

Young Women: Fit for Politics!

Every journey starts
with a single step!



WOMEN WITHOUT BORDERS
CHANGE THE WORLD.

A training handbook for young women
in Austria, Cyprus and Turkey



Education and Culture

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1. INTRODUCTION

In order to advance the equal participation of women in political sense-making processes, it is necessary to develop and carry out programs which take the manifold potentials of young women as a starting point for their later active participation and co-determination.

“Young Women: Fit for Politics!” is a unique initiative, which puts interested and committed young women from Austria, Cyprus and Turkey in a position to actively fight for a cause and make a contribution to their societies. This project wants to broaden the horizons of all participating women with respect to their direct environment and to initiate cross border projects as well as long term contacts.

This project aims to improve and enhance female youth participation in local politics. It attempts to create a network and exchange processes on an international level in order to empower young women in their rights and responsibilities as active citizens. This initiative will give young women the experience and training, which they need in order to actively engage in the political processes of their own country.

Together we will organize a network of young women who share an interest in learning about leadership and politics – local, national and international – in the context of gender and principles of diversity, equality and non-discrimination. It is the formation of competent, organized young women who have an active interest in their municipalities, its future as well as their own futures, and who believe they can make a difference by having an informed say as citizens.

This initiative is conducted by three organizations:

Austria: Women without Borders (WwB) is a Vienna based non-profit organization which works for the inclusion of women in all levels of society. Youth work is one of the main focus points of WwB. In the last years various empowerment, educational and sports projects for women and young people in countries of transition and crisis were launched: a Girls Leadership Project in Rwanda, an action-oriented scientific project for adolescents in Iraq, a Girls Parliament Programme in Latin America, a women empowerment and a basketball project for girls in Afghanistan, a Tsunami relief and swimming training initiative in India and an action oriented research project in Dubai, Jordan and Saudi Arabia.

For more information about WwB’s projects and activities have a look at the web page www.women-without-borders.org.

Turkey: Social Participation and Development Foundation is one of the institutions within the ARI Movement and will be referred to as ARI. ARI has identified its mission as bringing structural and mental change during the transformation from representative to participative democracy, contributing to the implementation of new structural mechanisms and encouraging the youth to become social leaders of the future. ARI works to promote the “New Social Understanding”, which envisages that politics should not be restricted to political parties but should also be formulated by civil-political entities, civil society organizations and institutions. ARI demand that the Turkish youth do not only participate but also take on a leadership role during the shift from representative to participatory democracy. Turkey needs a new understanding of leadership – a leadership based on information, expertise, group work and social values. Leadership must not be restricted to politics. It should be embraced in all aspects of social life. ARI strongly believes in the leadership of the youth and thus encourages the youth to become social leaders of the future. For more information on the ARI movement please visit the ARI web page at www.ari.org.tr.

Cyprus: The Mediterranean Institute of Gender Studies (M.I.G.S) is a non-profit organization which promotes and contributes to projects of social, political, and economic themes relating predominantly, but is not restricted to women. In Cyprus a gendered perspective and feminist activism comes at a very crucial time to link, prepare, and promote the socio-economic and political ideals necessary for a smoother adjustment to the European Union membership. The Mediterranean Institute of Gender Studies is currently involved in a number of EU funded projects through its various activities. In relation to the issue addressed in the project, the institute has organized a large International Conference on issues of gender in the Mediterranean region – women in politics was a key area of concentration and a Youth project entitled “Empowerment of Young Women in Politics Through Mentoring Programmes”. More information on the current projects and activities of the institute can be found at www.medinstgenderstudies.org.

1.1 PROJECT OBJECTIVES

The project aims to improve and enhance female youth participation in local politics and start a networking and exchange process on an international level in order to **empower** young women in their rights and responsibilities as active citizens.

The workshops will provide the young women participants with an opportunity to acquire or improve upon many skills such as public speaking, debate, presentation, research and organizational skills or aiding their personal development.

Through this interactive and adaptable training manual, young women will be trained in concrete **“leadership skills”**, such as rhetoric, presentation techniques, assertiveness, self-assuredness, consensus-oriented debating, teamwork, open-mindedness, defining personal skills and weaknesses and working with them, setting and pursuing aims, developing plans, taking responsibility, networking etc.

“Young Women: Fit for Politics!” provides training to young women to develop skills and abilities to enter in the public and political life.

The project aim is to educate, sensitize, connect, provide support and facilitate political education for young women. To exchange experiences and knowledge and to create networks of communication between young women from Austria, Cyprus and Turkey.

A key element of this project is to foster principles and concepts of non-sectarianism, equality, non-discrimination, respect and tolerance through intercultural education that seeks to enable the participants to value differences between people, cultures and outlooks on life; this provides us with the tools to live and work together in a spirit of co-operation, building a new and peaceful society where there is dignity in equality.¹

Why are only women in this workshop?

Political participation is a process that is evolving and developing. Youth, specifically young women, should be seen as the future agents of social and political change. Their political participation should be encouraged from an early age to realize new and evolving strategies. The structures of the society we live in are strong and have created self identities linked to determined roles of what a man is and a woman is. Looking at reality we can identify that, with regard to women’s inclusion, formal political organizations still remain a predominantly masculine domain, and is perceived as such. As a result, women believe they do not have the necessary skills to enter into these areas; they lack the confidence, training, knowledge and experience required to participate and achieve in this area.

It is important to give young women the possibility to participate as agents in political, social and economic life. To learn that to take agency is not only to be heard and be involved, but to have influence over processes of decision making and negotiation is an important aspect to learn from a young age.

1.2 WORKSHOP AGENDA – HOW TO USE THE HANDBOOK

The workshop will last for two days. 15 to 20 young women from your country will participate in this exciting initiative. The program will start on a Saturday morning and end on a Sunday evening. The manual consists of six different sections. Each section offers various exercises according to the theme and there are also some warm up exercises included – free movement is empowerment too! There is a big variety of exercises, e.g. teamwork, discussions, role-plays, story telling, brainstorming.

You will get an empty book at the beginning of the workshop. This is your personal journal which you can use in each session. In it you can write what you have learned, how you felt, what was good and bad, what was difficult etc. You can use it as your personal diary, write in your thoughts, put in pictures of your idols, note movies, quotes etc. you like.

According to the workshop training we will provide an international youth platform – www.girls-without-borders.org – where you can interact with young women worldwide. This interactive, international forum will give you the opportunity to share your ideas, thoughts, concerns, plans etc. with like-minded people round the globe.

Take this chance and create your international women's network!

What can you expect?

You can expect to be enlightened, provoked and inspired. You can expect to move beyond simply talking to getting involved. You can expect to work hard and gain an abundance of new skills, new knowledge, new colleagues, and new ideas for the long road ahead. You can expect to be welcomed, nurtured, fortified and challenged by a group of like-minded young women of your country. And finally, you can expect to have lots of fun than you thought was possible by learning and taking action in politics!

You can expect to learn about different realities which include; becoming a leader, learning about politics in the context of diversity and gender and the importance of their role in it. When learning how the system in which you live works you will gain inter-cultural experiences.

The future steps and your active participation

The first parts of this exciting project are workshops in all three participating countries (Austria/Vienna, Cyprus/Nicosia, Turkey/Istanbul). In each country 15 to 20 young women between 16 and 25 years will be trained with this manual.

The aim of ARI, MIGS and WwB is to broaden this project; in another 4 years phase international workshops – young women from Austria, Cyprus and Turkey in one workshop together – should be set up.

That is why we need your help. Please tell us what you like and dislike, what you would like to add in the manual, tell us your ideas, thoughts, concerns, suggestions. You will find an evaluation form on page 84. Just complete it and return it to the facilitator in your country. It is anonymous and will aid us greatly in developing a successful and internationally adaptable trainings manual.

You will see, many women and girls around the globe are together in this exciting movement – they rock the boat, they take risks, they explore opportunities beyond the limitations of societal expectations.

Together you will be stronger, you will define your goals, explore your options, shape your lives, and move the barriers!

1.3 GUIDELINE FOR FACILITATORS

The job of the facilitator is to stimulate learning and motivate girls and young women to take part in public life for the good of women and their societies. As a facilitator you are tasked with teaching, steering and monitoring each sessions learning process. Unlike a traditional teacher or trainer, you are not responsible for leading the group to any specific conclusions, understandings or solutions. Rather, you are responsible for the creation of a space in which the participants, and you, can learn from the ideas and experiences of one another; disagree and voice opinions and ideas within a safe, prejudice-free environment; work together to encourage thinking, creativity and innovation; and to form consensus. The workshops should be participatory, interactive and encouraging. This space will be created through careful, informed pre-planning of each session, physical space, the materials to be used and by engaging in facilitation techniques that promote mutual respect, tolerance, thoughtful discussion and an atmosphere of collaboration.

You as a facilitator should try to match the level of curiosity and interest with the right level of information.

People learn best when they feel valued as individuals and the message is relevant to their life.

As a facilitator you can increase effectiveness by:

- being well prepared and informed before doing a workshop
- leading a respectful, relaxed and well-prepared workshop
- ensuring that all participants answer questions and add their comments to discuss
- trying to start on time and keeping to the time allotted for activities
- appreciating and managing the contributions from individuals (make sure that the more confident members of the group leave time for others to speak, act and/or ask questions)
- creating links between the sessions, creating links to the every day life of the participants
- introducing the workshop and each section clearly so that the participants know what will be done and how the objectives will be reached
- trying to guide the participants to make their own links between ideas and concepts
- encouraging the students to respond to and build on each others ideas
- respecting points of difference (cultural, ethnic, religious, etc) and empathize points of similarity
- giving space for discussions and sharing experiences about activities

Don't forget participants' needs like breaks, refreshments, time to move around, etc.

Evaluation of each Session

At the end of each session there will be 10 to 15 minutes allocated for feedback. During this time, the participants should review the content of the session, the learning process and the method of teaching. Participants can also make suggestions or recommendations for the sessions, changes they may want as well as methods or aspects they enjoyed. The facilitator is also responsible for evaluating each session.

In Chapter 9 (p. 81) you will find all the different evaluation forms (for participants after each section, for participants after the whole workshop, for facilitators).

Please copy those and the registration form for the participants and hand it out.

TO THE YOUNG WOMEN IN AUSTRIA, CYPRUS AND TURKEY

Welcome to the "Young women: Fit for Politics!" handbook!

Worldwide women are on the move. Women change the world and you will be part of this challenging movement. But how will it happen?

The most important step is your determination. Just let the slogan of the international women's movement guide you: "the personal is political!" The way you live, how you think, how confident and energetic you are will both affect your own life and the future of Austria/Cyprus/Turkey.

Make a choice and take your future into your own hands. You will not be alone in this adventure. Just look around you and you will find a lot of allies - friends, teachers, family members, books, etc. The starting point will be to identify the limits you might have set yourself from within.

Explore your inner-self; gather strength and confidence to realize your potential.

You are the pilot of your life; let's take the journey to the future!

First you have to pack your bags - what skills will you need to be fit for politics? Which capacities will help you to be an active part of your society?



2. ICEBREAKERS AND WARM-UPS

Before starting the first workshop sessions you should make some warm-ups and/or icebreakers. This will help all the participants to feel comfortable in the group and to get to know each other, to create a team atmosphere and to be in the mood for taking part in the workshop with freer, open minds. But also in between, after lunch or in a hot room, even a well motivated class can need a wake-up.

2.1 Exercise – Point and Turn

Exercise Objectives

To develop personal power and awareness. How far can I go, where do I experience limits and who defines limits?

Methodology

TIME: 10 minutes

1. Find a place to stand where you can swing your arms without hitting anyone or anything. In this exercise, your legs are fixed to where you are standing and you can only move your upper body. Stand in a neutral position.
2. Lift your right arm, point it in front of you and turn right (left handed people lift left arm and turn left). Go as far as you can and remember how far you got, and then return to the neutral position. Now close your eyes. Just in your mind, just in your imagination (DON'T MOVE!) lift your arm again, point, turn and go a bit further than before. Return to the neutral position. Stay still in your mind, lift, point, turn and imagine you are making a full circle, 360°. Return to the neutral position. The third and last time, lift, point, turn and imagine you are turning and turning, like a cartoon figure. Then, in your imagination, slowly return to a neutral position. Now open your eyes and use your body again, lift your arm, point and turn as far as you get.

Feedback

Nearly everybody gets further the second time.

Possible Discussion points:

What do you think of the exercise?

What does it mean to you on a personal level and what could it mean for the workshop?

2.2 EXERCISE – WOOL BALL

Exercise Objectives

This is a good exercise for the participants to get to know each other and to feel team atmosphere. The participants should learn how to introduce themselves in front of a group.

Methodology

NEEDS: wool-ball

All participants are sitting in a circle. Give a woolen ball to one of the participants. She will take the ball in one hand, tell her name, age and what she expects from the workshop and then throw the ball to any other participant. At the end all participants will be connected through the wool; they created a net amongst themselves and had the chance to find out some things about the other participants.

2.3 EXERCISE – PERSONALITY MAP

Methodology

The participants should try to describe themselves physically as a landscape or a weather report. Everybody should take about 5 minutes to think about this and make some notes individually. Encourage the participants to really think honestly about themselves. After a few minutes some women should start to tell or read out how they would describe themselves. The others have to guess what it is.

Feedback

Is this method more honest, more open or less helpful than using standard character labels? Does it help to build bridges between oneself and the others?

2.4 EXERCISE – BANG YOUR DRUM!

Methodology

Teenagers rarely get the chance to let off steam! This exercise encourages participants to start a session by first releasing any tension or stress.

1. Tell the participants to sit in a circle and loudly and rhythmically tap on their knees; this is to help lose the feeling of self-consciousness.
2. Then, one by one, going around the circle: each participant has the opportunity to shout something out loud in their lives that really makes them angry, sad or frustrated.
For example: Homework!! Cleaning-up!! Fighting!! Give each person time to come up with a real answer, making sure that the knee-tapping continues between answers.
3. At the end, have the participants end the exercise by clapping and cheering.

2.5 EXERCISE – BACK TO BACK

Methodology

The participants divide into pairs and stand back-to-back, leaning against each other. Never breaking back contact tell them to walk their way down to the floor, so they are now sitting back to back. Then without using their hands they walk their way back up again to the position they started with.

2.6 EXERCISE – RHYTHM DIALOGUE

Methodology

Divide the participants into two teams, each with a leader. One leader thinks of a rhythm, body movement, clapping, stamping feet, etc. and the rest of her team repeats it 3 times. The other team's leader responds by coming up with a rhythm, which her team then repeats 3 times. There should be a continuous back and forth between the two teams, just as in a dialogue. The leaders can be changed at any time during the activity

2.7 EXERCISE – TAXI AND AUTOBUS

Methodology

The participants divide into pairs. They stand one behind the other. The first one, the "taxi", has to close her eyes and cross her arms in front of her chest. The second person is the "driver" she gives signals to the "taxi": claps on the head means forward, touching the left shoulder means left, touching the right, right. Touching the back means that the taxi has to go back. The participants should drive like this for a few minutes, in the end the driver should park her taxi.

Variation: a more difficult version of this exercise is the bus: The participants should form groups of 4 to 6 persons and form a line. The first one closes her eyes and crosses her arms in front of the chest. The others put their hands on the shoulders of the person in front of them. The last one is the "driver". She gives the same signals as mentioned above and the others have to give the signals from one to the other to the women in front.



TO START THE WORKSHOP

WORKSHEET – THE SUITCASE

Exercise Objectives

Brainstorm and try to find out necessary and important skills for being a leader, which capacities are useful for active citizens, what would they need to reach their goals, to participate in the social, political and economical life of their societies?

Methodology

NEEDS: poster, pens

TIME: 20 - 30 minutes

Put a poster – if possible in the form of a suitcase – on the wall. Each participant should write down what she thinks would be an important skill. In the end discuss the written skills with them and try to “finalize” the list.

List of skills:

COMMUNICATION SKILLS

KNOWING MY SELF WORTH

SELF CONFIDENCE

ANALYTICAL THINKING

GATHERING INFORMATION

NETWORKING NATIONAL AND INTERNATIONAL

PROBLEM SOLVING

TEAM WORKING

DETERMINATION

PLANNING

POSITION TAKING

COURAGE/BRAVE

PLANNING

INDEPENDENT THINKING

3. IDENTITY AND ORIENTATION

Chapter Overview: To know and understand ourselves and to consider our social and personal identities is the key to be an active part of our societies. Worldwide women are on the move: speaking up, claiming their rights, getting an education, building careers and earning money. When women's talents and energies are liberated, women and societies tend to change. You, the young women of today, can be a part of this challenging movement. What you think, how you live, how confident and energetic you are can help to reshape the world. The first step to participate actively in your society is to know who you are and what you want.

What is identity?

Our identities are shaped from the very first minute we are born and are profoundly moulded by the society we are born into. Our identity is strongly linked with family or socially defined roles. Sometimes there are unspoken expectations on individuals and they find themselves in a role they did not choose, such as the expectation to take up a particular livelihood or to have a certain number of children.

In societies where these expectations are very strong, the individuals are often powerless to change the definitions of their own roles, even when they are harmful. The opposite is true too: in societies where expectations are weaker, individuals develop their roles themselves and become more resistant to harmful identities.

So, history teaches us that identity, the desire to recognise ourselves according to our own criteria is a human ideal, part of our 'being'. This step is the crucial step on which all empowerment and leadership is based – the belief that each individual matters and is worth something.

I am what I am

You may already have a clear identity for yourself or you are just realising who and what you are. In the history of mankind, the idea of having a personal identity is a fairly new one. But time has left us stories and fragments of information from all over the world, pointing to the struggles of individuals to be their own person. Stories of great courage from paupers to princess have taught us that true heroism does not depend on social status, or outside factors but rather in acknowledging our inner-self: to identify ourselves.

This program enables you to explore your inner self, to learn new skills and to be prepared for your future. You will be one of those women who as leaders and managers in the future can tackle problems actively, find positive solutions, enrich lives and create a new space beyond the politics of the past.

Our identity will usually define our expectations, our roles and activities in life. Women in particular are exposed to very strong expectations, individuals feel powerless to resist them, even if they are harmful. That is why it is important to define our own identities and direction we take in life. Women have a great deal to offer, and we must bring our talents and energies into the public spheres if we want things to change. The first step is to imagine a better way and believe in it. We have to lead ourselves first before we can begin to lead others.

3.1 YOUNG WOMEN AND CITIZENSHIP

As the world becomes increasingly interconnected, the issues impacting on citizenship are becoming more and more pervasive and urgent. Citizenship does not just happen naturally in response to increased public space or political opportunity. Citizenship is more than voting or fulfilling public obligations. It is not only choosing officials and using the system. Citizenship involves making and shaping the system's structures and rules.

