

*Increasing Women's Political Participation
in Guyana*

Trainer's Manual: Candidate Skills

National Democratic Institute for International Affairs (NDI)
Guyana





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Table of Contents

<i>Acknowledgements</i>	<i>i.</i>
<i>Introduction</i>	<i>ii.</i>
<i>How to Use This Training Manual</i>	<i>1</i>
<i>Tips For The Trainer</i>	<i>4</i>
Module 1: <i>Leadership Skills</i>	Tab 1
Module 2: <i>Understanding Local Government</i>	Tab 2
Module 3: <i>Effective Use of the Media</i>	Tab 3
Module 4: <i>Negotiation Skills</i>	Tab 4
Module 5: <i>Managing a Political Campaign</i>	Tab 5
Module 6: <i>Voter Identification and Outreach</i>	Tab 6
Module 7: <i>Campaign Fundraising</i>	Tab 7
<i>Attendance Sheet</i>	Tab 8
<i>Ground Rules for Training</i>	Tab 8
<i>Evaluation Form</i>	Tab 8
<i>Additional Resources</i>	Tab 8

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IR4 Civil Society Influences Public Policy

Increasing Women's Political Participation Training Manual for Potential Candidates

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- *Walk and Talk*, NDI Croatia, 1999.
- *Nominating for Change: Strengthening Women's Position in Political Parties*, A Training of Trainers Manual, NDI Indonesia, 2003.

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Introduction

Tens of thousands of talented women stand ready to use their professional expertise in public life; at the same time, they are dramatically underrepresented in positions of political leadership around the world.

Madeleine K. Albright
NDI Chairman

Women bring a different perspective, a critical perspective, to politics. The meaningful inclusion of women is integral to vibrant democratic development.

In June 2001, NDI launched the *Increasing Women's Political Participation in Guyana* program. It was designed to increase women's participation in decision-making generally and, more specifically, to encourage women to run in upcoming local government elections. A major component of the program focused on training potential candidates in Guyana's ten administrative regions. Over three hundred women have been trained in *Leadership Skills, Understanding Local Government, Effective Use of the Media, Negotiation Skills, Campaign Management, Voter Identification and Outreach and Campaign Fundraising*.

As part of the *Increasing Women's Political Participation* program, NDI developed a survey on *Public Perceptions About Women in Politics*. Results showed that women were not participating in public life at the decision-making level. Further, women did not see a connection between community development and personal and familial well-being.

The survey showed that although women were not participating in public life at the decision-making level, they had a great sense of civic responsibility and hope that local elections would give birth to more responsive, citizen-oriented forms of local authorities.

Women who decide to venture into the political arena and participate in this training program are making a decision to become involved in shaping public policy on issues that affect their communities and, by extension, the country as a whole. Local government is the link between the community and national politics. As such, it is a vehicle for women to use to influence both the political agenda and the political environment in Guyana.

The ultimate goal of NDI's *Increasing Women's Political Participation in Guyana* program is to increase the number of Guyanese women in elected office to 50 percent of the total number of seats nationwide.

The **Trainer's Manual** provides trainers with a guide to training women who have an interest in becoming political candidates or increasing their level of decision-making in their communities. The Manual contains notes, activities and handouts to guide the trainer through each of the modules and facilitate learning and skill acquisition among the participants.

Michael O. Murphy
Country Director
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April 2004

How to Use This Training Manual

HOW THE MANUAL IS ORGANIZED

Each module starts off with the objectives for the training session and a list of materials that the trainer needs to obtain before the training session. An agenda for the session follows.

OBJECTIVES

- ▶ Objectives of the training session are stated.

MATERIALS

- ✓ Materials needed for the training session are listed.

TRAINING SESSION AGENDA

- ▶ The *Training Session Agenda* is printed on one or two pages, depending on the Module, and it outlines all the agenda topics for the training session.
- ▶ Photocopy the agenda prior to the training session and distribute to the participants at the start of Day 1.

Module 4:
Negotiation Skills

OBJECTIVES

- ▶ To learn negotiation skills

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Copies of the handouts and newspaper clippings
- ✓ Chalkboard or flip chart, chalk and markers
- ✓ Note pads and pens for participants
- ✓ Newspaper clippings
- ✓ Rice

TRAINING SESSION AGENDA
Negotiation Skills

Day 1

Opening Session

- ▶ Registration
- ▶ Introductions
- ▶ Ground Rules for Training

Morning Session

- ▶ "Three Grains of Rice" Exercise
- ▶ "Sinking Boat in Essequibo" Exercise

Afternoon Session

- ▶ Steps in Preparing for and Conducting Negotiations
 - Before Negotiation
 - During Negotiation
 - Three Common Negotiation Situations

REGISTRATION FORM

- ▶ A participant registration form is included for each module.
- ▶ Photocopy the registration form in advance of the training session and distribute to the participants for them to fill out at the beginning of each training session.
- ▶ The purpose of the information is to assist the trainer in getting to know the participants and to help establish networks of participants for future events.

GROUND RULES FOR TRAINING

- ▶ The handout *Ground Rules for Training* is included at the back of the Trainer's Manual, under Tab 8.
- ▶ This is a handout that is meant to establish with the participants some ground rules for training.
- ▶ Photocopy this handout before each training session and distribute and review with participants during the *Opening Session* on Day 1 of each training session.

TRAINING SESSION TOPICS: Headings and Sections

Each module has notes and handouts for the trainer to use in the facilitation of each training session.

- ▶ The trainer's notes are organized by days (Day 1, Day 2 and Day 3, where applicable).
- ▶ Following the *Opening Session* on Day 1, each day is broken up into a *Morning Session* and an *Afternoon Session*, as a guide for the trainer. Example:

Day 1

Morning Session

- ▶ Material to share with the participants is contained below major topic headings and sub-topic headings.

MAJOR TOPIC HEADINGS

- ▶ Each major topic of the training session is identified as a heading within the trainer's notes. Example:

INTRODUCTION: WHY MEDIA TRAINING?

Sub-Topic Headings

- ▶ Sub-topics are also easily identified as a heading within the modules. Example:

Basics of a Media Program

TRAINER'S GUIDE

- ▶ Information for the trainer to lead the discussion or lead the participants through the various activities is provided under this sub-heading.

NOTE TO TRAINER

- ▶ Additional important information, related to the topic at hand, is noted for the trainer under this sub-heading.

ACTIVITY

- ▶ The activity relevant to the topic being discussed is identified and instructions are listed for the trainer.
- ▶ Any handouts or materials, which are required for the activity, are noted.

HANDOUTS

- ▶ Handouts for each training session are contained at the back of the trainer's notes for the day's session in which they are to be used.
- ▶ Photocopy the handouts before the training session and distribute to participants at the appropriate time in the session.

Tips For The Trainer

Preparing for a Training Session

For a successful training session, here are some basic tips:

- ✓ Confirm that equipment and space are available at least 24 hours in advance.
- ✓ Take enough time to familiarize yourself with the training materials *before* the session.
- ✓ Arrive early - 15 to 30 minutes before the first participant arrives.
- ✓ Dress to meet the needs of the situation or environment.
- ✓ Allow everyone an opportunity to introduce themselves and to speak and contribute ideas.
- ✓ Engage everyone. When you ask a question, go around the room and ensure all have an opportunity to participate.
- ✓ Sum up the answers and, if possible, sum up any consensus in the group.
- ✓ Use participant experiences to explain new ideas.
- ✓ Do not allow anyone to dominate the discussion.
- ✓ Use examples from your experiences to new explain new ideas.
- ✓ Maintain eye contact with the participants.
- ✓ Use humour in your presentation.
- ✓ Give participants an opportunity to ask questions.
- ✓ Use the “KISS” principle: *Keep it Short and Simple*
- ✓ Provide adequate breaks.
- ✓ Be flexible with regard to participants needs.

Providing Training as a *Facilitator*

The most effective trainers are those who adopt the role of a facilitator.

A facilitator encourages the active involvement and interaction of the participants by:

- ✓ Using group discussions – both large group and small break-out groups
- ✓ Asking probing questions
- ✓ Having participants share experiences
- ✓ Respecting the knowledge and experience of the participants
- ✓ Drawing on the collective wisdom of the group
- ✓ Providing relevant examples

BASIC FACILITATION SKILLS: *Paraphrasing*

Paraphrasing is a fundamental listening skill. It is the foundation for many other facilitative listening skills, including *drawing people out* and *mirroring*.

WHY:	HOW:
<ul style="list-style-type: none"> • <i>Paraphrasing</i> has both a calming and a clarifying effect. It reassures the participant that her or his ideas are worth listening to. And it provides the participant with a chance to hear how her ideas are being heard by others. • <i>Paraphrasing</i> is especially useful on occasions when a participant's statements are confusing or convoluted. The paraphrase will help the participant gauge how well her ideas are getting across. • Paraphrasing is a good tool for supporting people to think out loud. 	<ul style="list-style-type: none"> • Use your own words to say what you think the participant said. • If the participant's statement is one or two sentences, use roughly the same number of words when you paraphrase it. If the participant's statement is many sentences long, summarize it. • Preface your paraphrase with a opening such as, "It sounds like what you are saying is...." or "This is what I'm hearing you say..." or "Let me see if I'm understanding you..." • When you have completed the paraphrase, observe the participant's reaction. Say something like, "Did I get it right?" Verbally or non-verbally, she will indicate whether or not she feels understood. If not, keep asking for clarification until you understand what she meant.

BASIC FACILITATION SKILLS: *Drawing People Out*

Drawing people out is a way of supporting people to take the next step in clarifying and refining their ideas. It sends the participant this message: “I’m with you; I understand you so far. Now tell me a little more.”

WHY:	HOW:
<ul style="list-style-type: none"> • <i>Drawing people out</i> is particularly useful in two circumstances: <ol style="list-style-type: none"> 1. When someone is having difficulty clarifying an idea; and 2. When someone thinks she is being clear but the thought is actually vague or confusing to the listener. • <i>Drawing people out</i> sends the message: “Take your time and get the complete idea out.” 	<ul style="list-style-type: none"> • <i>Drawing people out</i> is most effectively used with paraphrasing. For example: “So it sounds like you are saying that...” • The most basic technique of <i>drawing people out</i> is to paraphrase the participant’s statement, then ask open-ended non-directive questions. Examples: “Can you say more about that?” or “What do you mean by...?” or “How so?”

