, sustainable democracies, women must be encouraged, empowered and supported in becoming strong political and community leaders.

51. Moccia, P. (ed) et. al. (2007) *The State of the World's Children - 2007*. UNICEF. [http://www.unicef.org/sowc07/docs/sowc07.pdf].

Appendix E: Women's Leadership Academies Factsheet

Women's Leadership Academies: Best Practices and Lessons Learned

Background

NDI has a long history of conducting training programs from which a number of best practices and recommendations have emerged. Building on this success, NDI's Women's Political Participation Team developed the Women's Leadership Academy model to provide women with an opportunity to gain the intellectual tools and practical skills to meaningfully participate in politics and take on leadership roles in government, political parties and civil society through a more structured, systematic approach that includes the following components. Specifically, the Women's Leadership Academy seeks to:

- strengthen the ability of women to engage in politics;

- expand opportunities for women to gain practical work experience in parliament, political parties and civil society organizations, while promoting the benefits of an internship program to these institutions; and

- encourage mentoring opportunities and create and promote an active network of women engaged in politics.

While there are several different leadership academy models tailored to address the particular local needs, all have several components in common, including:

- a focus on women's leadership, including key targeted messages

- maximizing network-building and mentoring among women

- an internship, practicum or independent project that provides immediate experiential learning

- interactive, participatory skills training

- ongoing, sustainable programming and/or technical assistance

Based on successful academies, including the MENA Regional Young Women's Leadership Academy, the Bolivia Women's Political Leadership Academy, the Maghreb Youth of Today Leaders of Tomorrow program and the Guatemala Indigenous Women's Leadership Academy and many others conducted by NDI staff around the world, a number of best practices and lessons learned are highlighted here which can help inform and strengthen future training academies.

Best Practices

Program Design/Content

- Open the academy with an inspirational talk by an accomplished woman leader to ground the Academy in women's leadership and create the framework for the training modules

- Conduct interactive trainings that draw on the trainers' own personal experiences

- Establish gender parity among trainers/facilitators

- Ensure the existence of a strong theme of women's leadership and the integration of a gender perspective in each module

- Be thoughtful about participant diversity, e.g. age, party affiliation, geographic region, etc.

- Include extended follow-on internship, independent project, or practicum to allow

participants to utilize academy skills with NDI's guidance

- Integrate a hands-on technology training module, including an *iKNOW Politics* component

- Maximize the number of simulations, role plays, interactive training components

- Collaborate closely between the D.C. and Field Regional Staff and Women's Political Participation Team, particularly on content and approach

- Assign a mentor to work with each participant throughout the training

- Organize a virtual conference/video panel with women leaders in Washington, D.C. and/or in the region

- Be sure that each module in the agenda build on previous modules, rather than several disconnected modules

- Complete a participatory group project during the academy.

- Organize the agenda so that participants work daily on one discrete component of the project based on what they've learned that day. This project can then form the base of a real campaign or advocacy project.

- Utilize trainers from the region and/or trainers with a strong background in the region

Implementation/Logistics

- Use an online application that is widely publicized and circulated by field offices, past academy alumnae and partners to encourage a diverse applicant pool

- Provide participants with all module manuals as handouts and on a flash drive or CD

- Partner with a local academic institution to provide space, trainers, IT support, etc.

- Be aware of and sensitive to the personal and professional obligations of the participants in scheduling the academy, i.e. conduct training in the evenings if most of your target participants work during the day

- Conduct individual consultations for participants on their career path and designing their project or internship

- Ensure a consistent presence of NDI staff at all academy sessions

- If possible, meet with trainers as a group to brief them on NDI, our approach to women's political participation programming, and the vision and goals of the academy

- Meet/consult individually with the instructors to review their modules in advance of the academy

- Plan a graduation ceremony with keynote address from a respected woman leader and to present certificates of completion to participants

Monitoring and Evaluation

- Build-in ongoing opportunities for monitoring and evaluation of participants, trainers and program logistics throughout the program

- Use social networking websites to track participants and facilitate networking

- Offer flexibly designed additional sessions in response to attendance rates and participant demand

- Hold a follow-up meeting to share experiences of internships/independent projects, provide additional support and allow for information exchange among participants

- Invite graduates who have completed their internships or projects to attend follow-on program or training