*"Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action - you can change the world". (Joel A. Baker)*

Without gender equality - a process involving both men and women - there is no democracy.

Political participation is a fundamental right for every woman. The right of every woman to participate in the affairs of her country is also affirmed by the Charter on Human and People's Rights and the Convention on the Elimination of All Forms of Discrimination Against Women ([CEDAW](#)).

In order to create a new generation of women leaders to act as the role models and mentors of the future, young women must be encouraged to involve themselves in politics from a younger age.

Perhaps the single most important rationale for linking democracy and gender is that women effectively constitute half the world's population. The argument for linking gender and democracy is that in a democracy the points of view of the different groups involved must be taken into account in formulating any decision or carrying forward any strategy. Democracy must be inclusive of the opinions and perceptions of women as well as men.

Traditionally politics has been considered predominantly a male activity, specific to the "public sphere", and therefore not necessarily women-friendly. Even today, many women remain confined to the private, domestic sphere. Some are limited by practical constraints, such as childcare and housework. Others are limited by their society and family deeming politics to be an unacceptable activity for women to become involved with - sometimes, women are simply not given the encouragement they need when they begin to show an interest in politics. Women's interests were continually devalued as personal and non-political. Issues such as how to achieve a fairer division of household labour, securing women from domestic violence, tackling sexist behaviour or the treatment of women as sex objects were not considered as political.

3.2 EXERCISE - DAY DREAMING (PART 1) AND TUNING THE RADIO (PART 2)

Exercise Objectives

Only when girls and women are free to decide for themselves who they want to be (identity) and how they want to live (orientation) they can really be free to bring their full force into the public arena for the benefit of all. This activity asks you to imagine your future as you want it to be. This is the first step in all empowerment. And remember: there is no wrong or right answer!

Methodology

NEEDS: Writing materials

TIME: 20 to 30 minutes each part

Part 1: Ask the participants to picture a perfect day, one they could imagine living over and over again for the rest of their life, in their mind. They can imagine themselves at any age and in any place and they can of course do anything. Ask the participants to describe this day in writing, in one or two pages. They should describe how they would start the day, how they will feel in

the morning. Tell them to mention with whom else they would share the day with and where they would go or how they would eat, etc. After 10 or 15 minutes, a few participants should read their perfect day dream aloud.

Part 2: Ask the participants to reconsider their 'perfect day' and take out the things that they can really do without. (For example, gold palaces or parties every night!). They should decide what they would prefer to keep in the day, but are not really essential. (For example, to live in a big house, but it would be okay if you lived in small one too.)

These are the goals in life that we set they absolutely must have in their perfect day and write those things down in a separate list. (For example, any perfect day for them would definitely include a great job and lots of friends). These are the ingredients of our identities and orientation.

Feedback

Defining identities is not a once-and-for-all decision. Many factors and events change our outlook and circumstances. In fact, working out who we want to be is similar to tuning a radio to a radio station. We turn the dial this way a bit, then that way a bit until we get a good sound.

- *Are there any surprises for you doing this exercise?*
- *Can these perfect days act as maps or visions for your futures?*
- *What barriers stand in the way of making your dreams come true?*

3.3 EXERCISE - WHAT IS GENDER?

Exercise Objectives

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

Methodology

TIME: 30 minutes

NEEDS: writing materials, flipchart

1. Participants go into pairs and identify the personal characteristics, capacities, social roles and categories (attributes) with which they are identified. They can use adjectives (like "I am responsible, I am chaotic, I am dominant, I am emotional etc.) or attitudes (like "to let oneself go", "to care for the others and less for myself", "to not be able to live alone", "to talk in a loud voice", "to dominate a conversation", etc.) and social categories (like physical appearance, social class, age, ethnic background, sexual orientation, race, disabilities, religion).

2. The facilitator makes three columns on a large sheet of paper. Label the first column "Female" and the third one "Male" and leave the one in the middle blank. After 10 minutes each pair has to present each other with the characteristics that they have just identified. The group has to decide if the characteristics are male or female or both. Once a list with male and female characteristics is finished, fill in more male or female characteristics that are missing.

3. Now reverse the headings of the first and third columns by writing male above the first column and female above the third column. Working down the list,

discuss whether women can exhibit the characteristics and behaviours attributed to males and vice versa. Those attributes, which are unchangeable and usually not considered, should be in the middle column.

Generally, in the non-changeable list you will find "sex" or to be a "woman" or "man".

4. Mark the characteristics of social categories like ethnicity, religion, sexual orientation, social class, age etc. and discuss the way in which these categories could be changed.

It is very important to emphasise that biological sex is not the only "unchangeable" category. For example, for young women, discussion of the category "age" is very interesting, because although age changes, it is also fixed in determined moments. *What does it mean to be a "young woman"?*

Male (Female)	Not changeable	Female (Male)
Dominate others exercise power educated responsible violent	Sex	Caregiver to let oneself go educated responsible solidarity
Middle class Age Religion Origin	Middle class Age Religion Origin	Middle Class Age Religion Origin

Make sure that all words that belong to the middle column are discussed as openly as possible, especially the category "sex".

5. Discuss whether you really exchange what was categorized as exchangeable.

For the facilitator:

It is very important to learn that these behaviours can be changed in theory. It is important to make them keep this in mind to enable them to work towards change, but that they should realise that although it works in theory, power relations often don't allow this. We have to learn that our identity is related to pre determined behaviour patterns and that these patterns emerge because we biologically are a woman or a man! These are the power relations!

Feedback

Explain that sex is a genetic and biological category while gender refers to social/cultural ideas and expected roles for women and men in society. Because of this, the content of gender can vary across cultures and societies.

Point out that even though the social roles of women and men vary from culture to culture, we can see that women are always subordinates to men. Explain that because of this, "gender" refers to the gendered POWER RELATIONS that result due to the difference in gender.

Point out that people often associate sex with gender or vice-versa so that they list the same words under sex and gender; the word 'gender' is also often used in the wrong context instead of 'sex' (for example, when people are asked to write their gender instead of their sex on forms).

3.4 EXERCISE – SCULPTURE OR STATUE

Exercise Objectives

This is an exercise for pairs. You can sculpt your partner and your partner can move you. Think of important persons, movements, etc. which are important for your life and also the life of your partner. Who and what is important for your identity? Who and what helps or also blocks you from reaching your goals?

Methodology

TIME: 10 to 20 minutes

1. Divide into pairs. One participant is the sculptor, the other is the statue.
2. The sculptor moves the statue from position to position that she wants, moving arms, legs, and held until she is satisfied. The statue may respond to the movements if she wishes. Then reverse roles.
3. Have everybody sculpt themselves: moving, stretching, bending and rolling until you have a pose you are satisfied with.

Feedback

- *Who are the sculptures in your life? Who decides who you become? (family, teachers, friends, a god, the geography etc.)*
- *Are there any limits to sculpturing? Do you have any control over who you are? (physical limits, resistance, imagination, flexibility etc.)*
- *Are there different 'rules' for 'sculpting' men and women in your society?*

3.5 EXERCISE – LIFE PLANNING

Exercise Objectives

A vision, dream, ideal or ambition, are all signposts for our own decision making. Having a goal to aspire sharpens our determination for action and success. Preparation in advance prevents poor choices.

Methodology

TIME: 20-30 minutes

NEEDS: Worksheet "Life Planning", writing materials

The participants take the worksheet below and complete it.

Where will you be in 1 month, 7 years, 1 year etc.? What are your goals and what is the next step to reach this goal?

At the end, the participants compare with the others and discuss the goals they have.

Feedback

Knowing your goals and how you can achieve it step by step helps you a lot in achieving what you want to achieve in life. Life planning, in terms of your education, job, family etc. as well as considering your dreams, friends, etc. is important for your future.

Possible discussion points:

- *Where are the differences in your planning?*
- *What is good about the plans of your neighbour?*
- *Where aren't you sure how to manage it?*
- *Fill out this form at the end of the workshop again – are there some changes?*

3.6 WORKSHEET - LIFE PLANNING

Time	Goal	Next Step
1 week		
3 months		
1 year		
7 years		
50 th Birthday		
Education		
Travel		
Public Life		
Career		
Marriage		
Children		

3.7 EXERCISE - TWO WOMEN

Exercise objectives

To gain an understanding of women's changing role in society and what remains unchanged.

Methodology

TIME: 15 minutes

NEEDS: Flip chart

1. Ask the participants to describe two typical women: one with a traditional background and one modern woman. The participants should give these 2 women typical names.
2. The facilitator writes the names of the two women on a board and asks the participants to describe the traditional woman in terms of: level of education, what her responsibilities are at home, what her responsibilities are outside of her home.

Traditional woman (for example): She does not have a university degree / She does not work / At home she takes care of the children and her husband / She does the house work: washing, ironing, cooking, cleaning / She is in touch with the kids' school teachers and follows their education / She is in touch with the relatives and manages the family relations / She is in touch with the neighbors and manages the relations / She does the grocery shopping / She decides where the family goes for holidays

Modern woman (for example): She has a university degree, speaks 3 languages / She works full time in an office / She works as a volunteer in an NGO / She likes to go to the cinema, theatre, concerts / She goes to the gym and the beauty salon / At home she takes care of the children and her husband / She does most of the house work: washing, ironing, cooking, cleaning / She makes sure that the helping lady does the rest of the house work properly / She is in touch with the kids' school teachers and follows their education / She is in touch with the relatives and manages the family relations / She is in touch with friends and manages the relations / She does the grocery shopping or tells her husband what needs to be bought / She decides where the family goes for holidays and makes all the necessary bookings.

Feedback

Possible discussion points:

- *Modern women are liberated from their traditional roles, or are they not?*
- *As they are assuming new roles outside of the home, how are they making the time for them?*
- *Are they leaving prior responsibilities, or are they taking time from personal time to accomplish more and more of the expectations?*

3.8 EXERCISE - 10 STEPS

Exercise Objectives

It is important to learn how to plan our goals systematically. Even if one of your goals, plans, and dreams sounds a bit unachievable, try to identify the steps to reach it!

Methodology

TIME: 20 minutes

NEEDS: flipchart

1. Participants form groups, either pairs or groups of about 4 people.
2. Write the goals below on the flipchart and ask the participants to think of the 10 (or less) steps to reach it:

- to become the first president of Austria/Turkey/Cyprus
- to achieve the closing of all European nuclear power plants
- to write a best-seller
- to thieve a really valuable pearl necklace from the national museum

Feedback

- *Did you have problems identifying the 10 steps to reach your goal? What was difficult?*
- *Why is it so important to plan goals in such a detailed way?*

For your future goals and plans try to make your step by step list and you will see that it is easier to see whether and how you will reach your goal.

3.9 EXERCISE – IDENTITY LABELS

Exercise Objectives

This exercise helps you to reflect your own identity and will also empower you to develop values of your identity. The identity of young women is determined by various aspects. This exercise can be played at the beginning of the workshop; it is good to get to know each other better.

Methodology

TIME: 15 minutes

NEEDS: pen and post its

1. Everybody lists "identity labels", using expressions that determine how participants would identify themselves. 2. All walk around and stick their labels on each others back.
3. Make a circle, one by one goes in the middle and reads her label out loud.
4. The participants have to explain how they feel to be identified in this way and the person, who wrote the identity label, can explain what she feels about this identity.

Feedback

Everybody is defined and identified by such "identity labels". Often it is a very easy definition like blond, glasses, people who have long hair, people who work in an NGO, etc. But in fact it is much more than that.

- *How do you feel with your identity? What do you like and dislike? Think of identity labels*



4. PUBLIC SPEAKING

Chapter Overview:

In this chapter

You learn rhetoric skills → to present your point of view in front of an audience.

You get to try out a new method of communication: This communication takes place in public and follows a formal set of rules → to enhance your abilities to take part in a public discussion.

You learn how to discover your own point of view and good arguments → to be fit for argumentation

You learn how to argue and debate → to be ready for the political and public contexts of communication.

What is "Public Speaking"?

Communication is a basic skill as we are faced with situations where we discuss and argue on a daily basis. Through verbal communication we find common interests enabling problems to be solved. However the level of communication changes when the issues refer to a public interest or problem, rather than to a private issue. In order to constructively argue in a situation where there are public conflicts of interest, different skills of communication are required than for example, an informal discussion with a friend about where to go out. For this reason we will focus on "public speaking".

We define "public speaking" in the following sense:

- ◇ it includes both: speech of one person, discussion and debate of a group of persons
- ◇ it requires thinking and talking about political and social issues in a certain way
- ◇ you do not need a big audience to do 'public speaking'

Taking responsibility for common problems and finding the best solution within a group are basic skills for discussion, debating and communication in the processes of civil societies. When a group of people have the same ideas about what to do and how to solve a problem there are no conflicts of interest. There is no need for discussion. However, as soon as we are faced with a variety of opinions about where to go or the best approach to a problem, we are forced to discuss. In a discussion different opinions are presented. Therefore, we are required to go through a phase to recognize that people have different point of views. The aim of a discussion (and debate) is to find out, what the best solution is. *How can everybody's needs be respected? What is the common interest? What is the best thing to do?*

The results of a discussion can be different:

- ◇ a compromise
(everybody took a step towards the position of the other. The group agreed on a common solution and is aware of the step for action)
- ◇ a consensus
(the group found a solution that suits everybody. The group agreed and is aware of the step for action)
- ◇ a clarified difference
(the group found out about different interests. The group did not agree and cannot create a step of action together)

What can happen in a process of discussion?

1. Someone convinces the other, "Yes, your argument is right. It is stronger than the arguments I had thought about before".
2. The group finds out that there was no difference in opinion or that there are fewer differences than what there initially appeared to be. "We started with a pro and contra set of arguments but when viewing the

issue more closely, we have the same opinion or, at least we know that we agree on most points. We now see that we only think differently when discussing the details of the issue."

3. The group finds out that the issue in question has to be changed "We started to discuss about x, but regarding our interests, we need to talk about y."

In both contexts, in private and in political / public life, these processes and results of discussion are virtually the same. A discussion is more "free" – for example who talks when. A debate has regulations in terms of the content (you start with a pro and contra argument) and in terms of the organization (who talks when).

As political decision making is often about the question, whether a proposed action should be done or not, debating is the adequate exercise.

Debating is not about who wins but about dealing with different opinions.

Different opinions are no reason to start arguing. We have to see it as part of a team-process which includes dealing with different attitudes and views of individuals. Civil society and peace are built upon dialogue and commitments that are made between human beings, through verbal communication. We do a "rhetorical education" which has at its basis the idea that rhetoric is not about convincing other people, but about discovering similarities and the identification of similar ideas.

To sum up, our aim is to find the best solution in any given problem. Structured and constructive discussions are not about beating the other, but to understand the problem better. This will ease the decision making process as well as increase its quality.

The requirements for speaking in public are:

- ◇ being ready to take responsibility for public / political issues by taking part in the discussion
- ◇ knowing that you have something to say and that your voice should be heard.
- ◇ speaking up and representing a certain opinion.
- ◇ taking a position. This means, although you might have an unclear opinion about something, for a discussion it might be useful to think of the arguments as either "pro" or "contra" to finally clarify the issue. In public speaking this will enable the others to follow you.
- ◇ presenting your arguments in a way that the others (audience, public) can understand
- ◇ finding the arguments which are strong in a public discussion (they may be different to the arguments which you would find valid or strong while talking to your friend)

A Speech in front of an audience

Oral communication functions in a different way than written communication. A speech is much more interesting if it is NOT just a reading-out of written words. Your audience can follow you much easier and understand you better if you speak as if you would be telling a story. Therefore, the best way is to have notes which structure and support your speech.

Keep in mind that your audience is listening to something they might never have thought of before!

Every speech is structured into three parts:

Introduction	Body	Conclusion
<i>The intro of a speech is like welcoming a person you know.</i>	The KISS-rule: Keep It Short and Simple!	<i>EAR -Catcher in the end!</i>
<ul style="list-style-type: none"> ◇ Which first sentence can catch the interest of the audience? ◇ raise awareness ◇ establish contact with the audience ◇ introduce the situation and issue 	<ul style="list-style-type: none"> ◇ Think of your audience! It all depends on what reaches them, not so much on what you say. <p>Therefore it is important,</p> <ul style="list-style-type: none"> ◇ that they can follow your notion <p>For yourself it might be helpful to focus on, that the whole speech feels more like a dialogue where you have a partner, who is listening to you and shows you that he/she understood what you were saying. It is people you are talking to! No wall. No abyss. No hungry lions.</p>	<ul style="list-style-type: none"> ◇ What will the last sentence be? ◇ How can this sharing get a „catchy“ punch line? ◇ good to refer to the beginning? ◇ Do you want to end with an appeal? ◇ Do you want to present an outlook?

The most important factors in the preparation of a speech are:

- Decide the order.
What is the best way and order to tell the story?
- Make it visible.
Is it possible to include examples and comparisons?
How can you use: body and hand movements, reference to the room and the situation as illustrations (for example to show proportions, you could say a sentence like „if 5 of you would leave the room, this would amount to x percent“)?
- Take your time.
When you are nervous, you often just want to get over a situation as fast as possible. This is normal. However if you are on the podium you want to raise interest for what you are saying. Therefore, you have to give the audience time to think and reflect. Take a sip of water, breathe deeply. Then continue. Your audience will thank you for that!
- Rehearse.
speak out loudly for yourself what you will present at home. Go through the “performance” of the speech. You will be more relaxed and accustomed to what you will say in the speech. This will enable you to concentrate more on “getting your message across”, leading the audience to understand your message better.