BASIC FACILITATION SKILLS: *Mirroring*

Mirroring captures people's exact words. It is a highly formal version of paraphrasing, in which the facilitator repeats the participant's exact words. Some people need this degree of precision in order to feel that they are truly being heard.

WHY:	HOW:
<ul style="list-style-type: none">• Newly-formed groups and groups unfamiliar with using a facilitator, often benefit from the trust-building effects of <i>mirroring</i>• <i>Mirroring</i> speeds up the tempo of a slow-moving discussion. Thus, it is the tool of choice when facilitating a brainstorming session.• If a facilitator feels the need to establish her neutrality, she should mirror more frequently than paraphrase.	<ul style="list-style-type: none">• If the participant has said a single sentence, repeat it back verbatim.• If the participant has said more than one sentence, repeat back key words or phrases.• In either case, use <u>their</u> words not your words.• Keep your tone of voice warm and accepting, regardless of what the participant's voice sounds like. <i>Mirroring</i> the participant's words and <i>mirroring</i> the participant's tone of voice are <u>two different things</u>.

BASIC FACILITATION SKILLS: *Encouraging*

Encouraging is the art of creating an opening for people to participate without putting any single individual on the spot.

WHY:	HOW:
<ul style="list-style-type: none">• With a little encouragement, a participant, who isn't engaging or doesn't appear to be interested, often discovers an aspect of the topic that holds some meaning for them.• <i>Encouraging</i> is especially helpful during the early stage of a discussion, while participants are still warming up.	<ul style="list-style-type: none">• Here are some examples of the technique of <i>encouraging</i>:<ul style="list-style-type: none">• "Who else has an idea?"• "Does anyone have a story you are willing to share?"• "What was discussed in group 2?"• "Is this discussion raising questions for anyone?"

BASIC FACILITATION SKILLS: *Brainstorming*

Facilitator's Tips for Brainstorming

DOs	DON'Ts
Do <i>mirror</i> to keep things moving.	<i>Do not interrupt.</i>
Do encourage people to take turns.	<i>Do not say, "We've already got that one."</i>
Do move around to create a lively feeling.	<i>Do not say, "Hey, you don't really want me to write that one, do you?"</i>
Do say: "Let's see if I've got it right so far..." if a person's ideas are hard to follow.	<i>Do not favour the more outspoken participants.</i>
Do repeat the purpose often. For example, "Who else can describe some of the ways to use the media as a tool in your campaign?"	<i>Do not use non-verbal gestures that signal disapproval such as frowns or raised eyebrows.</i>
Do start a new flipchart page before the previous one is full.	<i>Do not give up the first time the group seems stuck.</i>
Do give a warning that the end is approaching.	<i>Do not start the process without clearly setting the time limit.</i>
Do expect a second wind of creative ideas after the obvious ones are exhausted.	<i>Do not rush or pressure the group. Silence usually means that people are thinking.</i>

Ground Rules for Brainstorming

1. Every contribution is worthwhile -
 - Even way-out there, silly ideas
 - Even confusing ideas

2. Suspend judgement -
 - We won't evaluate each other's ideas
 - We won't censor our own ideas
 - We will save these ideas for a later discussion

3. The process can be modified before it starts or after it ends but not while it is underway.

Trainer Tips for Introductions

- Start the session off on a comfortable tone and create an informal and relaxed atmosphere for participants to introduce themselves.
- During introductions, ask participants to introduce themselves in 2 - 3 sentences.

Trainer Tips for Activities

- For all activities, the number of groups and the size will be determined by the total number of participants, the time and room space available.
- Remember that the objective is to provide each participant with new or more developed skills.
- Analysis and feedback on the activity is as important as the activity itself.

Trainer Tips for Handouts

- When reviewing handouts with participants, remember that literacy levels in the group will likely vary and may be very low in some cases.
- Walk and talk the group through the handouts at an appropriate pace. Everyone should learn something.

Module 1:

Leadership Skills



Module 1:

Leadership Skills

OBJECTIVES

- ▶ To develop self-awareness
- ▶ To develop strategies for self-empowerment
- ▶ To develop strategies to increase leadership capacities
- ▶ To identify areas to apply leadership skills

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Copies of the handouts and the role plays
- ✓ Notepads and pens for participants
- ✓ Loose blank paper for drawing exercises
- ✓ Flip chart and markers or chalkboard and chalk
- ✓ 1" width masking tape
- ✓ Various objects such as a rock, an egg, a statue, seeds, etc. for introduction exercise.

TRAINING SESSION AGENDA

Leadership Skills

Day 1

Opening Session

- ▶ Registration
- ▶ Introductions
 - Introduction of Leadership Skills Module
- ▶ Ground Rules for Training

Morning Session

- ▶ Self Awareness & Identity
 - Seven Shapers
 - Esteem, Self-Esteem and Assertiveness
 - Johari Window
 - Lifeline
 - Who am I? What do I want?

Afternoon Session

- ▶ Participant Feedback on Process
- ▶ Thinking & Talking About Empowerment
- ▶ Measuring Levels of Empowerment
- ▶ Strategies for Self-Empowerment
 - Assertiveness Survey
- ▶ Five Step Empowerment Program
- ▶ Close the Day

Day 2

Morning Session

- ▶ Reflections on Day One
- ▶ Leaders & Leadership
- ▶ Women & Leadership: Home, Work & Community
 - Panel Discussion

Day 2 *cont.*

Afternoon Session

- ▶ Women & Leadership: Home, Work & Community (*cont.*)
 - Assertiveness Role Plays
- ▶ Strategies for Building Leadership Capacity
 - Developing Your Leadership Skills
 - Developing Leadership for Your Community

Day 3

Morning Session

- ▶ Visioning Women in Leadership
- ▶ Networking, Resource Mobilization & Leadership
- ▶ Evaluating the Level of Leadership in My Community
 - Community Report Form
- ▶ Training Session Evaluation
- ▶ Closing

REGISTRATION FORM

Leadership Skills Training Session

Name:

Address:

Educational background:

Occupation or Work Experience (*Note*: housework is work):

Organizational experience (*for example*, participation - past and present - in groups and leadership positions held in each group or experience):

Day 1

Opening Session

REGISTRATION

- Have participants fill out a registration form.
- Collect forms.

INTRODUCTIONS

- Introduction of trainer
- Ask participants to introduce themselves

ACTIVITY: Participant Introductions

- Provide various objects (objects can be anything; some examples include an egg, a rock, statue, seeds).
- Have participants introduce themselves, select one of the objects and say what the object says to them about leadership.

Leadership Skills Module

- Trainer introduces *Leadership Skills* module

TRAINER'S GUIDE: Introduction of Leadership Skills Module

When introducing the program and the *Leadership Skills* Module, note the following:

- The module is a short training course, part of a larger program, rather than a workshop, but 'workshop' methods will be employed. That is, participants will be required to do most of the work. Compare with other types of workshops (mechanical, electrical, carpentry, kitchen).
- Encourage participants to be active.

- The course is designed to increase the leadership skills of **each** participant. (Refer to objectives stated at the beginning of the Module). The fewer the numbers, the more “talking time” per participant; but the larger the numbers, the more experiences to learn from. (15 to 20 women per group is optimal).
- Three days is not long enough to learn a new skill set. In this training session, participants will learn what they need to *know* and *do* to develop the skills to improve their communities and their lives.
- Note that most of us run and manage our homes more efficiently than our communities are presently being governed. It will not be hard to be a more effective community leader, and almost impossible to do worse!

GROUND RULES FOR TRAINING

- Establish with participants the ground rules for training.
- Distribute a copy of the handout: *Ground Rules for Training* and review with participants.

Day 1

Cont.

Morning Session

SELF-AWARENESS AND IDENTITY

Self-awareness is a very important step in acquiring leadership skills.

- Distribute Handout 1: *Self-Awareness and Identity* and review with participants.

✚ *Note:* Handout 1 includes the *Four Petals, Seven Shapers* diagram that is included at the end of the module. Ensure that you photocopy this diagram, when you are copying the handouts for the participants, and attach it to Handout 1.

ACTIVITY: Self-Awareness Exercise

- Refer to Handout 1 and read the *Seven Shapers* listed below aloud. Ask each participant to give herself a mark out of 10 for self-awareness of each of the *Seven Shapers*.

Seven Shapers*

1. Our physical body
2. Our self-moving ability
3. Our feelings
4. Our thinking and language ability
5. Environment
6. Past
7. Future

* Bois, J. Samuel. The Art of Awareness: A Textbook on General Semantics. WMC Brown Publishers, 1966.

- Record the group's self-awareness marks on a flip chart.

- Test the knowledge of the top scorers in each category to see how well they *really* know themselves; for example, ask the top scorer in the *Physical Body* category: “What is the largest organ of your body?” (skin)
- This exercise challenges us to think about how well we really know ourselves. We often think we know ourselves better than we actually do.

ACTIVITY: Discussion of the Seven Shapers

- Walk the group through each of the seven shapers, using the diagram *Four Petal, Seven Shapers Model*. (The diagram is at the back of the module and is to be copied and distributed to participants as part of Handout 1: *Self-Awareness and Identity*.)
- Point out how much we need to know to say that we truly know ourselves.
- Note the importance self-understanding and significant events in your life have for leadership.
- Point out how little we know about others and the importance of understanding others to be an effective leader.

Seven Shapers Discussion Guide

1. **Our physical body** (biology & body chemistry)
 - Its state at various ages, in various states of health
 - Its shape
2. **Our self-moving ability:**
 - Use and non-use of it
 - Physical disabilities
 - Access to transportation
 - Restrictions on movement by family responsibilities or spouse
 - Possession of travel documents
 - The mind-body connection:
 - Our motivation
 - Ability to move from situations that hold us back to situations that promote growth and development

3. **Our feelings:**

- Emotions such as fear, anger, love, self-esteem (how we feel about self)
- How we feel about others, challenges, new situations, types of work, facing difficulties, money, criticism, community and country.

4. **Our thinking and language ability:**

- What and how we think of and relate to our self, abilities and capacities.
- Our thinking affects and influences our feelings. For example, if I think I look good, I feel good. If I think I can do a good job, I am more likely to do a good job.
- First four shapers affect each other and intersect; for example, if you are thinking positive and feeling positive, you are more likely to take positive steps (self-moving ability). If you feel something can be done, you are more likely to think of ways it can be done. If the body is in good health, you are more likely to feel good about self and think well of self.
- Our command of oral and written English (this is especially important for persons without much formal education). Language abilities and language use are very important in leadership, since much of leadership is about communicating effectively to bring about change. Still you do not have to be able to speak perfect English to communicate effectively.