- Conduct regular Skype conference calls between alumnae NDI-D.C. staff to provide additional training or technical assistance, to monitor progress on internships/projects, and to cultivate the network

- Submit final internship/project reports submitted to NDI

Challenges and Lessons Learned

Program Design/Content

- Highlight the gender perspective in traditional NDI training topics and strongly ground all aspects of the academy in women's leadership

- Familiarize local staff and trainers with NDI's approach to gender and women's political participation and provide guidance in how to adapt key training components to the local context

- Ensure the "voice" of NDI is present throughout the academy – i.e. all training modules incorporate NDI's tools, methodologies and approaches - when working with external trainers and/or partnering with other institutions

- Manage participant expectation for follow-on activities and NDI support

- Identify trainers with appropriate technical and regional expertise who also have experience working on women's political participation programs

Implementation/Logistics

- Begin the planning process early. Look closely at:

  – Training content

  – Participant recruitment

  – Trainer recruitment

- Confirm logistical needs (technology, accessibility, seating)

- Develop a clear MOU with the partner(s) and/or venue

  – Identify an on-site logistics point person

- Conduct a rigorous and widely publicized recruitment and application process is essential to ensure high quality participants

- Consider the strategic value in including participants in a similar age and/or experience range versus the value of a mixed group setting

- Collect written evaluations from participants

Achieving and Tracking Results

- Offer appropriate training to women with varying skill and experience levels

- Identify measurable, achievable results and tailor the program's monitoring and evaluation to capture those results

- Maintain and strengthen the network of women trained at the academy and link them with academy alumnae

- Maintain regular contact with participants to encourage them to continue working on their projects

Appendix F: Sample Participant Agreement

Sample Participant Agreement

Made between:

The National Democratic Institute (NDI), hereafter: **organizers**, and

1. _____ (hereafter: **participant**).

The parties have agreed to the following:

Article 1.

This Agreement regulates the mutual rights and obligations between the parties regarding participation in the PROGRAM TITLE, which will be conducted from DATE to DATE. (Include funder information as relevant/required. Include a brief description of the program and its purpose here.)

Article 2.

The participant has been selected for participation in the TRAINING TITLE initiative, commencing in DATE and concluding no later than DATE, with the possibility to be selected for future program components.

Article 3.

Participation in the program is voluntary; however, should the participant wish to continue to later aspects of the program, absences and lack of respect for the program or fellow participants, including lack of participation in or disruption of activities, will not be tolerated. As such, the participant agrees to attend XX workshops according to the enclosed agenda. Participants may miss up to X days of the program. Should the participant miss more than X days, the participant will receive a warning. If the participant misses additional sessions, the participant will be disqualified from future opportunities within the program.

Article 4.

It is the responsibility of the organizers to:

- keep a record of the participant's schedule and performance;

- facilitate a course on TOPIC for the participant;

- provide the participant with relevant materials;

- provide opportunities for meetings with officials, activists and partner organizations, to the extent possible; and,

- award the participant a diploma at the end of the program, confirming successful completion of the program.

Article 5.

The participant is required to:[52]

- regularly attend the training sessions;

- participate in all activities provided for the program;

- complete a group assignment in his/her community, as required by the program;

- give a presentation at the conclusion of the program and submit a final report in a format previously approved by the organizers;

- report any conflict with other participants to the organizers at the earliest convenience, to make sure the problem is resolved in a timely and efficient manner;

---

52. Tailor to specific commitments of participants in your training program.

- respect his/her fellow participants; and,
- comply with the provisions of this Agreement.

Article 6.

The organizers may unilaterally cancel this Agreement if:

- the participant fails to show up to the meetings on a regular basis;
- the participant neglects to comply with the obligations, commitments and responsibilities, such as failure to attend mandatory meetings, submit reports or exhibits a poor attitude toward the organizers and others.

Article 9.

The terms of this Agreement shall apply from DATE.

Article 7.

If the participant is unable to regularly meet his/her obligations, such as regular attendance, for justifiable reasons, s/he is obliged to inform the organizers as soon as possible (minimum notice of 10 days). In this case, the Agreement ceases to be in effect from the date the participant withdraws from the program. Likewise, the participant is required to submit an explanation as to why s/he cannot meet her/his obligations outlined in the agreement.

Article 8.