4.1 COMMUNICATION AND ARGUING IN A DEBATE

“It is important to be seen and heard by others because of the fact that everybody sees and hears from a different position.”
Hannah Arendt, philosopher (1896 - 1975)

What is the difference between a discussion and a debate? In a discussion the issue in question is often unclear and if it is clear it does not need to be reduced to a pro or a contra set of arguments. Also the organization of “turns” – who speaks and how long – is informal. In a discussion a group organizes who speaks

and whose opinion is heard in an informal way. A debate is a certain setting for a discussion in public. There are three things defined in this format:

- ◇ the issue which is in question has been formulated
- ◇ the time of the speakers is fixed
- ◇ the representation of opponents

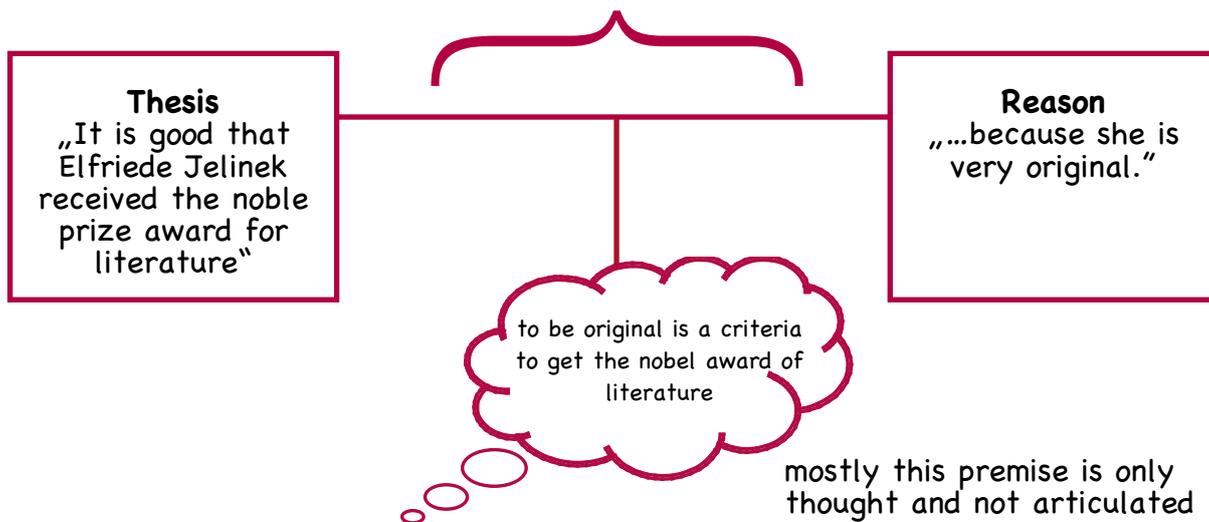
It is especially the Anglo-American tradition that cultivates debating. We will however follow a modified version, inspired by the German "Jugend Debattiert"-programm, which focuses on the basic skills and the development of the individuals in debates. We want to underline, that our goal is not to learn how to beat ('convince') the others successfully, but we see success in cooperative discussion ('being open to being convinced'). Arguing, debating, public speaking are means to find better solutions.

Therefore, a skill is not only how to present yourself and speak in public, but also to be open minded: to allow yourself to be convinced and dare to change your opinion, if you hear more valid arguments.

4.2 ARGUMENTATION THROUGH GOOD REASONING?

In a discussion or a debate we try to make our point of view clear and argue our opinion by stating reasons. "I think....because". We rely on what we think the other person will accept as a reason. This is the structure of arguments:

→ this is valid for the involved persons



But what is a good reason? What are the reasons you can use in public speaking?

The first answer is: the involved persons decide what is valid and what a good reason is.

4.3 GENDER AND ORAL COMMUNICATION

Since the 1970's it has been of great interest for researchers to see whether men and women have a different way of communication, especially through speech. The theses of Robin Lakoff (1975), which are not based on empirical research but rather on introspection, are quite stable in the common prejudices; women are found to use more markers of blurred information, like "anyhow", "I would think so". We know now that every observation has to be set in the relevant context: the cultural context, the particular situation and the function of the chosen communication act and behavior. A hypothesis of the following research was that gender-communication styles express different aims: men would be more likely to favour competition and force their interests whereas

women would be more orientated to co-operate. This was justified by more 'active listening' comments of women, and more interruptions by men. Again the hypothesis of male dominant talk-interruptions can not be supported, as more sophisticated research found out.

Since the 1970's the research in "gender and verbal communication" came up with different hypotheses. Here are the summaries of them:

- **Hypothesis of lack of competence** (for example. women are more polite and do not show dominant behavior when communicating such as interrupting. The conclusion for a women-rhetoric curriculum would be: to train women to speak and behave like men)
- **Hypothesis- of difference** (for example. women have more interest in cooperation than in competition. The conclusion for a women-rhetoric curriculum would be: to strengthen and give confidence to women in their way of problem solving)
- **Hypothesis of styles / registers** (behavior is not linked to sex, but may be typical for genders due to social structures. In general there is a repertoire of behavior, which men and women can choose. The conclusion for a women-rhetoric-curriculum would be: practice flexibility in behavior and estimation of situations)
- **Hypothesis- of doing-gender** (in social interaction the partners define for each person their roles in the situation through attribution and presenting: The conclusion for a women-rhetoric curriculum: same as in registers and estimation, when gender becomes a relevant category)

After all, we have to ask: Is the gender aspect in communication relevant for making "young women fit for politics"?

Very often we might have situations in which the gender aspect is not in the foreground, but other aspects of social roles, for example. Being a daughter, being a student. Therefore for us the main focus will be on dealing with a certain situation and in standing up for your own interests or the interests you are representing. This could be for example. Speaking as a representative of the students to the authority of the university.

However there are situations when the gender aspect in communication becomes relevant. If this is the fact, it is not only defined by the acting person (you, when you are speaking), but also by the involved communication partners (if it is relevant for the audience, that you are a woman). For example, if you are speaking to a professor, who will not take a girl's opinion seriously.

The researchers cannot say "this is the female-style" and this is the "male style" of communication anymore. However in every culture we have styles which are linked with powerful persons and powerless persons. We also have different styles for public and private situations. The intention of the chapter "Public Speaking" refers mostly to the hypothesis of "registers / styles of behavior". In our context we want to make the connection of the three attributes stronger: the female who is speaking, public-speaking, powerful-speaking. We want to expand the repertoire girls can use in communication.

Every woman has her personal experiences in her biography of communication, including her personal potential and strength. We start with this individual reflection.

What is important to keep in mind is how others perceive your method of speaking. For this it is essential to establish a good "feedback"-community in the workshop.

The debating exercise² is especially important for public speaking as it enforces the speakers to act as representatives of opinions. Our experience shows, that especially girls are not used to "speak up" and don't feel comfortable in a situation where they have to represent and discuss public values. The formal setting of debating will help to experience and develop these skills.

4.4 EXERCISE - YOUR POTENTIALS OF COMMUNICATION

Exercise Objectives

Seeing your own potentials and defining what you want to learn. Coaching and supporting each other.

Methodology

TIME: 10-20 min

NEEDS: Worksheet "Potentials of Communication", writing materials

The participants form pairs and work together on the potential-sheet for each person. For every situation they should find communication abilities, which they either possess or where they want to extend their potentials.

Feedback

How was it to work with someone else on your potentials?

Did you find similarities or differences?

How did you make the decision in the very beginning on how to "work together"?
The participants should take the worksheet at the end of the workshop to see, if something has changed for them.



Worksheet – Potentials of Communication

Situation	I am good in...	I should strengthen my potential in...	I can work on this by...
talk with a friend			
talk with a stranger			
talk with a person of authority			
discussion in groups			
conflict situations			
in front of an audience			

4.5 EXERCISE – THE STAIRWAY TO THE EXCELLENT SPEAKER

Exercise Objectives

Seeing your own potentials in public speaking and defining what you want to learn.

Methodology

TIME: 30 min.

NEEDS: Worksheet "Stairway to the Excellent Speaker", pens

The participants should take the working sheet "Stairway to the Excellent Speaker" and a pencil and start to work individually. They have to listen to the questions and instructions of the facilitator.

When it is time to write, participants start with the field "Me..."

Instruction for the facilitator:

1. This exercise allows you to work on strategies to become a better speaker. You will need your memory and your imagination. Close your eyes and relax.

Concentrate on your breathing and on yourself – the others are in the room – but it is alright. You can now work independently. Remember a situation, when you were a good speaker.

- a. Which situation was it? (pause – people need time) What made you feel so good about it? Why was it successful?
(pause)
- b. How did you feel? Attempt to see if your body remembers the emotion
(pause)
- c. Now reflect and from your memory see yourself from the perspective of the audience / or communication partners: How did you speak, move, how was your voice and your feeling towards the situation?

open your eyes, write it down:

- write down a keyword for the situation
(pause, until everyone is finished)
- write down three words for the emotion you had
(pause)
- write down a description of how you spoke, moved. How was the sound of your voice and the way you spoke? How was your contact to the others?

2. We continue with the field "woman". You can close your eyes or have them open, whatever makes you feel more comfortable. Additionally, you decide for yourself, when you want to write down your memories.

Take a minute to remember a woman, who you thought was / is a very good speaker. It can be a speaker in front of an audience, a teacher, a TV discussion,...

Remember a situation when you felt admiration for this person.

- a. Where did you see her? – Who was this person?
- b. What did you like about her?
- c. How would you describe her personality / character by having this situation in mind?
- d. What did she create with her words, voice, way of speaking, body movement, level of commitment to her speech, and in relation to the audience?

3. We now come to the third part of the exercise, the part where you can define your own strategy. In your mind you have seen your own potentials and a role model.

Think of three steps to become more like your role model. What would you have to learn and do? Write it down! (do not write 'negative steps, for example. : "I

may not be...." and "I should quit to ..." and try to find a positive attribute, like "I may allow myself ..." "I should start to...")

Thank you very much for the concentration you have invested now!
You visualized a lot in your memory – now we will visualize your future-steps!
Take your sheet of paper and fold it on each of the vertical lines. Make your stairway.

Feedback

Was it easy to remember the situation concerning yourself? How was it to experience this memory? Share the experience if you like.

Possible discussion points:

Was it easy to find a role model as a speaker? Who is your role model?

Was it easy to define steps for yourself? Share the steps if you like.

As you have the stairway in your hands now – what makes it to think about?

What is a good public speaker? What abilities does she have? What can be learned and what is simply talent?



4.7 EXERCISE – GIVING FEEDBACK

„I don't know what I said, until I got the answer of my counterpart.“
(Paul Watzlawick)

Exercise Objectives

Analyse the subjective impressions. If you were presenting something, holding a speech etc., it only matters what actually reached the audience. The information you receive about that, the feedback your audience gives you during your speech is quite scarce – sometimes a listener will give a friendly nod in your direction, and you can interpret this as: „Ok, it is interesting for her, she understood what I meant“. If anyone yawns, it could mean that he/she is bored, but could also mean that he/she is just tired.

That's why the receiving of feedback is so important for the person on the podium. The aim is to get a response from the audience on how you came across.

Methodology

Categories of the individual style of "coming across".

TIME: 20 minutes

NEEDS: worksheet "Giving Feedback"

1. Take 5 minutes to read the sheet "Giving feedback"
2. Discuss briefly the sense of giving feedback.
3. Look at the individual style of "coming across"

- i. General structure and logic: Could you follow everything? Was it understandable? Intro-Body-Conclusion: what was what? Was the aim clear? Did the introduction really introduce you to the lecture? Was there a punch line in the conclusion?
- ii. Visual parts: body expression, use of props and room. Eye contact to the audience? Facial expressions? Movements?
- iii. Words and sentences: complicated? simple? exact and enough?
- iv. Voice and speech: intonation – monotonous or changing? pauses? low or loud? speed?

For the facilitator:

I am going to hold a speech and you will give me feedback. This will aid me in becoming a better speaker.

- we will split into four groups. Who wants to focus on category a ,b, c, d?

The facilitator presents a one minute speech, about xxx"

- [take a funny subject]
- go through the categories and make sure you receive proper feedback for each category"

Note:

If there is enough time: do the feedback and individual style of coming across after the "one and a half minute speech". Take the time for each person; this is This is a very important experience for each participant.

Feedback

- *What was a new observation for you? What had you been aware of already?*
- *How relevant is the individual personality in your observation?*
- *What can you imagine is the very special talent and capability that can make your presentations unique?*

4.8. Worksheet - Feedback

Giving good feedback has to be learned too! There are some rules for constructive feedback. Feedback only makes sense if it is expressed in a positive and encouraging way.

- 1.) Formulate feedback in a way enabling the addressee to accept it.
- 2.) Feedback is subjective and should be expressed as such (I think..., for me, ...)
- 3.) Many different people should give feedback because this is what happens in an audience as there are different personalities. Some might like something, which others completely dislike. However if nearly everyone had difficulties hearing you, you know that you were talking too quietly in accordance to the size of the room.
- 4.) Feedback should not be about expressing assumptions about the speaker's psyche ("it seems you have been afraid" "I assume this was embarrassing for you" ...)
- 5.) It should rather state facts and how the speech and appearance were from your own perspective. ("You did not look toward me. Therefore, I did not feel addressed. In the end the effect was that I did not catch your point.")
- 6.) The more concrete the information is, the more effective the feedback can be.
E.g., a speaker can keep in mind that next time she should not knock on the lectern with her fingers all the time. This will however only be effective if she receives exactly this information (maybe you could not knock the lectern next time). If she only receives the feedback "you were agitated" she will not know what she should change concretely.
- 7.) Talk directly to the speaker and not to the facilitator, when giving feedback to her.

4.9 EXERCISE – MY OPINION IS... – A 1 1/2 MINUTE'S SPEECH

Exercise Objectives

This exercise is to prepare a speech in front of the audience in limited time. The objective is to have a clear statement by the end, speaking freely and spontaneously and giving and receiving of feedback from the various categories.

Methodology

TIME: 5 minutes preparation-time, 4 minutes for each person

NEEDS: writing materials

Preparation:

Participants should think of a film, an event, concert etc. and prepare for one minute.

Tell them:

- ◇ Take notes if needed, but remember: the aim is to speak freely
- ◇ How can you re-tell the event, the plot and your opinion about it in a good way (having the 1 1/2 minutes in mind)?
- ◇ Be clear about what your point in the end of the speech will be: Did you like the film? Do you think everybody should see it? Are you angry about the amount of money, which was wasted in making a film like this? Create a clear statement.

Action:

- ◇ The first person start
- ◇ Exactly 1 1/2 minutes to speak for each [*the facilitator says the time*]
- ◇ Applause after every speaker!

For the facilitator:

Reflection:

The facilitator has to ask the speaker directly after the presentation: How are you? Are you satisfied with your speech? Was it how you imagined it to be?

The other participants give their feedback to the speech of the participant (how was the story, was it clear, what was good, what was not so good, etc.)

Variation with a lot of time: Video feedback

If you have enough time and a video camera, it is very useful to give the feedback in the big group right after the presentation and then have them look at the video.

Feedback

- *Is it possible that feedback can harm a person?*
- *Was there something you were surprised of that happened in your own presentation, something you expected to be different?*
- *Was there something you were surprised of when you got the feedback?*
- *Was it easy for you to have your aim in mind – your clear statement in the end, while talking?*
- *Can you give advice to a speaker that you would like to listen to?*

4.10 EXERCISE – COLLECTING REASONS

Exercise Objectives

The objective of this exercise is to find a lot of reasons (arguments) for or against something spontaneously. We train to take a clear position by saying a 'pro' or a 'contra' argument. This shows how different the fields ("topoi") can be, where reasons for something can be found.

Methodology

TIME: 20 min.

NEEDS: ball / stone

The participants stand in a circle. The facilitator asks the question and gives a ball/stone to the person to her right. She has to find a pro - reason then she passes the ball to the girl to her right and she has to find a contra-reason. This continues in this way. The goal is that the ball goes around very fast.

Pro and contras for different issues:

- ◇ **Opinion about daily issues:** "Chocolate-Ice-Cream is good/bad, because..."
- ◇ **Opinion about a known person:** "I like/dislike xxx (for example. the pope, Madonna, a politician of your country, ...), because s/he ..."
- ◇ **Opinion about the actual situation:** "We should/not/do this exercise for the next 20 minutes, because ..."
- ◇ **Opinion about this group:** "We should/not/do the next workshop session on a sailing boat, because ..."
- ◇ **Opinion about a concern of society:** "In our country young women should/not/have the same duty to go to the military, as young men do, because..."

Variations (advanced level):

To articulate the premise you make, the person used / To relate to the premise the person said before / To have two balls going around

For the facilitator:

The "We should /not/ do"- issues are the ones, which have the potential to be discussed in the debate. Make the group aware of this in the feedback-round to prepare the following.

Feedback

- *Did you find it easy to find a "Pro" and "Contra"-Reason?*
- **How do the questions relating to the issues leading to the formulation of our reasons differ?**
- **What are issues and what are situations when is it not productive to think in "pro" and "contra" arguments?**

4.11 EXERCISE - THE WINDOW OF REASONS

Exercise Objectives

The aim is to give weight to different reasons and to be clear about values we are operating with in a discussion. Collect strong and weak reasons for a free speech later.

Methodology

TIME: 20-30 min.

NEEDS: Worksheet "The Window of Reasons", pens

1. The group decides together the "We should/not/do issue" and formulates a question in the group. Take a question and an issue, which you would like to debate about later.
2. The participants take the "Window of Reasons" and write down whatever arguments/reasons come into their minds. They decide if they think that these are strong or weak reasons.
3. Discuss the issues.

Feedback

- Do you think the arguments and reasons are commonly seen as weak or strong?
- What do you think are strong arguments in a public discussion?

Example:

Question: Should smoking in restaurants be forbidden?			
	Pro	Don't know	Contra
strong arguments	smoking harms the passive smokers, public space should be secure		no one should be discriminated against
↑ ↓	other countries already manage	smoking is expensive	the different zones are a good solution already
	the waiter will have less cleaning to do		a lot of restaurants have matches as giveaways- they would not make sense anymore
weak arguments			



4.12. Worksheet - The Window of Reasons

Question:			
strong arguments			
weak arguments			

4.13 EXERCISE - THE-BEST-TO-DO-DEBATE

Exercise Objectives

The aim is to practice a formal situation of speech and hold a point of view, which is either "pro" or "contra" against the opponents. To select strong and weak arguments and to present them in free speech.

Methodology

TIME: 60 min.

NEEDS: worksheets "Criteria for The-Best-to-Do-Debate" and "Window of Reasons", pens

I. Preparing the debate (10 minutes)

1. Find four volunteers to debate: two will be pro, two will be contra
2. Select one volunteer who keeps the time
3. The debate should be pro or contra. Participants can learn a lot by arguing against their own personal opinion.
4. Elicit four consultants for pro / four consultants for contra
Every speaker gets two consultants and together they collect arguments in the "Window of Arguments" (five minutes)
5. The speaker gets five minutes on her own to prepare their introduction statement: place three reasons - this might be enough, find examples
6. The observers receive the sheet "criteria"

(The members of the group depend on how big the working group is)

II. Debate

Setting:

☺ "I am the timekeeper!"