5. **Environment:**

- Physical, psychological, legal, political, economic, social, ethnicity, culture, behaviour patterns of various sectors of the society, religion, gender, age, education levels, health, sanitation, family values, community values, migration patterns, quality of life, level of technological development, availability of electricity & phones, geography of area, transportation availability, communication facilities, crime levels, housing, employment opportunities, etc.
- First environment is the womb; the mother's nutrition, intake of toxic substances such as alcohol, cigarettes and other drugs during pregnancy, viral infections and state of mind are important shapers of any offspring.

NOTE TO TRAINER: Be sure to draw attention to the double-headed arrow (in the *Four-Petal, Seven Shapers Model* in Handout 1) that indicates how the environment shapes us and how we can shape and re-shape the environment. The work of leadership is to reshape the environment to improve the people's lives. The work of becoming a leader is to overcome obstacles in the environment (and the other 6 shapers), which might work or tend to hold back our development as leaders.

6. **Past:**

- A mother's life (body, self-moving ability, feeling, thinking, and environment that produced her) will shape her child
- A father's life (whether present or absent)
- Grandmothers and grandfathers on both sides
- History, colonization, slavery and indentureship and before this time
- Community past, national past, etc.

7. **Future:**

- Anticipation of the future or how the individual sees her future.
- How you see the community's future and the country's future.
- How your family sees your future, the community's future and the country's future.
- How the community & country see the future.

Esteem, Self-Esteem and Assertiveness

ACTIVITY: Group Discussion

- Ask participants for the meanings of *esteem*, *self-esteem* and *assertiveness*.
- Refer to the box in Handout 1 on *Esteem, Self-Esteem and Assertiveness* and share the definitions in the box as below.
- Have participants take turns talking about how each of the *Seven Shapers* shapes our self-esteem and assertiveness.

Esteem

To place a high value on, to respect, to prize, to regard well

Self-Esteem

Self-worth, self-image, self-respect

Assertiveness

Acting in your own best interest.
Emancipating yourself from today's forms of slavery and indentureship.
Standing up for legitimate rights.
Expressing views directly and openly.
Taking care of self and making good choices for self
Taking others into account.
Assertiveness does not mean aggressiveness.

Johari Window

Johari Window*

1. Open Self
2. Hidden Self
3. Blind Self
4. Unknown self

* Luft, J. (1970, 2nd Ed.) *Group Processes: An Introduction to Group Dynamics*. Palo Alto, CA: National Press Books.

- Walk the group through the *Johari Window* in Handout 1 (*Self-Awareness and Identity*) and lead participants through each of the exercises below.

TRAINER'S GUIDE: *Johari Window*

The *Johari Window* shows us that it is important not to judge others as judging closes doors.

1. **Open Self:** That part of the self that others can see by looking at us. These factors allow people to make judgments on us.

Examples:

- *Race* – In Guyana people assume that if you are Indian you must be a PPP supporter and if you are Black you must be a PNC supporter.
- *Dress* – People make judgments based on how you dress. They might think you are poor, a returning Guyanese, a deportee etc., based on what you are wearing.
- *Uniform* – If you are wearing a police uniform, for example, people make judgments about your character. Some might think you are corrupt, some might think you are honourable, based on their experience.

ACTIVITY: Open Self Exercises

- Think of a situation where you judge individuals or groups based on race, gender, physical appearance, disability etc.
- Organize participants into pairs and have them talk about how they see the other person. Have them make notes and give to the other person. Keep notes for comparison with *Hidden Self*.

2. **Hidden Self:** That part of ourselves that we know but others don't. There are two elements to the hidden self:

- Hidden information that people don't mind disclosing; and
- Private information that you might share with one person but not another or that you might not share at all.

ACTIVITY: Hidden Self Exercise

- Think of three things about yourself that no one else knows. Would you share any of these three things? If revealed, would any of these things hurt you in a campaign?
- Compare the three things about yourself with how others saw you in the *Open Self Exercise*.

3. **Blind Self:** Things that others know about us that we don't know about ourselves. Character traits. For example, some people are overbearing, intimidating, bad tempered but have no idea that this is how others see them. Information about the blind self is accessible to us if we are willing to open ourselves to criticism.

ACTIVITY: *Blind Self Exercise*

- Think of 3 things about yourself that someone has told you and how you received the feedback.
- How did you deal with the person who conveyed the information?

4. **Unknown Self:** Things that we still have to learn about ourselves. These are things that others don't know about us either. For example, if you have never been beaten you cannot know what it is like. If you have never borne a child or raised a child, you cannot really know what it is like and how you would react to the experience. We are constantly learning about things as we go through life.

ACTIVITY: *Unknown Self Exercise*

- Think of a position you held on any topic before you experienced anything to do with it. (This can also include indirect experiences that involved family or friends. For example, your sister had a baby and she is first in your generation in your family to have a child; and you were able to see first-hand what it might be like to be a parent.)
- Look how your views may have changed after experiencing it.

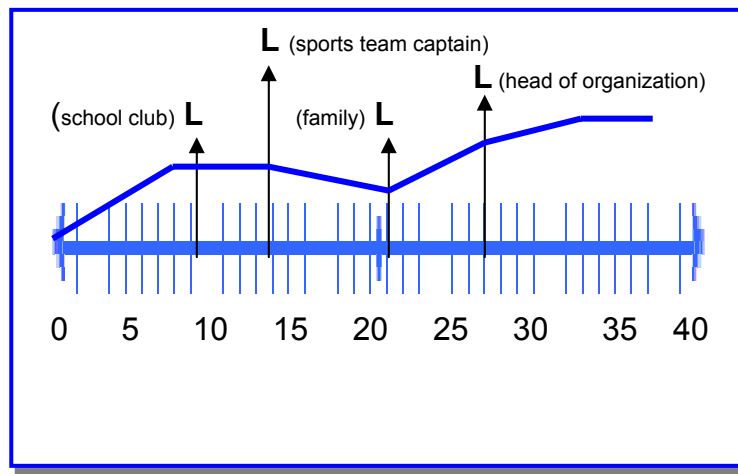
ACTIVITY: *Seven Shapers and the Johari Window Self-Awareness Exercise*

- After you have walked the group through the *Johari Window*, ask – what are the connections between the *Johari Window* and the *Seven Shapers*?
- Ask participants to say how looking at oneself and others through (a) the *Seven Shapers* and (b) the *Johari Window* will be useful for women preparing for leadership responsibilities.
- Ask each woman to identify and share the **three most important areas of self-work or self-improvement** she would like to attend to before taking on leadership responsibilities.

Lifeline

ACTIVITY: *Lifeline Exercise*

- Ask participants to draw their lifeline:
 - Think of your life from birth to the present and those periods in your life when you *took* or *had to take* leadership.
 - Draw your lifeline showing its ups and downs, putting a large “L” above those times when you had leadership responsibilities.
 - *Tip for participants:* write out the years in five-year gaps along the bottom of the long side of the paper (0, 5, 10, 15, 20, 25, 30 and so on) to help you focus on each period separately.



- Have participants share and talk about their lives and leadership.
- Ask each participant to briefly share what she learnt about herself and others during the *Lifeline Exercise* and what she learnt about her leadership experience.

Who am I? What do I want?

ACTIVITY: *Who am I? What do I want? Exercise*

- Have each participant come up with 20 answers to the question, who am I? And write a short paragraph on what do I want?

- Have participants share:
 - What came up? Gender, religion, ethnicity, achievements, work, family, profession, vocation, capacities, qualities, skills, abilities, talents, goals, other?
 - What did not come up?
 - Who had trouble coming up with 20 things?
- Ask participants:
 - What points can be useful to you as a leader? Which can hold you back?
 - What was the most important thing you learned about yourself as a result of this exercise?
- **NOTE TO TRAINER:** Consider giving a lunch work or homework assignment to think about one of the exercises. Make points about women's abilities to multi-task, the consuming nature of politics and government, need to eat, rest and reflect at the same time; encourage talking about and sharing to get additional insights into self.

HANDOUT 1: **SELF-AWARENESS & IDENTITY**

Seven Shapers

1. Our physical body _____
2. Our self-moving ability _____
3. Our feelings _____
4. Our thinking and language
ability _____
5. Environment _____
6. Past _____
7. Future _____

Four Petal, Seven Shapers Model attached.*

* *Four Petal, Seven Shapers Model:* Bois, J. Samuel. The Art of Awareness: A Textbook on General Semantics. WMC Brown Publishers, 1966.

Esteem, Self-Esteem and Assertiveness

Esteem

To place a high value on, to respect, to prize, to regard well

Self-esteem

Self-worth, self-image

Assertiveness

Acting in your own best interest.

Emancipating yourself from today's forms of slavery and indentureship.

Standing up for legitimate rights.

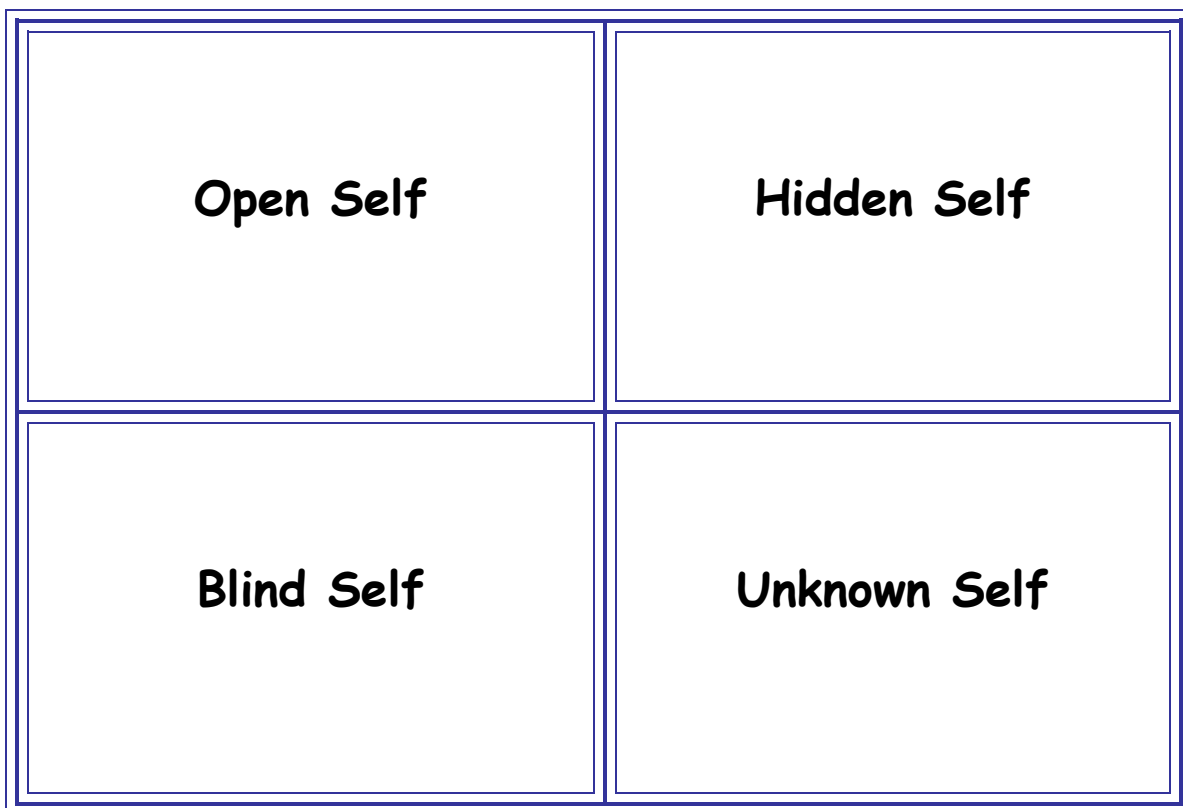
Expressing views directly and openly.