The parties shall settle any disputes by mutual agreement.

Signed on _____ YEAR, in LOCATION

Signed by:

_____

NDI Representative

_____

NAME (Participant)

Appendix G: Additional Resources on Training and Women's Political Participation

Additional Training Resources

Assessing Women's Political Party Programs: Best Practices and Recommendations (2008)

National Democratic Institute for International Affairs (NDI)

The publication identifies the specific elements and approaches, which have been most effective in encouraging women's participation and leadership in political parties based on the illustrative experience by NDI in Morocco, Indonesia, Serbia and Nepal. Interviews with program participants, staff and experts provide the basis for narratives that capture the character of their particular country and, at the same time, reveal how women across regions share both challenges to political leadership and strategies to overcoming those barriers.

http://www.ndi.org/node/15121

Inclusive Security: A Curriculum for Women Waging Peace (2009)

The Institute for Inclusive Security
Hunt Alternatives Fund

This curriculum contains tools for exploring women's critical contributions to conflict resolution and post conflict reconstruction.

http://www.huntalternatives.org/
pages/7870_a_look_inside_inclusive_security_s_
new_curriculum.cfm

The International Knowledge Network of Women in Politics (iKNOW Politics)

National Democratic Institute for International Affairs (NDI)

United Nations Development Programme (UNDP)
United Nations Development Fund for Women (UNIFEM)
Inter-Parliamentary Union (IPU), International Institute for Democracy and Electoral Assistance (IDEA)

iKNOW Politics is a joint project of NDI, the UNDP, UN Women, the IPU and IDEA. Its goal is to increase the participation and effectiveness of women in political life through a technology enabled forum that provides access to critical resources and expertise, stimulates dialogue, creates knowledge and shares experiences.

http://iknowpolitics.org

Leading to Choices: A Leadership Training Handbook for Women (2001)

Women's Learning Partnership for Rights Development, and Peace (WLP)
Association Démocratique des Femmes du Maroc (ADFM)
BAOBAB for Women's Human Rights, Women's Affairs Technical Committee (WATC)

Women's Affairs Technical Committee

Leading to Choices is intended to be used as a primer on women's leadership training, with an emphasis on women's empowerment and communication strategies. It aims to enable the participants to identify and develop the best means to communicate, listen, build consensus, create shared meaning and foster learning partnerships at work, at home and in her community.

http://learningpartnership.org/docs/engltcmanual.pdf

Making IT Our Own: Information & Communication Technology Training of Trainers Manual

Women's Learning Partnership for Rights, Development, and Peace (WLP)

Making IT Our Own is an innovative technology trainer's manual developed by WLP for use in Information and Communications Technology (ICT) training workshops and training-of trainers. The goal of the trainings is to provide technology skills for gender justice and human rights advocacy.

http://play.learningpartnership.org/en/ictmanual

"How to Run a Workshop" (2004)

Maeve Moynihan, Jean-Jaques Guilbert, Bryan Walker, Adi Walker

http://www.networklearning.org/
index.php/component/docman/
cat_view/42-how-to-run-a-workshop?Itemid=52

Project on Improvement of Local Administration in Cambodia Manual on Training Evaluation

Ministry of Interior and Japan International Cooperation Agency

This manual details the main steps in designing and implementing a training evaluation, including tips for survey design, data collection and analyzing responses.

http://www.jica.go.jp/project/cambodia/0601331/pdf/english/5_TrainingEvaluation.pdf

Participant Training Practitioner's Manual (2011)

USAID

This resource guide follows the training process from conceptualization through implementation and provides forms and templates used in USAID programming as a model.

http://trainethelp.usaid.gov/Documents/raw-media_repository/Participant%20Training%20Practitioners%20Manual.pdf

Training Management Manual for Civil Society Organizations (2011)

FHI 360

Designed as a capacity-building tool and desktop reference, this wide-ranging manual covers training management from initial analysis of training needs through the design, implementation and evaluation phases. Includes examples and templates for training documents.

http://www.csp-jordan.org/en/Portals/0/TMM_English.pdf

Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators (2011)

United Nations Office of the High Commission for Human Rights
Equitas

This practical guide provides basic knowledge in evaluation techniques with step-by-step guidance, including examples of evaluation tools.

http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf

National Democratic Institute