PRO

1

3

CONTRA

2

4

☺☺1 ☺☺2
"We are the consultants"

☺☺3 ☺☺4

☺☺☺☺☺☺☺☺☺☺
"We are the audience and the committee"

- | | | |
|----|---|--------------|
| 1) | introduction statement (each 1,5 minutes) | = 6 minutes |
| 2) | discussion | = 10 minutes |
| 3) | consulting meeting | = 3 minutes |
| 4) | conclusion statement (each 1,5 minutes) | = 5 minutes |

24 minutes

III. Feedback

1. to the debaters:
How did you feel during the debate?

2. to observers and debaters:

What happened to the issue? What did you find out through the debate?

3. to the observers: Please give the debaters individual feedback in regard to the

Criteria:

- 1.) open minded - listening
- 2.) participation in dialogue
- 3.) focus on the issue and discussion

For the facilitator:

Variation for observer's feedback: let the observers give points to each person and each criteria and visualize it (for example. by different items)

Variation if you have a lot of time:

Extend the preparation: give articles and newspapers to read, preparation time for a debate could take up to one week.

Make a video and individual feedback with the "individual style of coming across"

Variation if you have limited time: leave out the consulting teams

Feedback

- *Is it easy or difficult for you to present your point of view?*
- *Did you like the formal situation or did you think that this is not natural?*
- *Who would have convinced you most? Why?*



4.14 WORKSHEET - CRITERIA FOR THE "THE-BEST-TO-DO-DEBATE"

Use these criteria as guidelines to give the debaters feedback: The objective of the debate is to find the best solution for a problem and to understand the problem/issue better. It is not about fighting or beating the others. Though we have pro and contra positions the aim is to show good teamwork through this pro and contra process. To put this into action a certain approach in terms of open-mindedness, focus on the issue discussed and dialogue is necessary. The communication behaviour shows this. Take this grading from 0 to 3 as a guideline. The behaviour we want to practice is 3. The behaviour we want to avoid is 0. You will see this behaviour especially during the "free discussion". But also in the final round you will see how much the debaters are capable of teamwork, even though they started with pro and contra positions.

Open Minded - Listening

0. took her position as a "fighting position", did not listen to the views and arguments of the others
1. was sometimes referring to what the others said
2. was referring in her speech to what the others said, asked others to clarify what they said, showed evidence of active listening
3. like 2. and made clear which arguments of the others she was convinced of, was open to be convinced of

Participation in Dialogue

0. did not participate at all
or
talked the whole time, and did not let the others share their opinions by interrupting them and being dominant all the time
1. participated very little so that one couldn't see s/he was following the discussion
or
was often interrupting and was often taking more time to speak than necessary
2. participated - but not enough, leading to her/his point of view not being made visible enough
or
interrupted sometimes, took too much time some-times, did not care for the speaking time of others
3. participated - was talking vividly with her/his partners, was taking care that everybody had the same time to speak

Focus on the issue and discussion

0. was only presenting her/his position, was pulling the discussion back to subjects which had been clarified before
1. was sometimes relating her position to the position of the others.
2. was sometimes making new suggestions on how to see the problem, addressing the others
3. took responsibility for the whole discussion, was articulating on what was already clarified and what not, was summarizing the discussion from time to time and was often making new suggestions

5. PROBLEM SOLVING

Chapter Overview: Life brings problems. We all live through each day facing problems – big or small. Our effectiveness in life depends on how we solve our problems. It is important to distinguish the real problem from the symptoms and actually understand the causes of the problem, understand the interest of all the stakeholders of the problem and solve the problem in a way that does not create new problems and tensions.

How We Solve Problems is Important

Life brings problems. Each day we are all faced with different types of problems. Some problems are big and pose a lot of troubles for some people. Some problems are small and may not be so important but may still occupy our minds. They decrease our efficiency and keep us from being successful in other areas.

It is important to have a good approach in problem solving in order to be effective in life. How we solve the problems that we face determines the quality of the solutions we find to our problems.

Problem solving is as much an art as it is a science. It is important to be creative when solving problems, but it is also useful to follow a systematic approach that helps develop quality solutions to problems.

If we are able to truly grasp and understand a problem and the reasons for the problem, we can develop a solution that can actually solve the problem and make sure that the solution does not cause any new problems. If we try to solve a problem without really understanding the problem, we may end up simply curing the symptoms, and the real problem may continue to be a source of difficulty in our lives.

In problem solving, there is always more than one point of view. Systematically approaching a problem requires looking at the problem from the points of view of all the stakeholders. Stakeholders are people or institutions who are influenced by the problem or a solution for the problem.

In this section, we will share a systematic approach to solving problems. By following this approach, it should be possible to find solutions that:

- actually solve the real problem – not temporarily cure the symptom,
- solve the problem in a way that makes all the stakeholders happy,
- do not create new problems.

5.1 EXERCISE – ELBOWS ON THE TABLE

Exercise Objectives

To get a feeling of how important attitude and good understanding is in problem solving.

Methodology

TIME: 15 minutes

1. Participants split into pairs and each pair sits with a desk or a table in between them.
2. The facilitator reads to the participants: *"You are not allowed to speak. The starting position for this game is one hand on your lap and the other holding the hand of your partner, whilst resting the elbow on the table. You will get a point every time the back of your partner's hand touches the table. The objective of this activity is to win as many points as possible in 3 minutes. GO!"* (If a participant asks if the game is arm wrestling, explain that the game starts in the same position)
3. Stop the game after 30 seconds. Play cooperatively for 15 seconds. Discuss the results.

Feedback

Our attitude, assumptions and even our knowledge can be a threat sometimes. It is important to keep an open mind and have a positive attitude.

- *If you struggled against each other, is this win/win, win/lose or lose/lose?*
- *What is this activity symbolic of? What did you learn? - What is necessary for Win/Win solutions? Are there possible win/win solutions to ALL conflicts?*

For the facilitator:

The object of this activity is to see that conventional arm wrestling will lead to wasting time in power struggles, whereas each party can win if they are not trying to beat each other. [The directions don't say winning means keeping your 'opponent' from winning points it merely says win as many points as possible!] There are several ways to do this; one is to, without struggling, let the other's hand touch the desk then it is their turn to touch the desk, their hands going back and forth like a clock's pendulum, tick tock.]

If the class has not discovered a win/win solution in the 3 minutes, tell them to take a minute and think about the story they just heard. If they still don't get it, tell them they may communicate. If they still don't get it, tell them, that for one to win, the other doesn't need to lose, if they still don't get it, illustrate with one pair.

If some pairs have found a win/win solution, ask them their total points. Ask those who have worked against each other, how many points they got. [Obviously they will have gotten much, much less.]

5.2 PROBLEM SOLVING STEPS

Systematic problem solving can be explained in 6 steps:

- Step 1: Identifying Priorities and Problem Definition
- Step 2: Analyzing the Problem
- Step 3: Collecting Information
- Step 4: Organizing and Evaluating Information
- Step 5: Developing and Evaluating Alternative Solutions
- Step 6: Implementing the Solution

Step 1: Identifying Priorities and Problem Definition

Some problems are personal and some problems are social.

Personal problems are problems that influence us and the people that are closely related to us. Examples of personal problems are: problems at school, problems within our family or problems with our friends.

Solutions to personal problems can usually be found when working with the people who are closely related to us who may be causing the problem or who are somehow related to the problem themselves. This does not mean that personal problems are easy to solve. They may be very difficult to solve, according to the type and reason of the problem. The approach we explain in this section can be useful in solving personal problems as well, but in this workshop we will not focus on personal problems.

Social problems are problems that influence people who are not necessarily personally related to one another. Social problems influence larger numbers of people. These can be problems about our school, our neighbourhood, our city, our country or the whole world. The lack of public transportation to our neighbourhood, unemployment in our city, passing after school hours for elementary school children with working mothers or pollution of a lake near our house are some examples of social problems.

Social problems can not be described in terms of people that we know personally and they require involvement of people other than those we know personally to find a solution. For this reason, social problems seem harder to solve, but can be solved when the right people are involved in a systematic way. We will see how.

5.3 EXERCISE - IDENTIFYING AND PRIORITIZING PROBLEMS

Exercise Objectives

The objective of this exercise is to brainstorm how to identify the problems that the participants are experiencing, to categorize them as personal or social and to prioritize the social problems. The problems prioritized in this exercise will serve as sample problems for the following exercises.

Methodology

1. The facilitator writes `personal problems` and `social problems` on the board as two headings.
2. The facilitator asks the participants to name some of their problems and writes them on post it notes. For each problem, the facilitator asks the group if this is a personal problem or a social problem and classifies it accordingly. If there are some problems that the group cannot classify easily, the facilitator can save them for reviewing at the end of the exercise. If a participant states a problem that is similar to a problem that is already on the board, the facilitator can write that on a post-it note as well, and stick it near the similar problem. If the participants are only stating personal problems, the facilitator then guides them to start identifying social problems.
3. The participants split up into 4 groups of 5. Each small group prioritizes the social problems by voting and selects the top 3 social problems and discusses why they are important. Each small group selects their presenter.
4. The presenters present the top 3 problems and the reasons to the whole group. The facilitator combines the lists and makes a common list of problems. The group selects the social problem that they want to keep working on. Each small group will continue to work on the same social problem.

5.4 STEP 2: ANALYSING THE PROBLEM

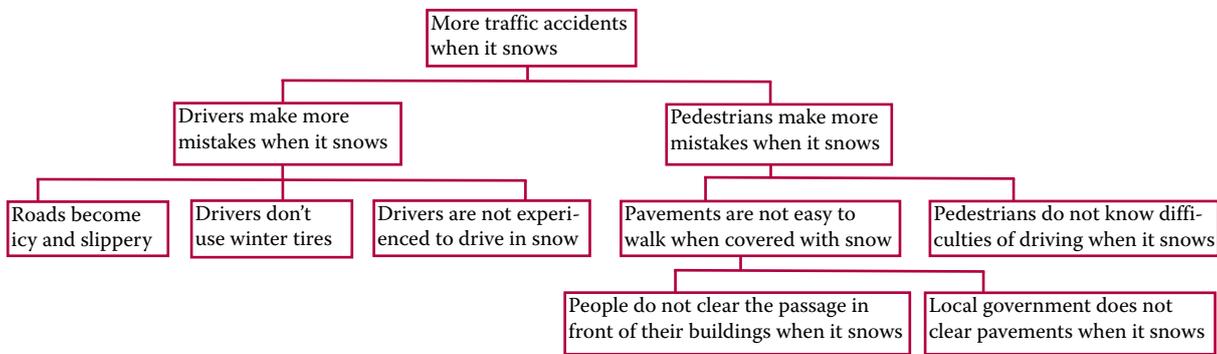
A problem is easily analysed in depth by building a "tree", where every leaf is related with the other leaves through branches. Starting with the main problem, we can ask "why does this happen?" or "what causes this?" and write down the stated reasons and connect them with the initial problem. Then ask "why?" for each leaf and go down one level. We can move the leaves around and change the branches as we move deeper into the tree. Keep asking "why?" until we reach a level of generality or specificity where it is no longer useful to ask "why" any more.

It is important to identify the stakeholders related with each leaf. This can be written next to the leaf. Failure to identify all the stakeholders related with the problem can result in a missing picture and our efforts may not give expected results. As we create the deeper levels of the tree, we may start mentioning some solutions to the above stated problems. The objective of building the tree is not to solve the problem yet, but to understand it better.

Sometimes, it may not be so easy to answer "why?" at a given level of the tree. This means that we need to make some research and gather some information in order to answer "why?" and build the tree. Once the tree is built, one can select the sub-problems or causes that one feels is logical to attack in order to solve the higher problem.

Example

When it snows, there are more traffic accidents on the road. This is a problem that causes monetary loss, injuries and even deaths. Below is a tree analysis of this problem. There are two major groups of reasons for more accidents in traffic when it snows: reasons related with drivers and reasons related with pedestrians.



5.5 EXERCISE - ANALYSING THE PROBLEM

Exercise Objectives

The objective of this exercise is to analyse the social problem that was selected in the previous exercise as a group, by building a tree diagram.

Methodology

TIME: 30 minutes

NEEDS: flip chart, post its

1. The facilitator writes the social problem to be analyzed on the board. Write it at the top (for a vertical tree) or far left (for a horizontal tree) of your work surface.
2. Ask the question that will lead you to the next level of detail. For example: "What causes this?" or "Why does this happen?"
3. Brainstorm all possible answers. Write each idea on a post it note and post it in a line below (for a vertical tree) or to the right of (for a horizontal tree) the first statement. Show links between the tiers with arrows.
4. Do a "necessary and sufficient" check. Are all the items at this level necessary for the one on the level above? If all the items at this level were present or accomplished, would they be sufficient for the one on the level above?
5. Each of the new idea statements now becomes the subject: a goal, objective or problem statement. For each one, ask the question again to uncover the next level of detail. Create another tier of statements and show the relationships to the previous tier of ideas with arrows. Do a "necessary and sufficient check" for each set of items.
6. Continue to turn each new idea into a subject statement and ask the question. Do not stop until you reach fundamental elements: specific actions that can be carried out, components that are not divisible, root causes.

Feedback

Do a "necessary and sufficient" check of the entire diagram.

- Are all the items necessary for the objective?
- If all the items were present or accomplished, would they be sufficient for the objective?

5.6 STEP 3: COLLECTING INFORMATION

What is information?

Having the right information is very critical for solving a problem effectively and objectively. **Information** is things that we know that provides answers to questions like "who", "what", "where", and "when".

When information is not readily available, it is necessary to collect **data** and then process the data to create **information**. Data is usually in the form of numbers or lists of names. Most of the time, we have too much data, and it is not easy to make any useful information out of them. Relevance is very important when collecting data. When we have sufficient and relevant data and information gathered, it may be possible to combine the information to attain **knowledge** and **understanding** by applying them. Knowledge and understanding answers questions "how" and "why."

5.7 SOURCES OF INFORMATION

An information gathering strategy outlines which sources of information we are going to look into during our research, when, how and to find which kinds of information. Sources of information are any institution, person, document or book that provides us with information. The internet is a vast resource that contains all types of information.

Depending on the type of problem we are trying to solve, we will need to use different sources of information. It is necessary to use as many sources of information as needed for gathering the information necessary to solve our problem.

Here are some important sources:

Libraries

Internet (Web search)

Statistics

Interviews

When trying to solve a problem, it is very useful to interview people and get first hand information. Among people who may help you better understand the problem and develop alternative solutions are NGOs and public institutions. NGOs and public institutions are experts and knowledgeable in their areas and may present you with facts and information that may be difficult to find through any other source.

Conducting an interview is an important skill. For successful interviews you need to:

- Prepare for the interview: make as much research about the person / institution you are going to talk to before the interview and prepare a set of questions that you are going to ask.
- Be observant and questioning. Listen carefully to his/her answers, make notes, immediately think about them and modify your list of questions or add new questions based on his/her answers.
- After the interview: go over your notes, make additional comments and note your conclusions.

5.8 EXERCISE - COLLECTING INFORMATION FOR SOLVING THE PROBLEM

Exercise Objectives

The objective of this exercise is to develop an information strategy in small groups, in order to solve the social problem selected in the previous exercise.

Methodology

TIME: 20 minutes

NEEDS: writing materials

1. The participants split up into 4 groups of 5 (or other constellations, depending on how big the group is). Each small group discusses the social problem at hand, and develops an information strategy. Each small group selects their presenter.
2. The presenters present to the whole group the information strategy.
3. The participants review each others strategy and comment. The facilitator combines the lists and makes a common strategy.

Note: After this exercise the workshop facilitators will create a sample set of information gathered according to the strategy selected, that will be used in the "Develop Alternative Solutions" exercise below.

5.9 STEP 4: ORGANIZING AND EVALUATING INFORMATION

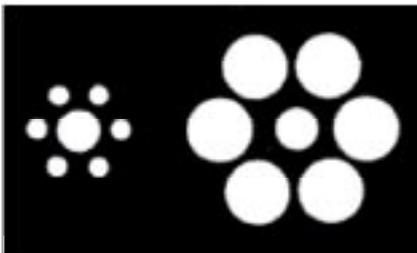
As we are collecting information in order to develop a solution to our problem, it is important how we organize the information. The information itself will not give us any answers, but the answers lie in how we make use of the information.

There are two major traps when evaluating information: subjectivity and accepting without questioning. However, if we are determined to find quality solutions, (solutions that actually solve the real problem, solve the problem in a way that makes all the stakeholders happy, without creating new problems) we need to:

- Be objective and rational (not emotional),
- Be questioning and apply critical thinking,
- Understand cause and effect relationships,
- See the big picture,
- Prioritize.

Objectivity is the opposite of subjectivity, and means having a point of view that is not influenced by our personal preferences. It may not be possible to be totally objective, because we are all human beings. We all have ideas and feelings, what we like and what we dislike, our beliefs and assumptions. It is easy to be influenced by them and be subjective when we are solving a problem. But it is useful to be as objective as possible.

Our perceptions effect how we see things. Look at the two circles below.



Which of the two circles is bigger? How do you know? Are you sure?

If you used a ruler to measure the diameter of the circles, which circle is bigger? Can you be sure now? Why?

Our perceptions may lead us to overlook, disregard or misinterpret important information, only focus on some available information and therefore reach wrong conclusions. Subjectivity comes in the form of biases, jumping to conclusions or unrealistic expectations.

Rationality is basing our ideas and decisions on facts, not emotions or wishes. Objectivity enables us to see clearly and makes it possible for us to think of solutions that we would not have thought of if we were subjective. Rationality enables us to make the right choice among alternatives.

If we are emotional, we may have a tendency to misinterpret information, what people say or do, and may end up making wrong inferences. If we are emotional, our conclusions and choices may not be what is right in the longer term, but only for the short term. With emotional reaction, we may create situations where even though we are right, because of our reaction, it seems as if we are wrong. It is important for us to remain objective and rational when we are trying to find a solution to a problem, force ourselves to check our approach as we go along.

Being questioning is not taking any information we find at face value, but doubting its correctness. When we are gathering information, most of it will be presented to us as facts, absolute truths. However, there is always the possibility that our source of information may not be objective and may be providing us with subjective data or information. Our source may not be aware of his/her subjectivity, but we have to be aware of the risk and question it.

We need to consider the information we collect from different points of view and never take things for granted. It is useful to double check when possible any information that we find. If several sources provide us with consistent information, then we can probably rely on its accuracy. However, if we are getting conflicting information from different sources, we probably need to either go deeper in our research and understand the reasons for the difference; or find new sources of information to validate our initial sources.

Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or what to do. (Cf. Norris and Ennis, 1989)

Without critical thinking

- We blindly reproduce the damaging reactions we have learned.
- We blindly accept at face value all justifications given by organizations and political leaders
- We blindly believe TV commercials
- We blindly trust political commercials
- We blindly accept and say that if the textbook says it, it must be so
- We blindly accept and say that if the organization does it, it must be right

Understanding cause and effect relationships is a way to interpret the information that we gather. Understanding cause and effect relationships gives us deeper insight into a problem.

If we understand the cause and effect relationships related with our problem, it will be possible for us to validate our initial problem tree, or modify / expand it as necessary, based on our new finding.

Seeing the big picture means not getting lost in the detail of the information we gather. There is a difference between "seeing the trees" and "seeing the forest". Sometimes it is necessary to look at a "tree" and analyze a single tree, but sometimes it is necessary to look at a whole forest. Depending on what problem it is, our big picture may be the tree, or the forest. It is important that, according to the problem that we are trying to solve, we do not let our big picture get out of our site.

Remembering the initial problem that we are trying to solve, how this problem fits into the larger tree of problems and realizing where every piece of information that we find fits, keeps us from wasting time on irrelevant details. When we do research, we will find lots of information about many things that may be irrelevant, or many details that, although they are relevant, if we spend too much time with them, they may make it hard for us to have time to solve the bigger problem.

When we see the big picture, it is easy to focus on a specific issue within the big picture. However, when we are only dealing with details and do not think about the big picture, we may be missing whole bits of important issues related with our problem.

With social problems, it is important to differentiate the trees and the forest. Sometimes it is important to develop solutions concerning the "forest", that is the society in general, or a section of society, such as children, young people or elderly. However, sometimes it is necessary to focus on a "tree", that is to work with individuals, one at a time, in case of drug addiction, education problems, or housing problems.

Prioritizing is an important skill, both for problem solving and for general time management. For time management, we have to accept that we cannot do everything. But we have a lot of energy and resources and willingness to do a lot of things, so we should prioritize and do the things that are most important for us.

In problem solving, it is important to prioritize, because when we find too much information, we have to select and focus on some information that is most

meaningful. We need to prioritize and focus on the most important information. Prioritization should be done in an objective and rational way, keeping the big picture in mind and understanding the cause & effect relationships; in other words, all of the other success factors for problem solving need to work together when prioritizing information for problem solving.

5.10 EXERCISE - CONNECTING THE DOTS

Exercise Objective

To connect all 9 dots using only 4 straight lines and without lifting the pen/pencil.

Duration: 10 minutes

Methodology

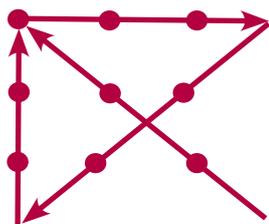
TIME: 10 minutes

NEEDS: writing materials

Participants try to connect all 9 dots using only 4 straight lines and without lifting their pen/pencil. In the end, there should be a straight line going through each of the points and all the lines should be touching another line at the tip.

Feedback

Sometimes "thinking out of the box" is necessary, before giving up. If we only think within the boundaries - that are often imaginary or self-imposed - we may never find a solution. Listen and observe carefully before taking any boundaries for granted.



5.11 STEP 5: DEVELOPING AND EVALUATING ALTERNATIVE SOLUTIONS

When we have collected enough information to think about the problem at hand from different points of view, we are ready to develop solutions. It is often tempting to think of a solution and to try and implement that; however what is more effective is to develop a number of alternative solutions, if possible, to evaluate each of the solutions and to select the best one.

Evaluation of an alternative is trying to assess what the benefits and implications of implementing the solution are going to be. It is important to think of the benefits and implications of the solution for all the stakeholders involved. A good solution is one that makes all stakeholders as happy as possible. Such solutions are called **win-win solutions**, because everybody involved wins in the end. Solutions that are **win-lose solutions**, should not be preferred, because while some stakeholders will benefit from such solutions, others will not, and this will often create new problems.

To estimate the benefits and implications of implementing the solution, it is useful to ask the stakeholders involved about their expectations. Implications may create costs; it is necessary to calculate how big a budget is required to implement the solution. Other implications are the resources required, such as human resources or facilities; how the solution is going to effect people psychologically and socially, etc.

An important way to evaluate a solution is to assess its feasibility. Feasibility of a solution is whether or not it is doable. Is it possible to implement the solution, technically, financially and socially? To understand this, we need to identify the steps of implementing the solution, who is going to be responsible for doing which of the implementation steps, and calculating the resources necessary for each step.

We then have to think: Are there enough resources to allocate to this solution? Will people accept this solution? Sometimes a solution may seem simple to implement, but there may be resistance to change by some of the stakeholders, so implementation may become harder.

Sometimes, solutions seem to be infeasible, either from a technical, financial or social point of view. But innovative thinking can often find ways of making the solution feasible. When faced with a solution that does not seem to be feasible for some reason, it is worth thinking differently and finding an innovative solution is usually possible.

5.12 EXERCISE – DEVELOPING AND EVALUATING ALTERNATIVE SOLUTIONS: THE CASE OF PLEASANTVILLE

Exercise Objectives

To have a deeper understanding of conflict based on the experience of conflicting parties. To be introduced to the concept of mapping a conflict and the role of a mediator. To be able to identify disputing parties and to identify the needs and concerns of each disputing party.

Methodology

TIME: 30 minutes

NEEDS: Flip-chart, board markers, Handout "The Case of Pleasantville"

1. Explain that in order for a conflict to be solved, all the parties' needs and concerns should be addressed. [The concerns are often underlying fears.] Tell the participants they will now try to identify the conflicting parties and each party's needs and concerns in a conflict situation.
2. Read or give out photocopies of Case Handout – A Conflict in Pleasantville.
3. Elicit who the conflicting parties are and determine what sort of solution would satisfy each party. For example, the environmentalist would be satisfied if they saved all the Güllük trees and 75% of the other trees and if somehow the turtles could be saved.
4. Divide the class into groups of 5 participants each. In each group there should be one businesswoman, one environmentalist, one unemployed youth, one retired person and one mediator. They must imagine they are in a public meeting to decide the fate of Pleasantville. They will now role play and try to come up with a solution that will be satisfactory for all parties involved.
5. Go into small groups and
 - a. Discuss the problem at hand,
 - b. Develop 3 alternative solutions,
 - c. Identify major implementation steps and resources required,
 - d. Evaluate the alternatives,
 - e. Pick the alternative they are going to recommend,
 - f. Select their presenter.
6. The presenters present to the whole group the alternative solutions, the evaluation, the recommendation and why that is recommended.
7. The participants review each recommendation and comment. The group as a whole compares the recommendations and makes a common recommendation.

For the facilitator:

Point out that for a conflict to be solved, the needs and concerns each involved party should be responded to at the minimum level that satisfies their needs. If any of the party's needs are ignored, in the long run, this will only prolong or even accelerate the conflict. Ask participants to look at the conflicts with this perspective and see if they can figure out a way to resolve it. Possible solutions might include: building a boutique hotel (Something smaller with less

environmental damage), no disco, an eco-tourism hotel (where the tourists could turn off lights at night, and observe the baby turtles reaching the sea), etc.

Feedback

In most conflicting situations, there are possible methods and ways to be used in order to satisfy all parties concerned. If the first conflict stages were not identified and the situation has reached to a crisis, we need to act as a mediator or find a mediator to resolve the process. This could only be done, by first identifying the needs, fears and demands of each party separately, and then to find a solution which would satisfy at least the basic needs of each of them. Parties should all come together, and by discussing their needs and fears, should come upon a solution which would not leave any hostilities and/or unmet needs behind.

- *Which was the most successful solution? Why?*

Have the mediators from each group report to the whole group about how the process went, the difficulties they encountered etc.



5.13 HANDOUT – CONFLICT IN PLEASANTVILLE

Su Rona is a wealthy businesswoman. She has a plot of land near an undeveloped part of the Turkish coast near Dalyan. It is on a heavily forested hillside overlooking the sea, next to the quaint village of Pleasantville. She wants to develop this land and try to make some money. She wants to build a large hotel complex with two discos, and seven large waterslides. The hotel would have 500 rooms. Her partner is a travel agent in Germany who promises she can bring many German tourists there very cheaply. If they can build the hotel cheaply, they can attract these customers who do not want to pay much. She has not paid an architect yet for any plans, and is not totally committed to this huge hotel complex. She does know that he really wants to make money with this land. Su Rona has some problems. There are many retired people living in Pleasantville. They have come there for clean air, and for peace and quiet. They like the village atmosphere in Pleasantville and the fact that everyone knows everyone else. They are especially afraid that there will be a lot of noise at night and that they won't be able to sleep. They do not want the hotel to be built. They have organized themselves and Mine Dora is their leader. They are planning protests.

Su Rona does not only have a problem with the retired people, she has an even bigger problem with the environmental organization, Greenpeace. Zeynep Derin lives in Pleasantville and is a regional director of Greenpeace. She is totally against the building of this vacation village. She has done research on this hillside and has figured out that if Su Rona builds this complex, 200 trees will be cut down. Of these, there are 25 Güllük trees which are very rare. Also the Caretta Caretta turtles come to this beach every year to lay their eggs. The baby turtles always hatch at night. When the baby turtles hatch, they crawl out of their shells and head for the light of the moon over the water to begin their life as sea creatures. If there are any lights near the beach, the baby hatchling turtles think the lights are the moon over the water and crawl towards the lights instead of the water. Thus, many turtles will die and this turtle species is already endangered. She is involved in a huge campaign to stop the building of this complex. She actually would be happy if they saved all the Güllük trees and 75% of the other trees, and if somehow the turtles could be saved.

Yunus Toy is an unemployed youth from Güllük. He wants the complex to be built because then he will have a job and he won't have to move to a big city. He doesn't care what sort of job he has; he just would like to have a job.

5.14 STEP 6: IMPLEMENTING THE SOLUTION

Once the best solution is selected, you may think that problem solving is complete. No, it is not. Problem solving is not complete before the selected solution is implemented successfully. Implementation of a solution requires good planning, careful control, continuous communication, discipline, team work and networking.

Teamwork

Teamwork is important in all aspects of life, not just problem solving. According to Katzenbach and Smith (1999) "A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable." When the common purpose is to solve a problem, teamwork becomes a very useful problem solving approach.

It is not easy to work with other people to achieve something. However, effective teamwork enables us to achieve much more than we can achieve by ourselves. In Turkish there is a saying: "Bir elin nesi var? İki elin sesi var / What does one hand have? Two hands have sound."

There are two basic roles in teamwork: team leader and team member. A team leader brings together a number of people, forms a team and leads the team members throughout the project to achieve the common objective. When trying to solve a problem, you may need to form a team and lead a team of people. Or you may be a team member, part of a team of people, and you may need to contribute to the success of the team.

As a team leader or team member, here are some tricks to successful teamwork:

Sit in a circle, serve cookies and a drink ◇ be polite ◇ build ◇ share ◇ give ◇ make eye contact ◇ ask questions ◇ give approval ◇ stay on task ◇ listen ◇ create a vision ◇ be respectful ◇ be open to learning ◇ be forgiving ◇ care about your team ◇ care about your team mates ◇ offer your assistance ◇ problem solve ◇ work together ◇ be yourself ◇ be constructive, not destructive ◇ be sincere ◇ think before you speak ◇ be thankful ◇ smile ◇ touch the people near you ◇ be courageous ◇ speak softly ◇ be courteous ◇ laugh a little ◇ cherish the moment ◇ take a stand ◇ help ◇ be kind ◇ build community ◇ get engaged ◇ be attentive ◇ talk ◇ give suggestions ◇ sit silently ◇ enjoy the company ◇ set goals ◇ be sensitive ◇ ponder ◇ help others succeed ◇ win as a team ◇ communicate ◇ set time limits ◇ have a good attitude ◇ be positive ◇ let others speak ◇ sit quietly ◇ think creatively ◇ have purpose ◇ be smart ◇ love the work you do ◇ help others love the work they do ◇ daydream a little ◇ be nonjudgmental ◇ be a leader ◇ be a follower ◇ create a future ◇ welcome change ◇ remember the old ◇ apologize ◇ be a friend ◇ be friendly ◇ wonder ◇ ask why ◇ celebrate the new ◇ take breaks ◇ find a common thread ◇ interact ◇ make commitments ◇ accomplish things ◇ have another cookie ◇ try something new ◇ make amends ◇ make few promises, but make a few ◇ practice generosity ◇ give feedback ◇ promote others ◇ listen to feelings ◇ have a good time ◇ seek guidance ◇ trust ◇ take risks ◇ complete projects ◇ start new ones ◇ invite new team members ◇ give others a chance ◇ challenge yourself ◇ challenge others ◇ be successful ◇ set high standards ◇ ask for opinions ◇ be patient ◇ have enthusiasm ◇ appreciate camaraderie ◇ end meetings on a good note ◇ achieve greatness... together³

5.15 EXERCISE - MAGIC STICK

Exercise Objective

To bring the bamboo stick to the ground

Methodology

TIME: 10-20 minutes

NEEDS: A bamboo stick (2 metres long) or similar

1. Participants form groups of the same size.
2. Participants stand half/half at each side of the stick, holding it with their pointing finger, with their arms stretched out straight. Each finger has to come together with a finger from another person at the other side of the stick, so that it looks like an "x".
3. They try to bring the stick down to the ground.

It seems easy, but don't take it too easy. Every member of the group has to give his or her best, but you will maybe figure out quickly that to give your best as an individual will not lead to success. It is crucial that the group works together. Try different strategies.

Feedback

Try to analyse what happened in the group and what led to failure or success in the end.

- *What happened? What happens if someone doesn't contribute to achieve the goal? What happens if you try to push someone too much, if you start to argue about the participation of the others, etc.?*
- *Is it possible to succeed if everybody in the group is equal?*
- *What changes if you define roles within the group?*

5.16 NETWORKING

Networking means getting to know people and developing trust and communication with them. People we know, know other people, so through them, we can reach many others that can be important.

Sometimes, meeting one person puts us in touch with a whole group of people. Through networking we may gather information, learn from others, find new opportunities, open doors, make contact and offer support, help others, share knowledge, do new things or gain new contacts.

Networking can be done anywhere that two or more people get together. As you meet more people and expand your network, people you know will introduce you to other people and expand your network further. This way your network will expand more rapidly.

In order to expand your network, it is necessary to:

- attend events where you could meet people
- talk to the organizer about the event and find out who might be coming, prepare yourself
- introduce yourself to the people you want to meet and talk about things that you find interesting - be polite and un-intruding
- ask the people you meet for their business cards or ask for their e-mail address/phone number
- record the information: store all business cards and contact information in an organized file - making note of where you met the person or through whom you met them
- keep in touch: within 2 days after meeting someone, send an e-mail with specific reference to where you met and what you discussed - suggest to get together - if appropriate

We can contact the people in our network to help us solve our problems. People in our network can themselves provide us with information or recommendations related with our problem; or they may know people who can do that.

People in our network are also important in the implementation of our solution. We may need their help in realising some of the implementation steps, or we may need their support in overcoming the obstacles to implementation. When a solution is implemented, it is nice to have a network of people to share the results with, who can pass the information onto their networks.

Networking should not work one way. It is not nice to ask people for favours, unless you are able to help them out when they need help. It is important to have good relationship and build trust with many people, in order to be able to help each other when the time comes.

Possible discussion points:

- *How many of you thought of this workshop as an opportunity for networking?*
- *What can be the benefit of networking within this group?*

5.17 EXERCISE - NETWORKING

Exercise Objectives

To practice the skills of networking in a group.

Methodology

TIME: 20 minutes

1. The participants should imagine that they are all in a cocktail for 10 minutes and don't know each other yet. Each one of them has something they want to accomplish in their mind.
2. Try to meet as many people as you can and gather support for what you have in your mind.
3. When the cocktail is over, discuss how the cocktail went, in terms of networking - was it useful, was it fun?

Feedback

- *What are the difficulties about networking? Are there risks?*

If everyone is trying to meet other people for a purpose, there is a chance that they may not hear what each other is saying. It is always important to listen to people and create the chance to explain what you want.

- *What should be done after meeting people? (Record their information and keep in touch).*



6. PEACE, PEACE CULTURE AND CONFLICT RESOLUTION

Chapter Overview: There is a difference between the positive and negative definitions of peace and peace and peaceful culture starts within us. We might become a more peaceful individual and can manage to avoid conflicting situations in reaching a crisis. This is very important for all people, but more for young women leaders, who wish to help re-shape their societies and to aid the creation of a more peaceful world, in which human rights violations and discrimination will be avoided. Peace education aims at transforming large groups into peaceful communities by increasing the awareness and behavioral skills of individuals (Harris, 1943). Main aim is, for individuals to be peaceful within themselves, they need to feel secure, have their basic needs satisfied and to be treated with respect and dignity (Galtung, 1997).

What is Peace and Peace Culture?

"Peace is not only the absence of conflict, but requires a positive, dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation." (www.everlastingpeace.net)

Article 1 of the *UN Declaration on a Culture of Peace* defines Peace culture as:

"A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on:

Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;

Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;

Full Respect for and promotion of all human rights and fundamental freedoms;

Commitment to peaceful settlement of conflicts;

Efforts to meet the developmental and environmental needs of present and future generations;

Respect for and promotion of the right to development;

Respect for and promotion of equal rights of and opportunities for women and men;

Respect for and promotion of the rights of everyone to freedom of expression, opinion and information; Adherence to the principles of freedom, justice,

democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations;

and fostered by an enabling national and international environment conducive to peace."

There cannot be peace in the world until there is peace at home. There cannot be peace at home if one is not at peace in oneself. Peace begins in the individual. Barriers to peace come from the individual.

What are these barriers? One barrier is our prejudices. Another is categorizing people without knowing them. As individuals, we need to be aware of the prejudices we acquire from the society. Moreover, we need to know the strategies we use for handling conflicts. Do we ignore conflict, react aggressively or search for resolution and consent? What is the ideal strategy? Which strategy is best under which conditions?

Another thing we need to be aware is what makes us angry. Usually, there is an unmet need underlying an anger, and unresolved fears underneath fear. Every individual should honestly evaluate their conflicts and be aware of these realities.

6.1 EXERCISE – WHAT IS PEACE, OBSTACLES TO PEACE

Exercise Objectives

To explore the concept that peace is not merely the absence of war, to explore the concept that obstacles to peace are often internal, to discover some obstacles to peace, to enable participants make their own definitions of peace.

Methodology

TIME: 20 minutes NEEDS: Flip chart

1. The facilitator writes the word peace on the board and elicits adjectives that relate to peace.
2. Divide participants into groups of three and ask them to come up with a definition of peace. Share these with the whole group and combine the best of all groups to set up a class definition of peace.
3. Have a participant volunteer write the class definition nicely in big letters and post this on the bulletin board.