Taking care of self and making good choices for self,
taking others into account and without hurting others.

Assertiveness does not mean aggressiveness.

Johari Window*

- 
1. Open Self
 2. Hidden Self
 3. Blind Self
 4. Unknown self



* Luft, J. (1970, 2nd Ed.) *Group Processes: An Introduction to Group Dynamics*. Palo Alto, CA: National Press Books.

Day 1

cont.

Afternoon Session

PARTICIPANT FEEDBACK ON PROCESS

Ask participants to give feedback on the following:

- What do you think of the techniques used so far to make you more aware of yourself?
- Do you feel your self-awareness has developed in the past few hours?
- Share the following quotes:

*Learning is not just learning things.
It is about learning the meaning of things.
Learning is learning to think.
Learning should lead to change.
If there is no change... there is no learning.*

(Dewey)

The Process of Behaviour Change

Unaware
Informed
Concerned
Knowledgeable
Motivated to Change
Ready to Change
Trial/assessment of new behaviour
Sustained behaviour change

THINKING AND TALKING ABOUT EMPOWERMENT

- Share the following definitions:
 - ***Empower*** (*verb*) – to give someone official authority or the freedom to do something.
 - to invest with power, especially legal power or official authority
 - to equip or supply with an ability; enable
 - ***Empowering*** (*adjective*) – something that is empowering makes you more confident and makes you feel that you are in control of your life.

ACTIVITY: Small Group Discussions

- Organize participants into pairs. Ask each participant to think of three things that *empowerment* means to her and to share and discuss the three things with her partner.
- Ask the pairs to pick a representative to present the main points of the discussion between the two.
- Bring the group back together and have the representatives from each pair share the main points.
- Ask the other member of the pair (whose views were represented) to give feedback regarding:
 - (a) How the 'representative' was chosen
 - (b) How the representative listened to and reported her views (accuracy, fairness, with respect, etc.)
- As the participants are sharing, make comments on *empowerment* points that came out in the process, as well as issues of *representation*.

MEASURING LEVELS OF EMPOWERMENT

ACTIVITY: *Measuring Control in Your Life Exercise*

- Ask each participant to close her eyes and think about how much power or control she exercises over her own life.

- Tell her to mark herself out of 10. Total control or full power = 10 out of 10; no power, no control = 0 out of 10. Explain that most will be somewhere in between these two extremes.
- Ask each participant to share her mark and her reasons for the mark with the woman sitting next to her.
- Have each participant share the reasons for her score with the larger group.

ACTIVITY: *Measuring Levels of Empowerment Exercise*

- Distribute Handout 2: *Measuring Levels of Empowerment* and read each of the headings aloud. Ask the participants to think about how much empowerment she has in each area and record a mark out of 10.
- *10 = complete. 0 = none at all.*
 - Your body (including family size and childbearing time)
 - Decisions (big and small) in the home
 - Equality with men in the household
 - Setting goals for self (planning and carrying out plans for life)
 - Ability to represent self and stand up for self
 - Influence over what goes on in community
 - Influence over what goes on in country
 - Information on community
 - Information on country
 - Education (knowing things)
 - Skills (knowing how to do things)
 - Problem-solving experience
 - Self-confidence
 - Self-reliance (ability to look after self)
 - Resources and access to resources (what sources of support are available and how to get access)
- Have each participant take turns sharing what she was thinking and feeling during this exercise.
- Close this section with a few remarks, share the UNICEF quote in the box below and lead into the *Strategies for Self-Empowerment* session.

*The freedom to make reproductive choices is a cornerstone of women's empowerment.
It is the first of women's freedoms and the one from which all others flow.*

(UNICEF)

STRATEGIES FOR SELF-EMPOWERMENT

ACTIVITY: Strategies for Self-Empowerment Exercise

- Ask each woman to select the five areas where she had the lowest marks from the previous exercise (*Measuring Levels of Empowerment*) and think of self-empowerment strategies for herself.
- Have the women share and discuss their areas and strategies with a partner, then with the group.

ACTIVITY: Assertiveness Survey

- Distribute Handout 3: *Assertiveness Survey* (including the quotes)
- Read the *Survey* aloud.
- Tell participants to write *yes* or *no* if the statement definitely applies or doesn't apply to them, or leave a blank if they are not sure.
- After finishing the survey, facilitate a discussion. Participants can explain why they answered the way they did.

TRAINER'S GUIDE: Assertiveness Survey

- The goal of the assertiveness survey is for participants to see patterns in their behaviour and to identify strengths and weaknesses in their leadership skills and to start to think about how to address them.

FIVE-STEP EMPOWERMENT PROGRAM

Distribute Handout 4: *Five-Step Empowerment Program* and share the steps with participants.

- Have participants commit to addressing three of their “problem” areas, identified in the *Assertiveness Survey* exercise.

CLOSE THE DAY

- Conclude by asking each woman to share:
 - One thing during today’s session that made her self-esteem go up or go down; and
 - One way in which she asserted herself or did not assert herself during today’s session.
- End with wrap-up remarks, **optional** group song - *Do the Hokey Pokey* - and hugs all around.
- Close the day by distributing Handout 5: *Women in Leadership*.

HANDOUT 2: *MEASURING LEVELS OF EMPOWERMENT*

➤ Measure the level of empowerment that you have in the following areas:

out of 10 marks: 10 = complete; 0 = none at all

- Your body (including family size and childbearing time) _____
- Decisions (big and small) in the home _____
- Equality with men in the household _____
- Setting goals for self (planning and carrying out plans for life) _____
- Ability to represent self and stand up for self _____
- Influence over what goes on in community _____
- Influence over what goes on in country _____
- Information on community _____
- Information on country _____
- Education (knowing things) _____
- Skills (knowing how to do things) _____
- Problem-solving experience _____
- Self-confidence (confidence in self) _____
- Self-reliance (ability to look after self) _____
- Resources and Access to Resources _____

HANDOUT 3: ASSERTIVENESS SURVEY

1. When I go to a meeting, I never have anything to say.
2. I never go to meetings because I think people won't pay attention to what I have to say.
3. When I am not happy about the way a community project is going, I speak to those in charge.
4. When I buy something that turns out to be faulty, I try to get my money back.
5. I pay careful attention to my light bills and phone bills to make sure I am not being overcharged.
6. If the power company damaged something of mine, they would hear from me.
7. I often start conversations with people I don't know.
8. I don't allow people to take advantage of me.
9. If I saw someone hurting a child, I would try and stop it.
10. I usually keep my feelings to myself.
11. I have no problem saying what I think.
12. I don't ask questions because I am afraid people might think they're stupid.
13. When I am standing in line and someone cuts in ahead of me, I speak up.
14. I don't have any problem standing up to people in authority.
15. I feel bad when I make a mistake.
16. I find it hard to say, "I don't know."
17. I tend to be timid and weak when dealing with men who have power.
18. If a friend or someone in a position behaved badly, I would speak to that person.
19. I spend a lot of time and effort getting people to like me.
20. I find it hard to say 'no'.

Quotes

*Learning is not just learning things.
It is about learning the meaning of things.
Learning is learning to think.
Learning should lead to change.
If there is no change... there is no learning.*

(Dewey)

The Process of Behaviour Change

Unaware
Informed
Concerned
Knowledgeable
Motivated to Change
Ready to Change
Trial/assessment of new behaviour
Sustained behaviour change

HANDOUT 4: *FIVE-STEP EMPOWERMENT PROGRAM*

Five-Step Empowerment Program

1. Identify and state the problem.
2. Make a commitment to change.
3. Collect information about self and problem area.
4. Come up with a plan.
5. Work the plan.

*The freedom to make reproductive choices is a cornerstone of women's empowerment.
It is the first of women's freedoms and the one from which all others flow.*

(UNICEF)

HANDOUT 5: WOMEN IN LEADERSHIP

STABROEK NEWS, Wednesday, August 29, 2001

World and Regional News

BRIDGETOWN, Barbados CANA – History was created in Barbados yesterday as Mia Amor Mottley began her first day in office as Attorney General and Minister of Home Affairs – at age 35, the youngest person to be the chief legal officer and the first female.

Mottley, the scion of a Barbados political family, was tapped for the job by Prime Minister Owen Arthur after it was announced that David Simmons, who held the cabinet post previously, was quitting active politics and would possibly take up the offer to be Chief Justice.

Mottley, a graduate of the University of the West Indies (UWI) Law School, is the daughter of Elliot Mottley – a former parliamentarian and diplomat as well as Attorney General of Bermuda.

She began her political career in 1991 when she unsuccessfully contested a seat in a St. Michael constituency for the Barbados Labour Party (BLP).

The granddaughter of a former Mayor of Bridgetown, Deighton Mottley, the new Attorney General was made a senator after the aborted attempt to enter the Lower House.

In 1994, Mottley came back to win the seat in a general election that gave the BLP victory over the incumbent Democratic Labour Party (DLP) led by Erskine Sandiford.