4. As the workshop goes on, the group may wish to modify this definition. Facilitator asks 'What are obstacles to peace?' Are they interior/ exterior/both?

Point out that conflicts exist on many levels. Point out the many levels on which conflict can occur: within families, between friends, between nations etc.

5. Elicit from the group how obstacles to peace might occur on a personal level. Write on the board. What obstacles to peace might occur on a level between nations?

Feedback

Peace is not merely the opposite of war or absence of war; it is something which starts within the self, within each individual, who are each building blocks of our societies. Peace is a way of life, a culture, which embraces human rights, respect for all and for every differences, and environment. It necessitates an assertive rather than aggressive mode of behavior. These entangle and endanger peaceful way of life and peace in general. There are many levels of conflict but it is important to realize that conflicts can occur on the personal level too and that at this level there are obstacles to peace. Obstacles to peace are thus, mostly interior; anger, prejudices, labeling, gender differentiation, etc.

6.2 PEACE EDUCATION

The main bulk of peace education can be considered what Margarita Papandreou (**describe who she is**) has called 'preventative medicine'. In this light, the goal of peace education is to give people the skills to prevent a small misunderstanding from developing into a conflict and snowballing on to a full-blown crisis or even a war.

"Peace is not, cannot and never will be conflict free. But it does hinge on efforts to control, manage and resolve conflict through other means than those of destructive and lethal violence." (**Muller**).

Conflict is unavoidable. In fact, one should not avoid conflict; rather, one should learn how to deal with it. Peace education teaches skills for how to deal with conflicts. In other words, Peace education teaches skills to deal with life.

6.3 EXERCISE – UNDERLYING ANGER?

Exercise Objectives

To understand possible underlying reasons for anger, the positive and negative effects of anger and how to deal constructively with anger. To encourage participants to consider and express what lay beneath an instance of personal anger. Participants will be able to identify feelings related to anger. Participants will be able to identify at least one constructive way to deal with anger.

Methodology

TIME: 20 minutes

NEEDS: writing materials

1. Ask everyone to write down (in one sentence) a situation where they felt really angry. The facilitator may give the following example: "I felt angry when my contribution in a meeting was ignored."
2. Find out what might underlie anger. Write some possible sources of anger that the participants come up with on the board. [Jealousy, being hurt etc.] Explain that a layer of hurt very often underlies anger. Ask everyone to write a sentence about the hurt behind their anger in the instance they have thought of. Possible example: "I felt hurt because it seemed that nobody valued my opinion."
3. Elicit what might underlie that hurt. Write a few examples. Point out that the reason for the hurt is often an unmet need. Ask everyone to again consider the same instance and now write a sentence covering what unmet need might be underlying the hurt. For example: "I need to be accepted and valued by my friends."
4. Elicit what underlies the unmet needs. [Alongside the needs are often fears.] Ask participants to think about what fears might have been behind their anger and write a sentence about them. For example: "I have a fear that I won't be able to win my friends' respect."
5. Participants turn to a partner and share their sentences with them. If anyone has had difficulty with the exercise, their partner can help them unravel their feelings.

For the facilitator: Anger and its underlying causes are something we don't always have enough understanding of. If you feel comfortable enough, you could give an example from your own life of a time when you were angry. Explain what hurt, unmet need, and fear underlay this.

Feedback

What is the value of understanding the substructure of anger? In what ways could it help you?

Anger and hurt are often two sides of the same coin. It is an important step in facing the anger of others to know what lies beneath our own anger. This exercise is a way of discovering some of the hurt, needs and fears underlying a personal experience of extreme anger. If we can identify the fears that lie at the roots of anger (either our own or others'), we can begin addressing those fears rather than remaining caught up in the outward emotion.

Anger is not totally negative! It is a feeling that shows something is wrong or should be listened to, and should not always be repressed. We should understand the causes of our own anger. Anger can be channeled in appropriate ways.

Homework: Have the participants write up a conflict that occurred when they felt very angry. In at least one paragraph write about the hurt beneath that anger, in another paragraph write about the unmet need underlying that hurt, and finally write about the fear underlying the hurt.

6.4 PEACE BUILDING AND GENDER

*"Peace building refers to those initiatives which foster and support sustainable structures and processes which strengthen the prospects for peaceful coexistence and decrease the likelihood of the outbreak, reoccurrence or continuation of violent conflict. This process typically contains both immediate and longer term objectives... Peace building is a two-fold process requiring both the deconstruction of the structures of violence and the construction of the structures of peace."**

Gender is a relevant dimension in peace building. Conflict is a gendered activity. There is a strong gender division of labour, women and men have differential access to resources (including power and decision-making) during conflicts, and men and women experience conflict differently. Women (as well as men) have a fundamental stake in building peaceful communities. Their contributions to peace building should be encouraged and supported (given women's economic and political marginalisation, they are not always well-placed to play an effective role). Peace is a prerequisite to achieve the goal of gender equality and women's empowerment and some would argue that gender equality is necessary for true peace (broadly defined).

Young Women, Peace and Conflict Resolution

Young people can grow up to think before they respond with anger, control the violence within, put themselves into others' shoes, empathize with rather than fear from differences, and try to understand "the others" point of view. These people can better handle conflicts and be able to prevent misunderstandings from turning into crises.

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6.5 EXERCISE - WHAT IS CONFLICT? LEVELS AND PHASES OF CONFLICT

Exercise Objectives

To explore more deeply the concept of conflict and the different levels of conflict, to identify different levels of conflicts, to teach a deeper understanding related to how conflicts are developing and accelerating and when it is best way to intervene.

Methodology

TIME: 30 minutes

NEEDS: flip-chart

1. Brainstorm with the class what is conflict and write the answers on the board.
2. Ask the participants on which level conflicts may arise. Write some levels of conflict on the board:
 - individual level (intra-personal conflicts)
 - between individuals (interpersonal)
 - between family members
 - between groups,
 - within groups,
 - between nations
3. Divide the group into small groups of 4 or 5. Give each group a newspaper and ask them to find a story in it related to a conflict. Participants will be asked to analyze their selected story regarding the content of conflict, as well as in which level it arises.
4. After each group selects and discusses their story, each group will specify a representative to report to the others: what is the conflict about, why they chose this specific conflict and on which level it arises.
5. Go back to the list of levels of conflict on the board. Were all the levels of conflict covered by the stories that were analyzed? If not, elicit examples of

this type of conflict. Ask the following questions:

"What are the differences between the different types of conflict?"

"Are there any similarities between the different types of conflict?"

"Think about the causes of these conflicts on different levels. Are there similarities or differences there?"

6. Lead a discussion on the process of conflict:

Ask how does a conflict develop? Remember a conflict you have experienced, what often happens between two people first? (What is a first sign that indicates two people are experiencing some sort of conflict?) Facilitator prompts participants to reflect, about what happens next? Facilitator brainstorms with the group what these stages might be.

7. Review the Stages of Conflict listed below. Compare with the participants' brainstorming in step 1. Point out similarities. Have a different student read each stage. Clarify if necessary.

Stages of Conflict:⁴

Stage 1 - Discomforts

Perhaps nothing is yet said. Things don't feel right. It may be difficult to identify what the problem is. Do you feel uncomfortable about a situation, but not quite sure why?

Stage 2 - Incidents

Here a short, sharp exchange occurs without any lasting internal reaction. Has something occurred between you and someone else that has left you upset, irritated or with a result you didn't want?

Stage 3 - Misunderstandings

Here motives and facts are often confused or misperceived. Do your thoughts keep returning frequently to the problem?

Stage 4 - Tension

Here relationships are weighed down by negative attitudes and fixed opinions. Has the way you feel about and regard the other person significantly changed for the worse? Is the relationship a source of constant worry and concern?

Stage 5 - Crisis

Behaviour is affected, normal functioning becomes difficult, extreme gestures are contemplated or executed. Are you dealing with a major event like a possible rupture in a relationship, leaving job, violence?

Feedback

Conflicts may appear on different levels. They can arise in personal level with our sisters and brothers, spouses, friends, parents, etc, and they can also arise between nations. Individual level conflicts may also be called intra-personal conflicts, conflicts between individuals can be called interpersonal conflicts, and conflicts between groups, within groups, or between nations. These are all levels of conflicts.

Conflicts may not always happen by guns, they can happen in our own selves, when two different and opposing visions, thoughts clash, and similarly can also happen between two friends who are jealous of each other. In whatever the level of conflict is, there are different stages that most conflicts go through from a feeling of discomfort to a full crisis. If we can identify the process during the first stages of conflict, it becomes easier to stop a probable crisis.

6.6 EXERCISE – WIN-WIN: A STORY AND AN EXERCISE

Exercise Objectives

To introduce a new perspective in solving conflicts, Participants will internalize a new paradigm in solving conflicts and reflect on how it might be used.

Methodology

TIME: 30 minutes

NEEDS: an orange

1. The facilitator tells the participants the following story:

There were two women in war torn Europe in 1942. Both were hiding in different parts of an attic trying to escape notice of the Nazis. Each had one child; one had a little boy, the other a little girl.

Once a week they were sent a package of food by an old neighbor. One day the package had a big luscious orange in it. *[Take out orange here]* This was the first time in a year either woman had seen an orange! Needless to say each wanted this exotic luxury for their children. What should they do?

2. Elicit responses. *[The responses will most likely be to split the orange in 2]*

This way seems fair, each woman would then have half an orange.

But it turns out there would have been a better way if they had discussed why they wanted the orange. For it happens, that, one woman wanted the fruit, to make orange juice for her little boy. The other wanted the peel, since she had a bit of sugar and her daughter's favorite jam was orange marmalade. If they had discussed why they had wanted the orange they both would have been able to have a whole orange.

Feedback

- *This is an example of a win/win situation. How?*
- *What was necessary for the win/win outcome to come about?*

We are so used to present power-struggles in conflicting situations, both in our daily lives and in other extreme situations. This has been what we have been taught of. However, identifying our needs and communicate them effectively to the other party (or parties) may change the process, and thus, a win-win solution could be reached more easily. We need to learn to act together, without struggling with each other for a common cause or aim to be able to satisfy all, and thus prevent future possible conflicts that may arise from the unresolved feelings and unmet needs.

7. ACTIVE CITIZENSHIP AND PARTICIPATION

Chapter Overview: In this chapter, you will learn about what it means to be an “active citizen” and why it is important. We will find out participation means, what types of participation there are and how we can participate.

7.1 WHAT IS PARTICIPATION?

Having seen the rights and freedoms that every woman shall enjoy without any discrimination, it is natural to ask about the duties and responsibilities of women to their communities. Participation is the responsibility of every citizen who wants to enjoy the rights and freedoms granted by law. In a system where all individuals, citizens, “the ruled,” do not participate in the processes of governance, those who do participate would be inclined to take advantage of the rest. If there is no control mechanism over the ones who have the privilege to rule, then the system, the government, the institutions would not work properly.

The rights and freedoms might be circumscribed by law, by tradition, or by the way of thinking. In order to obtain them and enjoy them, however, we need to be **active citizens**.

Our life is too precious to be only a passive spectator. It is our responsibility to be actively involved in what is going on in our community, in our country and in the world.

In modern society where every individual is free, it is the individuals’ responsibility to care about the things around them that affect their lives and participate in order to have an influence over them. Otherwise, all we can do is complain about what is wrong in our society, but complaining never solves any problems.

Never think, “I could never make a difference.” It is little drops coming together that form rivers, lakes and oceans.

7.2 THE STARFISH STORY

[Adapted from *The Star Thrower* by Loren Eiseley (1907 - 1977)]

“Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work. One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out “Good morning! May I ask what it is that you are doing?”

The young man paused, looked up, and replied “Throwing starfish into the ocean.”

“I must ask, then, why are you throwing starfish into the ocean?” asked the somewhat startled wise man.

To this, the young man replied, “The sun is up and the tide is going out. If I don’t throw them in, they’ll die.”

Upon hearing this, the wise man commented, “But, young man, do you not realize

that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, *"It made a difference for that one."*

This story has appeared all over the web in various forms, usually with no credit given to Mr. Eiseley. Sometimes it is a little girl throwing the starfish into the ocean, sometimes a young man, once even an elderly Indian. In any form it is a beautiful story and one that makes you think.

Loren Eiseley was an anthropologist who wrote extensively. He was the 'wise man' in the story, and he was walking along a beach after a storm and encountered the fellow throwing the starfish back. His book "The Star Thrower" was published in 1979.

7.3 TYPES OF PARTICIPATION

Participation can be done in many different ways: joining political parties or running for elections are typical ways of political participation. But participation is not limited to political activities; taking part in civil society organizations, signing petitions, even carrying symbolic pins are different types of participation.

Here are some types of participation that we can enjoy:

Voting

To vote means to express your preference about a decision. Do you agree or disagree that we should go to the movies, do you think so and so should be the leader of this group, which political party you think should be in the government. You can vote for very different purposes and decisions but using your right to vote is important and every vote makes a difference.

Joining political parties

You cannot improve the system that you are ruled with if you do not take part in it. Joining a political party is one of the most direct ways of changing the ways of your government. You can have a say in your country's future if you become an active participant of a political party.

Being a candidate

You vote for someone to be the leader in your group, why should not you be the leader? If you are chosen, voted for, you can bring in your own experiences and improve the cause that you believe in. But being a candidate is important even if you are not chosen. By being a candidate you create competition and force the others to do well, and you can still share your input with the other candidates as well as with the people who vote or do not vote for you.

Petitions and Demonstrations

Signing a petition or joining a demonstration means that you have an opinion about the issue that you are signing for. Signing your name under a petition that supports environmental causes or one that criticizes the government's policies means that you have a voice and strong opinions.

Joining CSOs / Unions / Associations

A very good way of voicing your preferences and joining your force with your colleagues/friends/other women who share the same principles and ideas is to join a civil society organization. You can join a Civil Society Organization (CSO), an Association or a Union. By taking part in such an organization you can fight for your rights and exercise your freedoms and responsibilities with a group of people who are actually interested in the same issues that you are passionate about. CSOs are organized at a local, national or international level.

Lobbying

If you want decision makers to decide in a way that is favorable to you, you have to do several things. You have to let them know what you want. You have to persuade them that this is a good thing, and that many other people want it, too. You have to convince them that it will be good for them if they support this thing – because people will admire them for it, or will vote for them in the next election, etc. This process of speaking with people who have some sort of power or influence and trying to convince them, is called **lobbying**.

7.4 EXERCISE: HAVE YOU PARTICIPATED BEFORE?

Exercise Objectives

To see the level of active participation among the workshop participants.
To think about the differences between men and women for different types of participation.

Methodology

TIME: 20 minutes

NEEDS: Working sheet "Types of participation", pens

Read out the type of participation and ask the participants if any of them have participated in this way.

1. After you have gone over all types of participation, ask if there are any other types of participation from the group.
2. Discuss whether there are differences between men and women in each type of participation – is it the same for a man or a woman to be active in each area.

Types of participation	Have you? (yes/no)
Voting	
Joining political parties	
Being a candidate	
Petitions and demonstrations	
Joining NGOs / Unions / Associations-	
Lobbying	

Feedback

- Do you consider yourself an active citizen? Why/why not?
- Are there differences between men and women for different kinds of participation?

7.5 BARRIERS TO WOMEN'S PARTICIPATION

Even in most advanced societies, the level of participation of women is behind the level of participation of men; especially political participation. There are several reasons why this is the case:

- The belief that a woman's first duty is being a wife and a mother and that being a politician will hinder women's traditional family roles
- Women prefer other occupations, mostly because of the working conditions of politics, such as long hours, lots of travel, working over the weekends
- Politics requires expenditures and women usually do not have much capital
- Women do not benefit completely from educational opportunities.

7.6 PARTICIPATION TO CIVIL SOCIETY

Globalization brings about changes in the types of governance and in the way that the citizens participate in social and political life. The idea that democracy is the best type of governance (or political regime) developed so far is at the core of the international values system as well. The understanding of democracy has changed by time and today the participative character of democracy is on the fore. Participative democracy necessitates responsible citizens who look for and open the channels of civic institutions and networks in order to solve their problems.

7.7 WHAT IS A CIVIL SOCIETY ORGANIZATION (CSO)?

Civil Society Organizations are voluntarily organized institutions that do not seek monetary gain nor involve in monetary redistribution. Civil Society Organizations are independent from political parties and government institutions in their executive tasks and it is these organizations through which citizens can participate in the political processes that were once dominated by the state. Civil Society Organizations represent citizens who gather around specific topics and problems. These organizations contribute to the solution of problems that are not effectively dealt with by the state controlled public sector and the profit driven private sector.

Civil Society organizations do not seek financial gain nor do they distribute profits. These organizations usually work on issues such as economic and social development.

Voluntary participation / volunteerism / social entrepreneurship

Volunteerism is an individual's use of his/her time, ability, experience, and resources in accordance with the aims of a civil society organization without expecting any benefits. Volunteerism is dependent on the will and the idea of social responsibility of an individual. Voluntary organizations gather and maintain their energy and resources with their members' and supporters' independent participation.

Individuals volunteer for civil society organizations because they care about an issue. They set their missions and act to achieve those. Thus, the foundation of civil society organizations and their work is independent from the state.

The most significant aspect of the constitution of civil society organizations is their reliance on voluntary work and common values. Civil society organizations aim to achieve societal benefits. The social plus that the organizations work for can be in any form, in any area, economic, social or cultural. Being a member of a consumers' rights group or protecting the historical houses both serve to benefit the society as a whole.

Professional Associations

There are two differences between civil society organizations and business associations. First, business associations are formed for their own members' benefit. Civil Society Organizations, on the other hand, aim to benefit the society as a whole, they do not seek for their members' individual gains. The second difference stems from voluntary participation. In many countries membership in Chambers, Professional Associations are legally obligatory since this obligatory membership sets up a system of regulation for the people who practice the same job. In some cases, these professional associations can take up the role of a civil society organization and contributes to public good.

7.8 CIVIL SOCIETY ORGANIZATIONS ACCORDING TO THEIR ACTIVITIES

Civil Society Organizations can be involved in a variety of issues, and they can focus on many areas of an issue. From environment to human rights, democratization to women's health, civil society organizations are active. Civil Society Organizations can raise awareness on an issue and set the agenda, or they can contribute to the solving of a specific problem. We can organize civil society organizations activities under three groups.

Conducting and Disseminating Research

Some organizations promote and conduct research to generate policy proposals. Think tanks conduct and disseminate research on issues that they are interested and specialized in. The research can also be used for advocacy and influencing the decision making and policy making mechanisms.