A dynamic speaker with a combative style, Mottley was immediately elected to Cabinet with the portfolio of Education, Youth Affairs and Culture.

She was again returned by her constituencies in the 1999 elections and joined two other women in Parliament – Elizabeth

Thompson and Deputy Prime Minister Billie Miller – to make up the 26 BLP members in the House of Assembly.

At a news conference on Monday, Arthur indicated that Mottley would also take over the role of Leader of Government Business in the House, a post that Simmons (Mottley's cousin) performed.

Day 2

Morning Session:

REFLECTIONS ON DAY ONE

- Ask each participant to share anything she *said, thought, felt* or *did* that was connected to yesterday's work.

LEADERS & LEADERSHIP

ACTIVITY: Drawing Exercise

- Using sheets of blank paper, have each participant draw her idea of leadership and post on the wall with masking tape.
- When all of the drawings are posted, ask participants to move her drawing next to the one that seems closest to hers.
- Have the group look at the drawings together.
 - How many groups of drawings are there?
 - What do they have in common?
 - How are they different?
 - Is there one designated leader? Is there a leadership team?
 - What gender clues exist? Are there people in the drawings? What does this say?
 - Is there a top and bottom? How is the space used – cramped or expansive?
 - How does the group see leadership?

ACTIVITY: Small Group Discussions

- Working in groups of three or four, have participants discuss the difference between 'leaders' and 'leadership.'
- Have each small group identify one person whom they consider a 'good' leader (at the community level).

- **NOTE TO TRAINER:** The group does not have to agree on one person. Any one member of the group can propose a name (of, for example, a woman leader in the community not present at the training session).
- Ask the groups to think about and answer the following questions:
 - Why is that person a good leader?
 - What leadership responsibilities does the person have?
 - What leadership work does the person do?
 - Why did the person take on the responsibility of leadership?
 - What personal and other difficulties did the person face?
 - How did the person overcome the difficulties?
 - What leadership skills does the person have?
 - What leadership skills does the person not have?
 - Did life in the community improve as a result of the person's leadership? If yes, how? If no, why not?
 - What would happen if today were the last day of that person's leadership?
- Have each small group report on their discussions and their conclusions about leaders and leadership.
- How many women leaders came up? Why?
- What was the leadership selection process in the group like? Who ended up doing what and how?

WOMEN & LEADERSHIP: Home, Work and Community

ACTIVITY: Panel Discussion

- Form a panel of two or three women who consider themselves leaders (or have leadership positions) for a seminar or TV talk show.
- Moderate (facilitate, that is) a panel discussion where each person discusses the steps she took in becoming a leader. For example:
 - How she became involved in party work
 - What leadership positions she has had and how she got them
 - How she got nominated; how did she run her campaign; how she got elected
 - What strategies she uses or knows about for being elected and for giving effective leadership
- Give each panellist about five minutes to prepare.

- Have the rest of the group use the same time to work in pairs and come up with questions they wish to ask the panellists. Suggest that they ask specific questions, along the following lines:
 - Her family situation; the situation in the community and general social environment
 - Her personal economic situation, and that of her family and community
 - Her political background
 - Her education and training
 - Challenges with respect to her family, community, party, government or council, departments, ministries, among men, among women
 - Her motivations, thinking and feelings
 - Her future aspirations, for self and for other women
- After the women have made their presentations, invite questions from the audience on women and leadership – specific and general.
- After the end of the panel discussion, discuss how each of the women presented herself, how she came across – pay attention to image, assertiveness, what was positive and what was not and how she could have improved her presentation.
- Discuss the audience – who spoke up, who did not, who used the opportunity to present themselves, to assert themselves (with respect to personal views, community views, and issues important to women).



Day 2

Afternoon Session:

WOMEN & LEADERSHIP: Home, Work and Community (cont.)

ACTIVITY: Assertiveness Role Plays

- Organize participants into small groups and give a role-play situation to each group. (Have the role-play situations photocopied and divided up).

Example:

1. You have told your family that you intend to take part in the upcoming local government elections. They believe you will be wasting your time; that politics is a nasty business; that councillors, especially the women councillors can't get anything done, much less change the situation. Respond to the negative arguments.

- Give the group two minutes to decide who will play who and set up the role-play. (Adjust the local government organization to suit the community.)
- After each role-play discuss how the woman leader or potential woman leader handled the situation.
- What could she or should she have done instead?
- Were group members eager to volunteer for the leading role or did they try to push forward others?

STRATEGIES FOR BUILDING LEADERSHIP CAPACITY

ACTIVITY: Brainstorming Session

- Ask participants, working individually and then in pairs to come up with things they can do to build their own leadership skills.

- Have them examine each of the following areas, and come up with ideas on how they can build leadership capacity in each area. Write this list down on a flip chart for participants to refer to.
 - Personal and interpersonal skills
 - Organizational and administrative skills
 - Knowledge of and information on communities
 - Communication skills
 - Family responsibilities

*Insight is crucial to change. But insight alone is not enough.
It takes effort and will.*

(Allen Wheelis)

Strategies for Building Leadership Capacity

- Distribute copies of Handout 6: *Strategies for Building Leadership Capacity* and review with participants.

Developing Your Leadership Skills

- ✓ Ask for and use constructive feedback
- ✓ Evaluate yourself regularly and honestly
- ✓ Seek out new roles and new challenges
- ✓ Start practicing leadership skills in your family
- ✓ Join community organizations and volunteer for committee work
- ✓ Never pass up training opportunities
- ✓ Always use valuable training methods and content learned
- ✓ Remember that “to teach is to learn twice”

- ✓ Work with and learn from strong, skilled and upright leaders
- ✓ Set personal leadership development goals and work on them

TRAINER'S GUIDE: *Developing Leadership Skills*

- Find out which points listed above the participants understand and have them share their understanding.
- Explore those they don't understand.
- Ask why it would be important for leaders to develop leadership skills among others who are not yet leaders.

Developing Leadership for Your Community

- Share the points below: *Developing Leadership for Your Community*

Developing Leadership for Your Community

All organizing is about the development of leadership.

Leaders have followers.

Start with a balanced team.

Both task and maintenance leadership are required.

Seek qualities and develop skills.

Leadership is developed, not found.

Start with self-interest.

ASSERTIVENESS ROLE PLAYS

1. You have told your family that you intend to take part in the upcoming local government elections. They believe you will be wasting your time; that politics is a nasty business; that councillors, especially the women councillors can't get anything done, much less change the situation. Respond to the negative arguments.

2. You have won the position as NDC chairperson, by an overwhelming majority. All the men in your family were against you trying. Your father, your brothers and your husband are still coming up with one argument after another, trying to put you down - even after you have won the position. Respond to them.

3. You are the head of the Women's Affairs Committee on your council. You know that the Council Chairman gets drunk and beats his wife badly, every week or so. His wife and some of her women neighbours approach you for help. What do you say to them?

4. You report the matter (of the complaint of the Council Chairman getting drunk and being abusive towards his wife) to the other members of the Women's Affairs Committee and discuss how best to deal with the complaint. You check back with his wife and her neighbours to see whether they have any problems with what you and the others have decided.

5. You bring up the matter of the complaint (of the Council Chairman getting drunk and being abusive towards his wife) with the Council Chairman in the way the Women's Affairs Committee, the abused party and her friends have decided. Then meet again with the others to report and decide on next steps.

7. You are the Chairperson of your NDC. The village is flooded. Residents picketed the NDC office and now they are protesting in front of your home. Your husband is 'blue vex.' He never wanted you to get involved in the NDC in the first place. The children are looking on to see how you are going to handle the situation - inside and outside your home. Handle it.

8. You were part of a committee that decided to give Mr. X a contract to repair a bridge in the back of the village. He did a bad job. The committee is blaming you because your house is right near to the bridge and you must have seen what was going on. How will you deal with the criticisms?

9. Your brother-in-law is a contractor. He wants you to use your position to help him get the contract to build a new primary school in the community. Your husband and his family are behind you to do what you can. You know he is dishonest. The matter of the contract comes up at the council meeting. What do you say? What do you do? What do you say to your husband and his family?

10. The chairman of the council has directed that the street on which he lives be fixed with council money. The street on which you live is in far worse condition. So are many other streets in your community. What do you say? What do you do?

11. You have been asked to act as secretary at council meetings. You don't know how to write minutes and you are not sure what else you have to do. What do you say? What do you do?

12. There are only two women on the council. One is a young woman. The men are always passing remarks about her in her presence and behind her back. You are the older one - both in terms of age and in length of service on the council. How will you go about dealing with this matter?

HANDOUT 6:

STRATEGIES for BUILDING LEADERSHIP CAPACITY

Developing Your Leadership Skills

- ✓ Ask for and use constructive feedback
- ✓ Evaluate yourself regularly and honestly
- ✓ Seek out new roles and new challenges
- ✓ Start practicing leadership skills in your family
- ✓ Join community organizations and volunteer for committee work
- ✓ Never pass up training opportunities
- ✓ Always use valuable training methods and content learned
- ✓ Remember that "to teach is to learn twice"
- ✓ Work with and learn from strong, skilled and upright leaders
- ✓ Set personal leadership development goals and work on them

Developing Leadership for Your Community

All organizing is about the development of leadership.

Leaders have followers.

Start with a balanced team.

Both tasks and maintenance leadership are required.

Seek qualities and develop skills.

Leadership is developed, not found.

Start with self-interest.

Day 3

Morning Session:

VISIONING WOMEN IN LEADERSHIP

- Have each participant close her eyes and imagine her community, led by women. Ask participants to think about:
 - What projects and programs would you implement?
 - What strategies would you use to overcome any difficulties?
 - What would this women-led community look like in 10 years?
- After five minutes, ask the group to open their eyes and have the women take turns describing their vision of the community in the large group or organize the participants into small groups to do the presentations.

NETWORKING, RESOURCE MOBILISATION & LEADERSHIP

- Spend some time looking at the meanings of: *network, networking and resource mobilization*.
 - **Network:** a group of people who exchange information, contacts and experience for professional or social purposes.
 - **Networking:** establishing a network; communicating with other people as a member of a group to exchange information, establish new links, etc.
 - **Resource Mobilization:** organize all your resources (human, financial, community and other) for service or action
- Have each participant list all the groups she belongs to or has connections with – in and out of her community.
- Ask the participants to share and see whether each person can think of other groups to add to her list.
- What resources does each of these groups have or have access to?
- What can each person do to maintain her network of contacts?
- What can she get out of her network?

- How do businessmen and professionals 'network'?
- How do the rich 'network'?
- How do religious organizations (with low income members) mobilize resources?
- What are the connections between networking and leadership?

EVALUATING THE LEVEL OF LEADERSHIP IN MY COMMUNITY

ACTIVITY: *Community Report Form*

- Have participants evaluate the level of leadership that presently exists in their community. One way to do this is to have each woman do a *Community Report Form*.
- The purpose of the exercise is to help women understand the connection between the leadership in a community and service delivery and to have a practical reference point by looking at their own communities.
- Have each participant write the name of her community at the top of a clean sheet of paper.
- Tell the group that you are going to call out a number of subjects that you want them to give a mark out of ten for.
- Ask the participants, "On a scale of 0 to 10, how does your community rate in the following areas?" 10 marks = a perfect score.
 1. Leadership
 2. Drainage
 3. Irrigation (if applicable)
 4. Garbage disposal
 5. Roads
 6. Bridges
 7. Street lights
 8. Community market
 9. Community park or playground
 10. Day care facilities
 11. Nursery school facilities
 12. Primary school

13. Secondary school
14. Skills training for boys and young men
15. Skills training for girls and young women
16. Recreation facilities for boys and young men
17. Recreation facilities for girls and young women
18. Recreation facilities for older men
19. Recreation facilities for older women
20. Facilities for people with disabilities
21. General health care facilities
22. Counselling facilities for alcohol and other drug abuse
23. Counselling facilities for domestic and other family violence
24. Counselling facilities for discouraging suicides and for helping affected families
25. HIV and AIDS education
26. Library facilities
27. Employment and income earning opportunities for young women
28. Employment and income earning opportunities for young men
29. Water for drinking and other household purposes
30. Electricity supply
31. Phone connections
32. Community sanitation
33. Community attractiveness and beauty
34. Community safety
35. Community development

This is not a finite list. Other points could be added

- Give each person a copy of the list of headings afterwards (Handout 7: *Community Report Form*). The point of distributing the handout after the activity is to ensure that participants think carefully about each category and do not rush ahead.

TRAINING SESSION EVALUATION

- Distribute the training session evaluation forms.
- Write the objectives of the course on a flip chart or chalkboard for the participants to refer to.

CLOSING

- Keeping in mind their *Community Report Forms*, ask each woman if she feels that the state of her community calls for her to take a greater leadership role.

HANDOUT 7: COMMUNITY REPORT FORM

COMMUNITY REPORT FORM for _____

*On a scale of 0 to 10, how does your community rate in the following areas?
10 marks equals a perfect score.*

- | | |
|---|--|
| 1. Leadership | 21. General health care facilities |
| 2. Drainage | 22. Counselling facilities for alcohol and other drug abuse |
| 3. Irrigation (if applicable) | 23. Counselling facilities for domestic and other family violence |
| 4. Garbage disposal | 24. Counselling facilities for discouraging suicides and for helping affected families |
| 5. Roads | 25. HIV and AIDS education |
| 6. Bridges | 26. Library facilities |
| 7. Street lights | 27. Employment and income earning opportunities for young women |
| 8. Community market | 28. Employment and income earning opportunities for young men |
| 9. Community park or playground | 29. Water for drinking and other household purposes |
| 10. Day care facilities | 30. Electricity supply |
| 11. Nursery school facilities | 31. Phone connections |
| 12. Primary school | 32. Community sanitation |
| 13. Secondary school | 33. Community attractiveness and beauty |
| 14. Skills training for boys and young men | 34. Community safety |
| 15. Skills training for girls and young women | 35. Community development |
| 16. Recreation facilities for boys and young men | |
| 17. Recreation facilities for girls and young women | |
| 18. Recreation facilities for older men | |
| 19. Recreation facilities for older women | |
| 20. Facilities for people with disabilities | |

This is not a finite list.

Module 2:

Understanding Local Government



Module 2:

Understanding Local Government

OBJECTIVES

- ▶ To gain an understanding of the local government system in Guyana
- ▶ To learn how to address issues of importance in your community

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Note pads and pens for participants
- ✓ Chalkboard and chalk or flip chart and markers
- ✓ Copies of handouts
- ✓ Copies of map of Guyana and of the Region
- ✓ Copies of the case studies
- ✓ A copy of the *Laws of Guyana* (for reference)

TRAINING SESSION AGENDA

Understanding Local Government

Day 1

Opening Session

- ▶ Registration
- ▶ Introductions
- ▶ Objectives of Training Session
- ▶ Ground Rules for Training

Morning Session

- ▶ What is Local Government?
- ▶ What is a Regional Authority?

Afternoon Session

- ▶ Structure of the Local Government System in Guyana
- ▶ Roles of Local Government Administrative Positions

Day 2

Morning Session

- ▶ Functions of Local Authorities
- ▶ Inter-Relationships Between the Central, Regional and Local Authorities

Afternoon Session

- ▶ Field trip to a Local Authority *or* Guest Speaker from a Local Authority
- ▶ Questionnaire: Visit to a Local Authority

Day 3

Morning Session

- ▶ Proposed Reform and Their Projected Impact
- ▶ *Constitution (Amendment) (No. 2) Act 2001*

Afternoon Session

- ▶ Case studies on the Local Government System in Guyana
- ▶ Additional Activities (*Optional*)
- ▶ Evaluation and Closing

REGISTRATION FORM

***Understanding Local Government
Training Session***

Name:

Address:

Educational background:

Occupation or Work Experience (*Note: housework is work*):

Organizational experience (*for example, past and present group membership and leadership positions held in each*):

Experiences in dealing with any local authorities:

Day 1

Opening Session:

REGISTRATION

- Ask participants to fill out a registration form.
- Collect forms.

INTRODUCTIONS

- Introduction of trainer
- Ask participants to introduce themselves.
- Ask participants to include their expectations of the training session in their introduction.

OBJECTIVES of TRAINING SESSION

- Introduce training module.
- Outline the objectives and what will be covered over the course of the three days of the training session.

GROUND RULES FOR TRAINING

- Establish with participants the ground rules for training.
- Distribute a copy of the handout: *Ground Rules for Training* and review with participants.

Day 1 *Cont.*

Morning Session

WHAT IS LOCAL GOVERNMENT?

- Distribute Handout 1: *What is Local Government?* and review with participants.
- Examples of operations in the following areas:
 - **Regulatory:** construction of buildings, food preparation, environmental health monitoring
 - **Fiscal:** levying of rates and taxes on properties
 - **Penal:** imposition of sanctions on those who breach the law; for example, taxes that are not paid on time, construction of buildings over property lines.
 - **Delivery of Social Benefits:** daycares, healthcare.

Note: Operations such as market stall fees, abattoirs and payments for building plans are classified under delivery of social benefits but they are also revenue-raising activities.

WHAT IS A REGIONAL AUTHORITY?

- Distribute Handout 2: *What is a Regional Authority?* and review with participants. Handout 2 includes the maps.
 - ✚ *Note:* The maps for Handout 2 and the discussion, *What is a Regional Authority* are included at the end of the module. Photocopy these maps – *Map of Guyana* and the map of the Region where you are doing the training session, when you are copying the handouts for the participants, and attach to Handout 2.
- Highlight the following points:
 - The local government system in Guyana is geographically integrated: all villages can be found in neighbourhoods; and all neighbourhoods are found in the regions.

- Many of the informal local authorities at the village level developed naturally over time.
- The leadership systems at the village level and the way they were set up were also based on historical systems:
 - After the abolition of slavery, people (often elders) purchased estates either collectively or individually. The village elders and owners of the estates became the body that administered the affairs of the village.
 - At that time, estates were responsible for paying taxes for roads to be maintained outside of the estates. The tax was voluntary and government had a difficult time collecting the tax. The village system evolved to formalize the tax collection system.
 - The estate boundaries became the village boundaries and initially the elders and landowners remained the village leaders.
 - Over time the local government system evolved to become what it is today.

HANDOUT 1: WHAT IS LOCAL GOVERNMENT?

Government is the body of people, infrastructure and services that administers the affairs of a country.

In looking after the affairs of a country or a local area, governments perform four types of functions:

1. **Regulatory:** The establishment and maintenance of the framework within which citizens can engage in activities. For example, if a citizen is selling food, the government regulates the conditions under which food could be sold and establishes mechanisms to ensure that those regulations are observed.
2. **Fiscal:** The power to raise revenues. These revenues are normally used to provide citizens with facilities and services as well as pay for the general upkeep of the government. For example, the provision of health services and the upkeep of the Ministry of Health.
3. **Penal:** The ability to impose sanctions on those citizens who breach the laws as they pertain to regulatory relationships, extracting revenue and generally ensuring that the society functions in an orderly manner. For example, if a citizen did not pay their rates or taxes, the government has the authority to impose interest.
4. **Delivery of Social Benefits:** Providing services to the citizens in the area of health, education and social benefits. For example, a day care facility or a public health program.

The government exists to provide regulatory and service delivery operations. The fiscal and penal operations are the mechanisms through which the government ensures it has the resources to operate and deliver services and the framework and power to maintain an orderly society.

Local Government is the body of people, infrastructure and services that administers the affairs of a particular part of the country.

Generally, local government refers to self-government and involves administration of public affairs of a specifically defined geographical area by elected representatives of that area. Its primary role is developmental, with local administration being its secondary role. Developmental refers to economic, social, political and cultural aspects.

From this developmental perspective, local government is first and foremost people-oriented; that is, development must be measured by the extent to which people of the community are involved and how much they benefit directly or indirectly from a particular initiative. As part of its developmental role, local government must embrace the principles and practices of democracy, by allowing citizens to participate in the decision-making process. Citizens must be empowered as well through transparency, accountability, inclusiveness and equality in all local government undertakings. The ultimate goal is an inclusive system of governance with a fair provision of public services.

The purpose of local government can be summarized as follows:

- To provide opportunities for citizens to contribute meaningfully in the local decision-making process
- To provide social and economic services at the community level
- To develop local initiatives/institutions capable of managing the developmental needs of the community
- To develop leadership potential at the local level
- To create effective channels of communication between central government and local communities
- To act as a local contact point for constituents
- To represent the interests of the local community to appropriate central government authorities

HANDOUT 2:
WHAT IS A REGIONAL AUTHORITY?
(REGIONAL DEMOCRATIC COUNCIL)

In Guyana the regional authority is called the Regional Democratic Council (RDC) and was created under Article 72 of the Guyana Constitution, 1980. There are 10 Regional Democratic Councils in Guyana each headed by a Regional Chairman, with a Regional Executive Officer (REO) serving as administrative/accounting officer. The REO, as the name implies, is the Chief Executive Officer of the Region.