Agenda setting

Some organizations aim to raise awareness of the society on their issue and try to set the agenda. These organizations may be particularly interested in raising awareness about and promoting the rights of a certain group such as women, children or minorities.

Problem-solving

Some organizations work towards contributing to the solution of societal problems. On issues such as education and environment these organizations can be effective contributors to the solution of problems. These organizations usually focus on the societal problems that the governments and the private sector fall short of addressing.

A civil society organization can perform all these activities together. For example, an animal rights organization can draw the attention of the public to a certain animal that is in danger of extinction by publishing advertisements in the media. This is an agenda-setting activity that is aimed towards raising awareness. The organization can then conduct and disseminate research about the reasons why this animal is in danger and the conditions for its survival. If the organization finds a park in which the animal would be safe / sends the animal to a certain place where its livelihood could be maintained, then the organization is engaged in a problem-solving activity.

7.9 EXERCISE – WHICH CSOs WOULD YOU LIKE TO CONTRIBUTE TO?

Exercise Objectives

To see the range of activities CSOs are involved with and to help the participants think about which area they might like to participate. The CSOs listed are international CSOs, but they either have local offices in your countries, or there are local organisations with similar objectives.

Methodology

TIME: 30 min.

1. Mention and if necessary explain each of the CSOs described below and their areas of activity.
2. Discuss whether the participants would like to participate in this kind of civil activity. Why / why not? If so, ask the participants to describe how they would like to contribute to this activity.

GREENPEACE – www.greenpeace.org

Greenpeace exists because this fragile earth deserves a voice. It needs solutions. It needs change. It needs action.

Greenpeace is a non-profit organisation, with a presence in 40 countries across Europe, the Americas, Asia and the Pacific. Greenpeace has been campaigning against environmental degradation since 1971 when a small boat of volunteers and journalists sailed into Amchitka, an area north of Alaska where the US

Government was conducting underground nuclear tests. This tradition of 'bearing witness' in a non-violent manner continues today, and our ships are an important part of all our campaign work.

As a global organisation, Greenpeace focuses on the most crucial worldwide threats to our planet's biodiversity and environment. We campaign to:

- [Stop climate change](#)
- [Protect ancient forests](#)
- [Save the oceans](#)
- [Stop whaling](#)
- [Say no to genetic engineering](#)
- [Stop the nuclear threat](#)
- [Eliminate toxic chemicals](#)
- [Encourage sustainable trade](#)

In pursuing our mission, we have no permanent allies or enemies. We promote open, informed debate about society's environmental choices. We use research, lobbying, and quiet diplomacy to pursue our goals, as well as high-profile, non-violent conflict to raise the level and quality of public debate.

And we believe that the struggle to preserve the future of our planet is not about us. It's about you. Greenpeace speaks for 2.8 million supporters worldwide, and encourages many millions more than that to take action every day.

As one of the longest banners we've ever made summed things up, "When the last tree is cut, the last river poisoned, and the last fish dead, we will discover that we can't eat money..."

Human Rights Watch - www.hrw.org

Human Rights Watch is dedicated to protecting the human rights of people around the world.

We stand with victims and activists to prevent discrimination, to uphold political freedom, to protect people from inhumane conduct in wartime, and to bring offenders to justice.

We investigate and expose human rights violations and hold abusers accountable. We challenge governments and those who hold power to end abusive practices and respect international human rights law.

We enlist the public and the international community to support the cause of human rights for all.

Human Rights Watch is an independent, nongovernmental organization, supported by contributions from private individuals and foundations worldwide. It accepts no government funds, directly or indirectly.

OXFAM - www.oxfam.org.uk

Oxfam International is a confederation of 12 organizations working together with over 3,000 partners in more than 100 countries to find lasting solutions to poverty, suffering and injustice.

With many of the causes of poverty global in nature, the 12 affiliate members of Oxfam International believe they can achieve greater impact through their collective efforts. Oxfam International seeks increased worldwide public understanding that economic and social justice are crucial to sustainable development. We strive to be a global campaigning force promoting the awareness and motivation that comes with global citizenship whilst seeking to shift public opinion in order to make equity the same priority as economic growth.

We work with poor people - We seek to help people organize so that they might gain better access to the opportunities they need to improve their livelihoods

and govern their own lives. We also work with people affected by humanitarian disasters, with preventive measures, preparedness, as well as emergency relief.

We influence powerful people - Experience of the real issues confronting poor people is linked to high-level research and lobbying aiming to change international policies and practices in ways which would ensure that poor people have the rights, opportunities and resources they need to improve and control their lives.

We join hands with all people - Popular campaigning, alliance building and media work designed to raise awareness among the public of the real solutions to global poverty, to enable and motivate people to play an active part in the movement for change, and to foster a sense of global citizenship.

Women for Women International - www.womenforwomen.org

Women for Women International mobilizes women to change their lives by bringing a holistic approach to addressing the unique needs of women in conflict and post-conflict environments.

We begin by working with women who may have lost everything in conflict and often have nowhere else to turn. Participation in our one-year program launches women on a journey from victim to survivor to active citizen. We identify services to support graduates of the program as they continue to strive for greater social, economic and political participation in their communities.

As each woman engages in a multi-phase process of recovery and rehabilitation, she opens a window of opportunity presented by the end of conflict to help improve the rights, freedoms and status of women in her country. As women who go through our program assume leadership positions in their villages, actively participate in the reconstruction of their communities, build civil society, start businesses, train other women and serve as role models, they become active citizens who can help to establish lasting peace and stability.

Women for Women International believes that establishing a means to earn a sustainable living is critical to being fully active in the life of a family, community and country. To help women transform their new skills into financial independence and sustainability, we offer job skills trainings to strengthen women's existing skills and to introduce new skills in traditional and non-traditional fields so women can access future employment opportunities.

Building on the skills training program, we offer comprehensive business services designed to help women start and manage their own micro-enterprises. We give them access to capital and operate micro-credit programs in Afghanistan, Bosnia and Herzegovina and Iraq with an overall repayment rate of 98 percent. We give women access to markets by facilitating product sales through outside retailers and our online Virtual Bazaar. We provide expertise such as product design, production assistance and business development workshops. We also help women form micro-enterprises such as production facilities and cooperative stores to sell the goods women produce.

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8. LEADERSHIP

Chapter Overview: In this chapter, you will learn how to discover your inner leadership potential, to recognise your opportunities for leadership and to actively engage in leadership development.

8.1 WHAT IS LEADERSHIP?

Leadership is a process by which a person influences others to achieve an aim.⁵ Individuals lead by using their own characteristics such as conviction, competence, ingenuity, and communication skills. Leadership is not the same as authority, which forces others to act in a certain way, but rather a good leader inspires others to share the same aims. Leadership is a kind of social responsibility and many people become leaders from a sense of duty or out of an extraordinary event that challenged them. That is to say that individuals can choose to become leaders and managers and to guide others with a clear sense of conviction and direction.

Leadership is based on the principles of stewardship and is understood as a form of service and not a divine right or a consequence of power, wealth or birth. The mandate for stewardship comes from the will of those being led: it must be honestly earned and cannot be demanded or coerced.

Stewardship is a positive form of leadership whereby the leader seeks to empower and bring out the best in the group they lead. Stewardship is respectful and responsive; it requires moral, mental and physical strength and is compatible with democratic principles. Unlike tyranny, stewardship flourishes on justified criticism and support. This is not a weakness of stewardship but rather a strength.

This form of leadership has the distinct advantage that it can be practised at all levels and across the spectrum of activities; we can exercise stewardship with our peers, as good friends and advisors. We can be good stewards of our families and neighbourhoods, using leadership skills to build fruitful communities. Stewardship has a rightful place in schools, service industries, commerce, enterprises, diplomacy and government, where service towards a greater goal is paramount. Seen in this context, it is clear that this form of leadership is open to both genders and all ages.

8.2 EXERCISE - ARE YOU ALREADY A LEADER?

Exercise Objectives

To recognise your leadership potential by yourself.

Methodology

TIME: 15-25 min.

Use a few questions to think about ways in which participants are already leaders:

- ◇ Do any of the participants help to take care of younger family members, have representative positions in school or are sports team captains?
- ◇ If you see problems or have an idea, do you ever speak up and try to make things better?
- ◇ Do friends come to you for advice or comfort?
- ◇ Do people follow your ideas or sometimes take up your suggestions?

Feedback

- Are you surprised to discover so many opportunities for leadership in everyday life? Can you suggest some others?

⁵ The facilitator may want to use the Key Concepts list of definitions in Appendix 2

8.3 EXERCISE - IMAGES OF LEADERSHIP

Exercise Objective

The objective is to understand participants' perceptions of leadership *before* they begin the workshop.

Methodology

TIME: 15-20 minutes

NEEDS: Paper and pencils

1. Ask the participants to think of an image that comes to their mind when they think of the term leadership, and then either draw or describe the image explaining briefly why they selected that image. Then post some of the images on a board and ask some of the participants to describe and explain their response.

The participants' responses might represent images of historical figures (Gandhi or Napoleon) or celebrities (from sports and entertainment). This participants in this type of exercise used in the *Wharton Undergraduate Leadership Program* in the United States described other unusual images such as, "trees (leaders are grounded yet visionary); a crew team (pulling together to provide leadership); a pillow (accommodating); a steering wheel (a leader provides direction); a chessboard (strategic qualities); and geese flying in formation (suggesting that leaders often work both separately and interdependently)." Other leadership images may represent plural ideas such as "clasped hands" to refer to interdependence and mutual assistance.⁶

Feedback

Discuss a few of the participants' responses and images.

- *Are there any features in common or different among the participants' responses?*
- *What definition of leadership do these images represent?*

8.4 EXERCISE - WHO IS A LEADER?

Exercise Objectives

To address the stereotypes associated with the concept of leadership. To introduce the multi-sided concept of leadership.

Methodology

TIME: 15-20 minutes.

NEEDS: Stickies (Post-its), flip-chart

1. The facilitator gives four stickies (post-its) to each and asks the participants to think about someone they consider as a leader, to write the person-leader name on one stick and to list three characteristics of that person's leadership; and to write them on the other three stickies.
2. Facilitator asks participants to put the stickies with the leaders name on a board. Participants read the names and put the sticks on a board.
3. Facilitator asks one of the to categorize leaders on historical and contemporary figures and put the sticks into two columns. More often the column of historical figures is bigger, so we can conclude that people consider a leader to be a "big person", but leaders also live among us.
4. Facilitator asks another participant to categorize male and female leaders and men and again put the stickies into two columns. More often the column of men is bigger, so we can conclude that people are inclined to see leaders among men rather than among women, but leaders are not only men.

5. Facilitator asks another participant to categorize leaders on international, national, local or personal level. We make the conclusion that people are inclined to see leaders on the international or national level, but leaders are also on local and personal level, and to be a leader of one's own life is also important.
6. Facilitator asks another participant to categorize leaders on formal and informal leaders. We conclude that people are inclined to see leaders in organization hierarchies, but leaders can also be without formal status.

Feedback

Leaders are many-sided: they are men and women, historical and contemporary figures, they lead world at whole, nations, organizations and small group, they may or may not have formal positions. Leadership is not only for big figures but also for people we know

People can be leaders in one field but followers in other areas. Difference exists between celebrity and leadership, and a person can train and enhance her own leadership skills.

8.5 EXERCISE – IS THERE A LEADER IN ME?

Exercise Objectives

To encourage participants to discover their leadership potential.

Women tend to display certain leadership styles. They tend to be less concerned with hierarchy and more interested in inclusive leadership. Research claims that women are good network builders and are less likely to be corrupt. Women may take small calculated steps to reach their goals, but they are more likely to devote attention to detail on the way. The young generation of girls today will join the ranks of tomorrow's leaders; it is never too late to start.

Methodology

TIME: 15-30 minutes.

NEEDS: Worksheet "Is there a leader in me?"

1. Have the participants read the statements on the worksheet and chose one of the four endings. Or tell participants to divide into pairs and let them to take turns to question and respond to each other aloud.
2. Once the participants have completed the worksheet, gather the group together to discuss a few of the responses as outlined in the feedback. It is important to help the participants to identify which actions show leadership, either directly or indirectly. Remember, no answers are better than others; the point of the exercise is to encourage participants to discover their leadership potential, so be respectful in all criticism of participants answers.

Feedback

- *How is each of these situations an opportunity for leadership?*
- *Are you surprised to discover so many opportunities for leadership in everyday life? Can you suggest some others?*
- *In these situations, in what ways can you bring out the leader in you?*

8.6 WORKSHEET: IS THERE A LEADER IN ME?

Read the following statements and imagine yourself in the same situation. Then choose one of the alternative endings closest to what you would most likely do. Or you can make up your own ending.

1. Once when my friends and I were having difficulty with our homework assignment, I suddenly had a good idea and saw how to do it so I...

- a. ...quickly finished my work and went to the café.
- b. ...quickly finished my work and gave it to my friends to copy.
- c. ...asked my friends if they wanted to hear my idea.
- d.

2. I really wanted to buy a new dress for the party but I did not have enough money so I...

- a. ...decided to wear my old dress; it doesn't matter really, I am invited to the party for who I am, not for what I wear.
- b. ...decided to borrow one from a friend, a change is good enough!
- c. ...decided to earn the money to buy the dress. I offered to clean cars, baby-sit and do the shopping for all neighbourhood families. It will take me two months of work to pay for the dress, but I will have it for the next party.
- d.

3. My cousins were drinking some strong alcohol and when their parents were away, so I...

- a. ...went to my friends house and left them alone.
- b. ...tried to find something else we could all do, like play basketball.
- c. ...went to their parents/another family member and told them about it.
- d.

4. Many of the kids at school think that we should learn how to use the internet, or use computers for our school work. Unfortunately, we don't have the facilities at my high school. So I...

- a. ...had an idea to make a petition asking to make computers a priority. Everyone wanted to sign it and I took the list with 300 signatures on it to the Headmaster/mistress.
- b. ...wrote a letter complaining that we don't have any computers to all my teachers asking the, to hand it to the school board and parents association.
- c. ...organised a sponsored run by the students. We managed to raise enough money for one computer. It is only one, but it is a start.
- d.

8.7 EXERCISE - WHO IS THE LEADER?

Exercise Objectives

Playing with the idea of leadership, observing my own and other's behaviour.

Methodology

TIME: 15 minutes

NEEDS:

1. The participants stand in a circle and close their eyes. The facilitator walks behind the people and tips with the finger one person's back. This person will be the leader. Do not tell the others when the facilitator tips on your back. After the facilitator tipped on somebody's back, participants open the eyes and walk around. The leader behaves like the leader, but also tries to hide it. The participants should find out who the leader is.
2. After some time, the participants go back in the circle, the facilitator counts to three and the participants point out to that person who she thinks is the leader. Normally, there is no clear decision.
3. The next step is that the facilitator chooses no one to be the leader.
4. The next time, the facilitator tips on everybody's back; EVERYBODY is a leader. To make it easier now the leader should really behave like a leader but the others can pretend to be leaders as well. Walk around again. Let them stand in a circle and point again at the person whom they think she was the leader.

Feedback

- The leader wants the others to follow - how does a leader behave?
- What did you learn about how leaders behave?

8.8 EXERCISE -THE UNDER-REPRESENTATION OF WOMEN AS LEADERS

Exercise Objectives

To address the world wide and persistent phenomenon of the under-representation of women as leaders and more specifically, of women in national parliaments.

To provide a comparative approach and awareness of the status of one's country vis-à-vis the world.

Methodology

TIME: 15-30 minutes

NEEDS: Worksheets - "Top 10 list of Women in National Parliaments" and "Women in Politics - Facts"

Ask participants to examine briefly the Worksheet Top-10 list of women in national parliaments. Then discuss with them the data asking the following questions:

- Any surprises in the list?*
- Can you guess what ranking your country has?*

What is the ranking of.....

- a. Austria_____
- b. Cyprus_____
- c. Turkey_____



8.9 WORKSHEET – TOP 10 LIST OF WOMEN IN NATIONAL PARLIAMENTS

Rank	Country	Lower or single House				Upper House or Senate			
		Elections	Seats	Women	% W	Elections	Seats	Women	% W
1	Rwanda	09 2003	80	39	48.8	09 2003	26	9	34.6
2	Sweden	09 2002	349	158	45.3	---	---	---	---
3	Norway	09 2005	169	64	37.9	---	---	---	---
4	Finland	03 2003	200	75	37.5	---	---	---	---
5	Denmark	02 2005	179	66	36.9	---	---	---	---
6	Netherlands	01 2003	150	55	36.7	06 2003	75	22	29.3
7	Cuba	01 2003	609	219	36.0	---	---	---	---
„	Spain	03 2004	350	126	36.0	03 2004	259	60	23.2
8	Costa Rica	02 2006	57	20	35.1	---	---	---	---
9	Argentina	10 2005	257	90	35.0	10 2005	72	30	41.7
10	Mozambique	12 2004	250	87	34.8	---	---	---	---

Source: Inter-Parliamentary Union (IPU), www.ipu.org/wmn-e/classif.htm;
information provided by National Parliaments by 28 February 2006

8.10 WORKSHEET - WOMEN IN POLITICS FACTS⁷

DID YOU KNOW THAT?

First female minister: Nina Bang, Danish Minister of Education 1924–26

First female Prime Minister: Sirivamo Bandaranaike of Sri Lanka (1960)

First President: Isabel Perón of Argentina (1974)

Countries which never had a female member of government: Monaco and Saudi Arabia.

First country to have more female ministers than male: Sweden (1999).

Current female heads of state and government:

Only 19 of the 191 United Nations member states have [female leaders](#)

Reigning [Queens](#): Denmark, The Netherlands and the United Kingdom (also represented by a female Governor General in Canada, New Zealand and Saint Lucia)

Current Female [Presidents](#): Chile, Finland, Ireland, Latvia, Liberia and The Philippines.

Current Female [Prime Ministers](#): in Bangladesh, Germany, Jamaica New Zealand, Mozambique, South Korea and The Dutch Antilles.

Feedback

- *Is the level of participation satisfactory?*
- *Can we make some geographical generalizations of where the Top 10 countries are located?*
- *What do you think are some of the reasons explaining under-representation in your own country?*

Consider the following societal, organizational, and personal-level obstacles⁸

- "Obstacles which society reproduces social discrimination, attitudes and stereotypes existing in society, e. g., women destined for childbirth, men are more appropriate for leader's roles and so on, unequal power in the family, gender socialization, gender role influence
- Obstacles which organizations reproduce: "Glass ceiling," unwritten rules to promote men in the first place, communication problem, i.e., women's exclusion from "old boys network", lack of power in the workplace, limited access to on-job-training for women, and
- Obstacles at personal level: lack of self-confidence, fear of being not feminine."