An RDC is a local authority in so far as it carries out governmental functions in a particular part of the country. Strictly speaking RDCs carry out delegated functions of Central government ministries or agencies. For instance, the Regional Education Office carries out the delegated functions of the Ministry of Education and the Regional Health Office carries out the delegated functions of the Ministry of Health. Similarly, the Regional Mines and Forestry Offices carry out delegated functions of the Geology and Mines Commission and the Guyana Forestry Commission respectively.

Neighbourhood Democratic Councils (NDCs) are different from Regional Democratic Councils (RDCs) in that:

- RDCs are larger in size than NDCs. In fact, NDCs function within the Regions and the RDCs exercise some authority over them. This may change somewhat under the current Local government reform process.
- RDCs are intended to facilitate economic growth and development. Their boundaries were developed on the basis of geography, population, availability of economic resources, infrastructure (existing and planned) and the RDC's capacity to undertake their development.
- NDCs focus on representation (representing the community's issues to Regional and Central governments) and service delivery, while RDCs almost always focus on economic growth and development.

The attached Map of Guyana and Map of Region____ shows that a Region is a segment of the country. Traditional Local government bodies (NDCs and municipalities) are even smaller segments within the Region.

Day 1

Cont.

Afternoon Session:

STRUCTURE of the LOCAL GOVERNMENT SYSTEM in GUYANA

- Distribute Handout 3: *Structure of the Local Government System in Guyana* and review with participants.
- Highlight the following points:
 - The Local government system in Guyana is a system of tiers: there is a supervisory relationship between the higher and lower tiers; there is also a partnership aspect to the relationship in that material assistance (money, material and supplies) is provided from the higher level.
 - Discuss how the various positions within local government relate to each other: for example, note that there is an interface between the Regional Council Chairman and the Administration. As well, the Town Clerk records the correspondence of the Council and is responsible for the administration of the local government affairs.

ROLES OF LOCAL GOVERNMENT ADMINISTRATIVE POSITIONS

- Share with the participants the duties of some of the major Local government administrative positions in Guyana:

Chairman – NDC and RDC:

- *Note:* usually a role filled by a politician
- Political head of the NDC or RDC
- Responsible for the operations of the NDC or RDC and final decision maker

Town Clerk - Municipality:

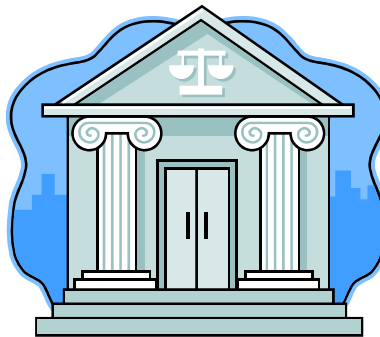
- Head of administration or Chief Executive Officer for the municipality
- Responsible for implementing the decisions of the municipal council

Overseer - NDC:

- Responsible for implementing the decisions of the NDC
- Administrative head of the NDC
- Advises the NDC on any financial matters
- Performs administrative functions for the NDC, such as drafting letters and preparing reports, financial and otherwise
- Assists the Chair/NDC in preparing the draft estimates
- Collects all sums due to the NDC and issues receipts
- Ensures that all the books of accounts are kept up to date

Regional Executive Officer (REO) - RDC:

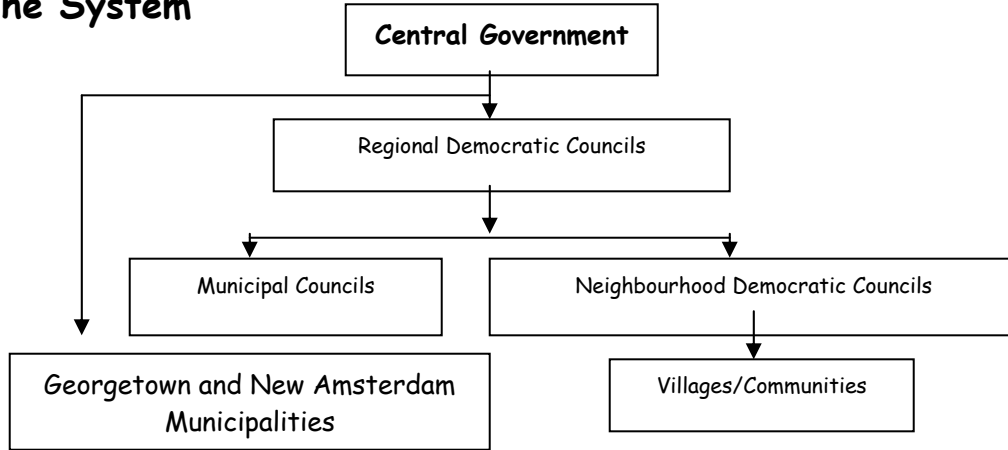
- Accounting officer or Chief Executive Officer for the Region, who is responsible for the funds received by the Region from the Consolidated Fund (Central government)
- Financial officer responsible to the RDC for implementing financial decisions of the RDC



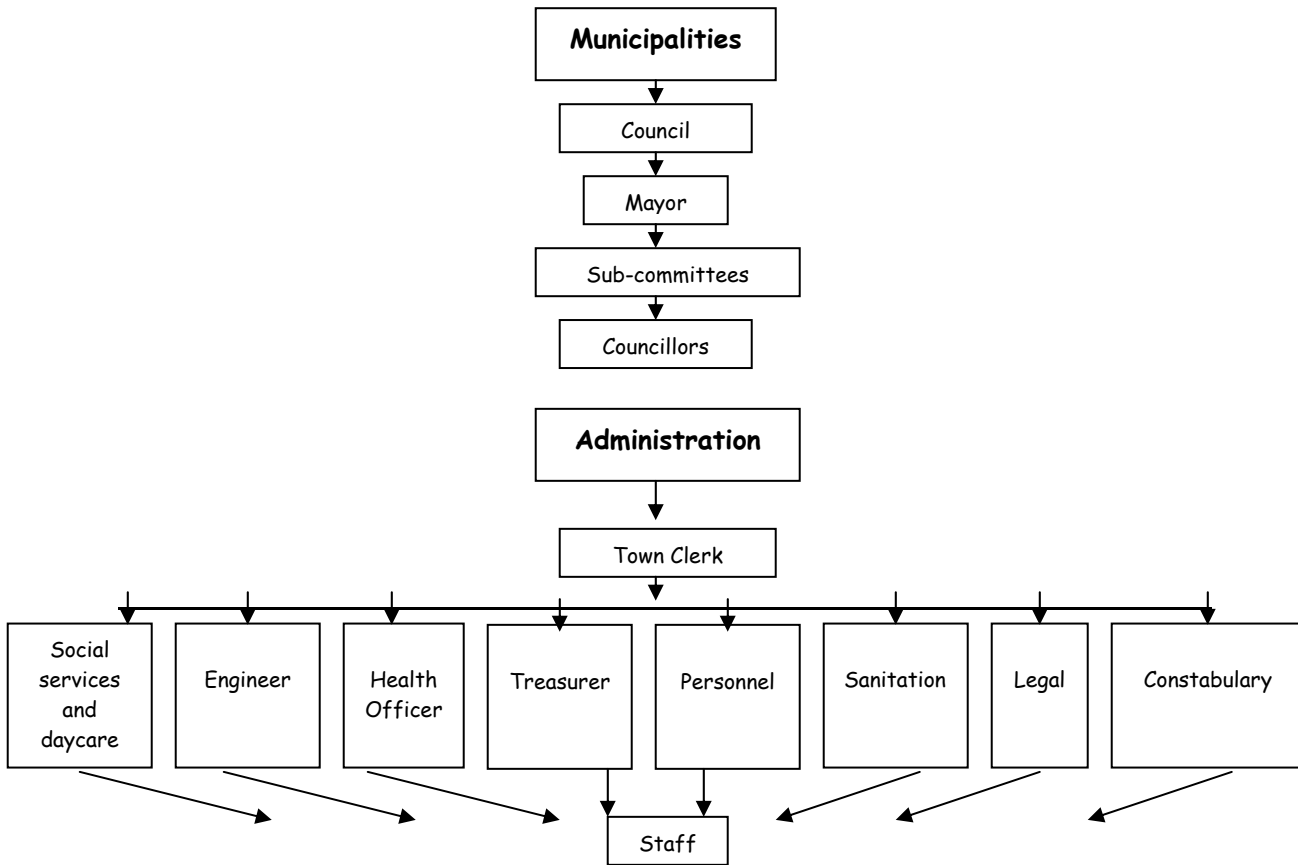
HANDOUT 3:

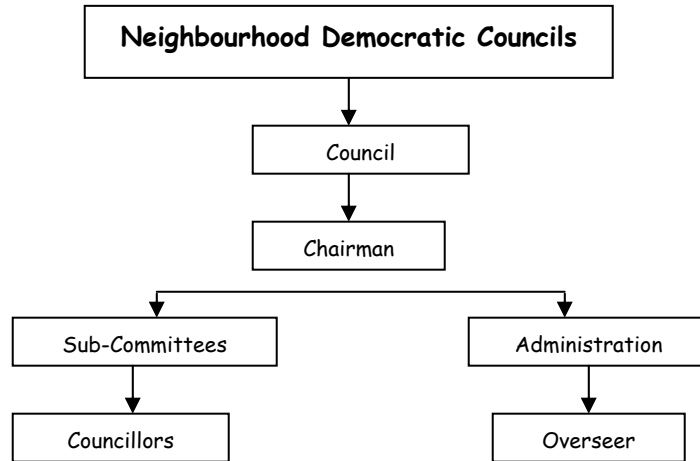
STRUCTURE of the LOCAL GOVERNMENT SYSTEM in GUYANA