Discussion: *Would you be willing to run in national or local elections? Why or why not?*

8.11 EXERCISE - PROFILES OF NATIONAL OR INTERNATIONAL LEADERS

Exercise Objectives

To examine some "famous" female leaders' profiles in various fields and consider the traits that make these persons role models or examples to avoid. To consider the role of gender in achieving leadership positions.

Methodology

TIME: 15-30 minutes.

NEEDS: Worksheet "Leader Profiles"

This exercise can be implemented by dividing the participants in pairs or groups. Distribute the Worksheet "Leader Profiles" and assign each group or each pair one leader profile.

Ask them to read the leader's profile and think and take short notes of the following questions:

- Which characteristics of the leader do they admire and which they detest?
- Did gender play a role in this person's rise to leadership?
- Is this leader a role model?

Feedback

Are these leaders inspiring?

Compare and contrast the characteristics that were important in their leadership positions.



8.12 WORKSHEET- LEADER PROFILES

Condoleezza Rice, Political figure⁹

Condoleezza Rice became U.S. Secretary of State in 2005. She had earlier served as National Security Advisor under President **George W. Bush** from 2001-2005. As a child, Rice was a gifted student and a prodigy on the piano, and she entered college at the age of 15 with the intention of becoming a concert pianist. Along the way she was influenced by political scientist Josef Korbel, the father of former U.S. Secretary of State **Madeleine Albright**. Rice changed her plans and studied international politics, and by the early 1980s she was teaching at Stanford University and becoming a prominent public voice on international affairs. She also worked with the Pentagon and with the administration of **George Bush** the elder as an expert on foreign affairs. She returned to Stanford during the **Bill Clinton** administration before being tapped as NSA by the younger President Bush. In January of 2005, after Bush was reelected for a second term, Rice replaced **Colin Powell** as Secretary of State. Rice is the first African-American woman to hold the post of Secretary of State and the first woman to occupy the key post of national security adviser.¹⁰ She is known for her uncompromising positions on missile defence, Russia and the environment.

Mother Teresa, Humanitarian¹¹

Mother Teresa grew famous for humbly ministering to lepers, the homeless and the poorest of the poor in the slums of Calcutta. In 1928 Agnes Gonxha Bojaxhiu joined the Sisters of Our Lady of Lareto, a Catholic order that did charity work in India. She took the name Sister Teresa and for 17 years taught school in the country. In 1950 she founded the Missionaries of Charity, a new order devoted to helping the sick and poor; the order grew to include branches in more than 100 cities around the world, and Mother Teresa became a worldwide symbol of charity, meeting with **Princess Diana** and many other public figures. In 1979 Mother Teresa was awarded the **Nobel** Prize for Peace, and in 1985 she was awarded the Medal of Freedom from the United States. She was beatified by Pope **John Paul II** on 19 October 2003, placing her one step from sainthood in the Catholic faith; after beatification she became known as the Blessed Mother Teresa of Kolkata...

Rosa Luxemburg, Revolutionary

Luxemburg, Rosa 1871-1919, German, b. Russian Poland. Her revolutionary activities forced her to flee to Switzerland in 1889, where she became a Marxist. One of the founders of the Polish Socialist party (1892), she formed (1894) a splinter group (later known as the Social Democratic party of Poland and Lithuania). Acquiring German citizenship through marriage, after 1898 she was a leader in the German Social Democratic party (SPD). She opposed **Bernstein's** moderate socialism, insisting on the overthrow of capitalism. However, she disagreed with **Lenin** on the composition of the revolutionary classes, while anticipating his formulation on imperialism. She participated in the revolution of 1905 in Russian Poland and was active in the Second International, working with Lenin to demand socialist opposition to war, while using it for revolution. Opposing the SPD's support for the war, she formed the German **Spartacus party** with Karl **Liebknecht**. In protective custody during much of the war and released in 1918 upon the outbreak of the German revolution, she aided in the transformation of the Spartacists into the German Communist party and edited its organ, *Rote Fahne*. Critical of Lenin in his triumph, she foresaw his dictatorship over the proletariat becoming permanent. For their part in the Spartacist uprising in Berlin, she and Liebknecht were arrested (Jan., 1919). While being taken to prison they were killed by soldiers.

Frida Kahlo, Artist

Frida Kahlo (1907-1954) is one of Mexico's most famous artists and also something of a feminist icon, celebrated for her passionate indomitability in the face of life's trials. She's best known for her daring self-portraits depicting the suffering she experienced in her personal life. As a child Kahlo had polio; at the age of 18 she broke her right leg and pelvis in a horrific bus accident, leading to a lifetime of chronic pain. Partially immobile after the accident, Kahlo began

⁹ www.answers.com/topic/condoleezza-rice

¹⁰ www.answers.com/topic/condoleezza-rice

¹¹ www.who2.com/motherteresa.html

painting in the late 1920s. She married famed muralist Diego Rivera in 1929 and together they travelled to the United States, staying in Detroit and New York City in the early 1930s. In the late 1930s Kahlo had exhibitions of her paintings in New York City and Paris and associated with some of the most famous painters in the world. Kahlo and Rivera were both known for their extramarital affairs (Kahlo supposedly was a lover of Leon Trotsky) and in 1940 they divorced for a short time before remarrying. During the '40s Kahlo gained international recognition for her colorful and sometimes gruesome paintings (as well as for her bold public persona), but she continued to have health problems. She died in 1954 just after her 47th birthday.

Jane Austen, Writer

Jane Austen's (1775-1817) novels were witty, warm and ironic portraits of the privileged classes of 18th- and 19th-century England. Her best-known works are *Emma* (1815), *Pride and Prejudice* (1813) and *Sense and Sensibility* (1811), though due to the status of women authors at the time, most of her novels were published anonymously. Austen was one of eight children of an English clergyman, and given the accomplishments of her novels she lived a remarkably quiet and domestic life in the rural south of England. She never married and was only 41 when she died. The *Pride and Prejudice* heroine Elizabeth Bennet and her dashing suitor Mr. Darcy are one of the more famous couples in English fiction.

Feedback

- *Is there a leader in me?*

We don't have to wait until we have college degrees or important professions, each one of us can choose to be leaders right now. We have seen how we can lead and serve in our everyday life, with friends, family and in the school. We can practice our skills now and as we grow we will have the confidence to bring our visions and determination into everything we do as adults. But achieving our aims should not come at any price or cause harm: positive leaders are trustworthy, inspiring and have courage. By first recognising our leadership actions in our everyday day lives we will see that we all have the potential for leadership even in small ways. When we identify these ways, we can then begin to develop the confidence to apply our leadership to other, perhaps unfamiliar or greater challenges.

Have the participants stand in large circle.

Ask the participants if they learned anything new about their leadership potential in the session, allow a few participants to respond.



8.13 APPENDIX 1

Available resources in women leaders and politics:

- ◇ Data on Women in Politics, Inter-Parliamentary Union (IPU), www.ipu.org
- ◇ "Gandhi, Mandela, Mother Teresa, a Tree, a Pillow ... Images of Leadership from Future Leaders", article available at <http://knowledge.wharton.upenn.edu/index.cfm?fa=viewfeature&id=1417>
- ◇ Enlargement, Gender and Governance , www.qub.ac.uk/egg
- ◇ ROSA Documentation Centre and Archives on Feminism, Equal Opportunities and Women's Studies, www.rosadoc.be/site/maineng/frame2.htm
- ◇ UNITED NATIONS Social Statistics, <http://unstats.un.org/unsd/demographic/products/indwm/wwpub.htm>
- ◇ Women In Leadership Newsweek article, www.msnbc.msn.com/id/9674039/site/newsweek

Who is a leader?¹²

Mintzberg, H. *The Manager's Job: Folklore and Fact* // William R. Lassey and Marshall Sashkin (ed.) (1983) *Leadership and Social Change* (pp. 213-237). Kutter, J.P. What leaders really do, *Harvard business rev* Vol. 68, N 3, (pp. 103-111) . Boston, 1990.

Leadership theories

Bass, B.M. (ed.) (1990) *Bass and Stogdill's Handbook of Leadership: Theory, Research and Managerial Applications* (3d ed.)

Bensimon, E.M. A Feminist Reinterpretation of Presidents' Definitions of Leadership, *Peabody Journal of Education* Vol. 66, No. 3, *Educational Leadership and the Struggle for Mind* (Spring, 1989) (pp. 143-156)

Women and men as leaders

Duerst-Lahti, D. and Mae Kelly, R. On Governance, Leadership, and Gender // Duerst-Lahti, D. and Mae Kelly, R. (ed.) (1995) *Gender Power, Leadership, and Governance* (pp. 11-37).

Fisher, H.E. The Natural Leadership Talents of Women // Coughlin, L., Wingard, E., Hollihan, K. (ed.) (2005) *Enlightened Power: How Women are Transforming Practices of Leadership*. (pp. 133-140).

Helgesen, S. (1990) *The Female Advantages: Women's Ways of Leadership*. (pp. 3-60).

Women "Take Care," Men "Take Charge:" Stereotyping of U.S. Business Leaders Exposed. Catalyst Report, www.catalystwomen.org

Blumen J. L. Connective Leadership: Female Leadership Styles in the 21st-Century Workplace, *Sociological Perspectives*, Vol. 35, No. 1, *Women in the Workplace: Toward True Integration* (Spring, 1992), (pp. 183-203).

Obstacles and overcoming them on women's path to leadership

Indvik, J. Women and Leadership, Northouse, P.G. (2004) *Leadership: Theory and practice*, (pp. 273-282).

Genovese, M. (ed.) (1993) *Women as National Leaders*. 241 p.

Rhode, D. L. (ed.) (2003) *The Difference "Difference" Makes: Women and Leadership*. (pp. 129-178).

Kent, R. L., Moss S.E. Effects of Sex and Gender Role on Leader Emergence, *The Academy of Management Journal* > Vol. 37, No. 5 (Oct., 1994), (pp. 1335-1346).

Gender-Responsible Leadership

Van Nostrand, C. H. (1993) *Gender-Responsible Leadership: Detecting Bias, Implementing Intervention*, 294 p.

Rhode, D. L. (ed.) (2003) *The Difference "Difference" Makes: Women and Leadership*, (pp. 181-189).

Bartunek, J.M., Walsh K., Lacey C. A. Dynamics and Dilemmas of Women Leading Women, *Organization Science* Vol. 11, No. 6 (Nov. 2000), (pp. 589-610).

Participants' leadership strategy & conclusion

Miller, G.V. The Leadership Dimensions Survey // Gordon J. (ed.) (2003) *Pfeiffer's Classic Activities for Developing Leaders*. (pp. 409-435).

8.14 APPENDIX 2 - KEY CONCEPTS

Leader: A person, who leads followers toward goal achievement interacting with them and influencing them. Leaders motivate groups to move towards shared goals, but don't have to be at the top of an organizational hierarchy.
Celebrity – a famous or widely known person. A person can use her/his celebrity as a resource to accomplish goals.

Manager: A person who is in an official position and is responsible for an organization's activities. Important functions expected of a manager include seeing that tasks are completed according to available human and other resources, etc.

Leadership: The process of influence on people or one's self to make them active and/or to reach a common goal.

Charismatic leadership: Type of leadership based on extraordinary personal qualities or skills, which spread fervent popular devotion and enthusiasm among followers.

Situational leadership: Type of leadership that assumes that the leader adjusts her/his behavior to a specific situation, i.e., leaders would not act the same way if the situation was different.

Transformational leadership: Type of leadership that changes and transforms individuals; it involves an exceptional form of influence that moves followers to accomplish more than was usually expected of them.

Formal v. informal leadership: this approach assumes that there are two types of leader, those holding official position in organization hierarchies and others who exercise leadership without formal titles or authority.

Gender-responsible leader: A leader who creates climate in which the more positive characteristics of both female and male communication and work styles are encouraged and cultivated.

Masculine leadership style: stereotypical style connected with domination, ranking, task orientation, limited information flow, etc.

Feminine leadership style: Stereotypical style connected with deference, linking, people orientation, unlimited information flow, etc.

Stereotypes: Conventional, formulaic, and oversimplified conceptions, opinions or images which assume that some group of people will act in the same way, often formed because of cultural expectations.

Gender roles: Sets of cultural expectations that define the ways in which the members of each sex should behave in a society, group, etc. based on expectations placed on people and acceptance of these roles by individuals.

Discrimination: Making distinctions on the basis of class, gender, race, and ethnicity rather than on individual merit.

Persuasion: the process of influence through which people start to believe/accept someone's ideas and actions.

9. EVALUATION

- 1) Registration form for the participants
- 2) Session-Feedback for the group of participants
- 3) Evaluation of the sessions (facilitators)
- 4) Evaluation of the whole workshop (participants)

9.1 REGISTRATION FORM – GIRLS FIT FOR POLITICS!

Thank you for giving us information about you! We want to develop this workshop and make it better – you are helping us by answering these questions!

1) PERSONAL DATA					
Name and Last Name:					
Date of Birth:			Age:		
Address:					
Locality:			Province:		
Tel:			E-mail:		
2) FAMILY DATA					
Occupation Father:					
Occupation Mother:					
age of sister/s:		age of brother/s:		yes	no
				female	male
3) EDUCATION & CURRENT OCCUPATION					
Level (tick the latest corresponding level)					
Secondary	Tertiary	University	Completed	yes	no
Current Occupation:					
Educational Institution:					
Other Studies:					
4) PERSONAL QUESTIONS					
Do you consider yourself an active citizen? Why? If not, can you imagine being one? Why?					
Do you have experiences in coordination or facilitation of groups?					
Do you have experience in participation and / or representation of a 'political group' ? (neighbourhood, student's council...)					
Do you have experience in public speaking?					
What are the skills you would like to learn?					
Have you ever participated in a training workshop? If yes, which one?					
What training workshops would you consider useful for your personal development, your future life?					

9.2 EVALUATION FORM AFTER EACH SECTION

Information for the facilitators:

Put this model on a big sheet of paper and after ending the thematic sessions, just let the participants mark with a green pen or with green 'post-it-dots', their answer to question one, and with a red pen or 'post-it-dots' their answer to question two. They can use every position in the field and use the whole scale to express their estimation.

Normally you just leave these comments to end the session, you can do it in the coffee-break. Just if a mark is very put very extremely you can talk briefly with the group about it. E.g. there are marks on the very left side, you can ask if there are comments about it to find out if someone feels very uncomfortable or is angry.

Example: In Exercise 1) some of the participants learned a lot, it was an important experience for them, but for most of the participants it was personally not very important. But nearly everyone thinks , that girls would need to do this exercise.

	<p>1.) To do the exercise was for me...</p> <p>2.) I think for young women in my country to do this exercise is...</p> <p>not so important very important</p> <p>←-----></p>
Exercise number 1 "Name"	
Exercise number 2 "Name"	
Exercise number 3 "Name"	
Exercise number 4 "Name"	
Exercise number 5 "Name"	

9.4 PARTICIPANTS' EVALUATION

(after the whole workshop)

1. Before you came to this workshop how much did you see yourself as a political person?

1	2	3	4	5
Not political			a politician	

2. After this workshop how much do you see yourself as a political person?

1	2	3	4	5
Not political			a politician	

3. What did you find most interesting or exiting?

.....

.....

.....

4. What didn't you like about this workshop?

.....

.....

.....

5. Overall, how valuable was the workshop for you?

1	2	3	4	5
Not valuable at all		somewhat valuable		very valuable

6. After the workshop... (please mark, if you agree with this phrase or not)

I know now strategies how to participate in civil society.

Yes	No
-----	----

I know now better how to work in a group.

Yes	No
-----	----

I consider myself as a leader.

Yes	No
-----	----

I feel ready for public speaking.

Yes	No
-----	----

I

Yes	No
-----	----

7. Comments or Suggestions:

.....

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.....

.....

Dear Participants, dear Facilitators,

We hope that you enjoyed interesting, powerful and fruitful workshop using this handbook.

As a next step of this project, international workshops will take place – young women from Austria, Cyprus and Turkey will participate together in “Young Women: Fit for Politics!” workshops either in Vienna, Nicosia or Istanbul.

Take the chance and link up with young women from all over the world! Through the interactive web platform Girls without Borders – www.girls-without-borders.org – you can join a worldwide movement of strong, dedicated and active young women. Join Girls without Borders, be active and become a leader.

Sisterhood is beautiful – it makes you powerful!

This is the first edition of our “Young Women: Fit for politics!” training handbook. Please give us your feedback so that we are able to develop a powerful tool to empower a young female leadership in Austria, Cyprus and Turkey.

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Mini Dictionary

In order to get prepared for the international workshop which may take place during the second phase of this Grundtvig program, we provide you with some basic vocabulary in English, German, Greek and Turkish:

English	German (Austria) 	Greek (Cyprus) 	Turkish 
Hello	Hallo / Guten Tag	Yiasou	merhaba
Good morning	Guten morgen	Kalimera	Günaydin
Good evening	Guten abend	Kalispera	Iyi aksamlar
Good bye	Auf Wiedersehen	Yiasou	Hoscakal
My name is...	Ich heiße...	To onoma mou ine	Benim adim...
I am from...	Ich komme aus...	Ime apo	Benim ülkem...
I am xx years old	Ich bin xx Jahre alt	Eimai xx chronon	xx yasindayim
Where are you from?	Woher bist du?	Apo pou ise	Sen nerelisin?
What is your name?	Wie heißt du?	Pos se lene	Senin adin ne?
What time is it?	Wie spät ist es?	Ti ora ine	Saat kac?
Please	Bitte	Parakalo	Lütfen
How are you? - Good	Wie geht es dir? - Gut.	Ti kanis? - Kala	Nasilsin? - Iyiyim
Thank you	Danke	Efcharisto	Tessekur ederim
Yes	Ja	Nai	Evet
No	Nein	Ochi	Hayir
Friend	Freund	Filos	Arkadas
Numbers from 1-10			
1 one	Eins	Ena	bir
2 two	Zwei	Dio	iki
3 three	Drei	Tria	uc
4 four	Vier	Tessera	dort
5 five	Fünf	Pente	bes
6 six	Sechs	Exi	alti
7 seven	Sieben	Efta	yedi
8 eight	Acht	Okto	sekiz
9 nine	Neun	Ennia	dokuz
10 ten	zehn	Deka	on

Young Women: Fit for Politics!



Every journey starts
with a single step!