The System

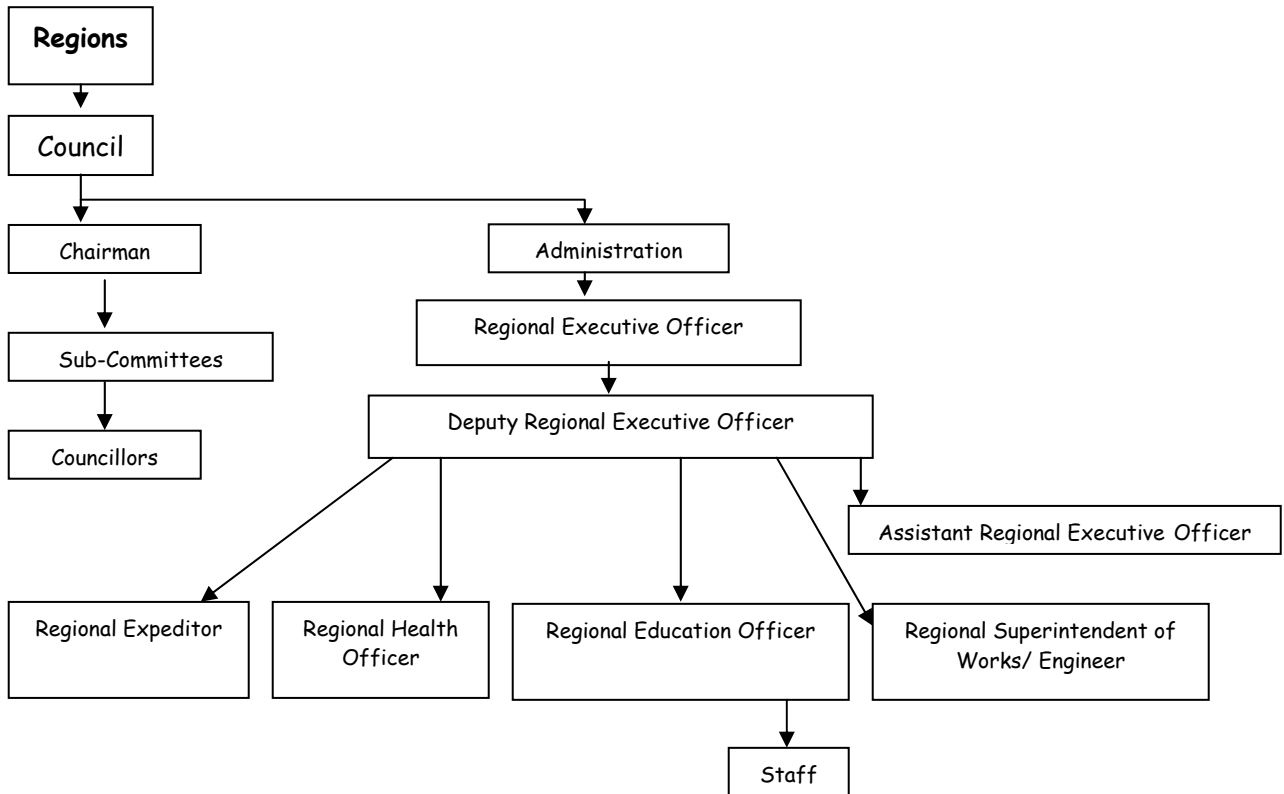


Because *Georgetown* and *New Amsterdam* were established prior to the birth of the regional system, they have retained their historic relationship with the *Central government*. They are considered autonomous towns unlike the others. *Georgetown*, being the capital city, enjoys special status.





Internal Structures



All of the bodies that make up the internal structure have political and administrative functions. The Councils, their sub-committees and the councillors perform political functions. They are responsible for representing the electors' interest, making policy and monitoring the work of the administration. The administration is responsible for the day-to-day operation of the units and the delivery of services. They also provide the councils with advice on the decision making process.

Day 2

Morning Session:

FUNCTIONS of LOCAL AUTHORITIES

- Distribute Handout 4: *Functions of Local Authorities* and review with participants.
- Highlight the following points:
 - Handout 4 gives examples of services the local authorities provide in different areas (administrative, political, development).
 - The purpose of the handout is to compare the functions of the RDCs, the NDCs and the municipalities.
 - Some services are provided on a cost recovery basis, some by revenues collected by the Council and some are subsidized. Note that every council operates differently.
 - Stress that there is a lot of potential for collaboration in the political area. Discuss how mechanisms for greater citizen and community participation could be established. For example:
 - ✓ Establishing citizen’s advisory bodies
 - ✓ Interaction with groups that provide services to the local area such as state agencies, public corporations (utilities), private sector, NGOs, community action groups
 - ✓ Developing partnerships with NGOs on areas of mutual concern
 - ✓ Community meetings
 - ✓ Researching what issues are important to the community.

ACTIVITY: Small group discussions - *Handling issues at the local authority level*

- Organize participants into small groups to consider one of the following two situations as if they were council members:

Situation #1:

Garbage collection has been irregular and sporadic. Residents have been burning garbage or dumping it in a park located on the cul-de-sac of a street in the community. There is so much trash that it has spilled over into trenches surrounding the area. The garbage attracts vermin, dogs and pickers who have been also stealing from yards in the community. Residents have complained to the council and asked them to rectify the situation.

Situation #2:

A bridge in the community has been in need of repair for months. It is now barely passable. Residents are asking for an immediate solution, as the bridge is a vital one in the community.

- Have the groups report back on their Council's plan to deal with the issue.

TRAINER'S GUIDE: Small group discussions - *Handling issues at the local authority level*

- Ask the participants to consider:
 - What steps did they take?
 - What level of government has the authority to deal with the issue?
 - Did they consider a creative solution?
 - Did they collaborate with another group?
 - Were all of the issues directed to the correct authority? If not, how did they handle the issues that were not the Council's responsibility?
 - Did the Council look at a long-term solution to the problem after addressing the immediate concerns of the residents?

INTER-RELATIONSHIPS BETWEEN THE CENTRAL, REGIONAL and LOCAL AUTHORITIES

- Distribute Handout 5: *Inter-relationships Between the Central, Regional and Local Authorities* and review with participants.
- Highlight the following points:
 - The Central, Regional and Local authorities are somewhat autonomous, yet interdependent. The following are examples of interrelationships and collaborations between central, regional and local authorities.

Education:

- The Central government through the Ministry of Education is solely responsible for the national education policy, including curriculum development and teacher training. The Regions, through the Regional Education Offices, have responsibility for implementation of the curriculum.
- The Regions have responsibility for service delivery, including paying teachers' salaries, facilitating professional development and ensuring the schools are properly equipped.
- The local authority may provide the physical structure (the building), particularly at the primary level.

Healthcare:

- The Central government, through the Ministry of Health, is responsible for staffing, providing materials and setting policy for health care delivery, while the Regional Health Office is responsible for delivering this service.
- The local authority may provide the physical structure.

Local Government and Community Groups:

- Local Government authorities collaborate with community groups in the delivery of services. For example, recreation services.

Delegation of authority:

- The RDC supervises the NDC on behalf of the Central government.
- The interrelationship between central, regional and local authorities can sometimes lead to problems; for example:

Revenue Management:

- Until recently, local authorities needed permission from the Region to access their independent bank accounts.

Spending Authorities:

- The NDC can spend up to \$100,000.00 without ministerial approval. Expenditures exceeding \$100,000.00 require ministerial approval (which is applied for through the RDC).
- Funds must be used for the projects for which they are approved. Ministerial approval must be obtained in order to divert the funds.
- Local government reform is likely to remove the requirement for Ministerial approval providing more autonomy to the local authority.

Grey Areas:

- Parks and monument areas lying within municipal boundaries. For example, the National Park is located in Georgetown but it is the responsibility of the National Parks Commission rather than the municipality.
- Central government sometimes steps in on areas for which the local authority has responsibility such as cleaning drains, abattoirs and cemeteries.

NOTE TO TRAINER: If any of the participants in the training session are local council members, consider asking them to share their experiences about this topic with the group.

HANDOUT 4: FUNCTIONS OF LOCAL AUTHORITIES

Authority:	Regional Democratic Council	Neighbourhood Democratic Council	Municipal Council
Nature:	<i>Fiscal</i>	<i>Fiscal</i>	<i>Fiscal</i>
Function:	Economic projects in the region. No rates or taxes levied	Collection of revenues through rates and taxes.	Collection of revenues through rates and taxes.
Nature:	<i>Administrative and Regulatory</i>	<i>Administrative and Regulatory</i>	<i>Administrative and Regulatory</i>
Function:	Establishment and maintenance of services; e.g. health and education. Regulation of NDCs.	Establishment, maintenance and regulation of services; e.g. markets, abattoirs, daycares.	Establishment, maintenance and regulation of services; e.g. markets, abattoirs, daycares.
Nature:	<i>Political</i>	<i>Political</i>	<i>Political</i>
Function	Represents the views of the electorate in the budgetary and other decision-making processes (e.g. economic development proposals)	Responds to and represents the views of the electorate in the decision-making process (e.g. passing by-laws related to markets, purchase and letting of lands, regulation of animal grazing).	Responds to and represents the views of the electorate in the decision-making process e.g. budgeting and formulating an annual work programme

HANDOUT 5: INTER-RELATIONSHIPS BETWEEN THE CENTRAL, REGIONAL AND LOCAL AUTHORITIES

1. Central government normally sets the legal and policy framework within which all levels of Government operate.
2. Central government, through its Ministries, has delegated some functions to Regional Democratic Councils (RDCs). Subventions are provided by the Central government for the RDC to carry out these functions. The RDCs are therefore accountable to Central government for their activities. One of the functions delegated to the regions is to oversee the operations of the Neighbourhood Democratic councils (NDCs).
3. The NDCs are revenue collectors. They also receive subventions from the Central government. Subventions are disbursed to the NDCs through the RDCs.
4. The Minister of Local Government has primary responsibility for monitoring and controlling local authorities. The Minister delegates these responsibilities to RDCs, who in turn, report to the Ministry.
5. The RDCs consult with local bodies on development issues and the establishment and maintenance of services in the regions. They make recommendations to Central government based on these consultations.

Day 2

Cont.

Afternoon Session:

FIELD TRIP to a LOCAL AUTHORITY or GUEST SPEAKER from a LOCAL AUTHORITY

- Arrange in advance a field trip for the participants to a local authority or invite a guest speaker from a local authority to come and give a presentation at the training session.
- Request in advance that the following topics be covered:
 - ✓ **What is a Local Authority**
 - ✓ **Structure and Functioning of a Local Authority**
 - ✓ **How Local, Regional and Central Authorities relate to the Local Area and to each other**

QUESTIONNAIRE: *VISIT to a LOCAL AUTHORITY*

- Following the field trip or the visit by the local authority representative, re-group at the location of the training session.
- Distribute Handout 6: *Questionnaire – Visit to a Local Authority* and review with the participants.
- Have participants record their observations of the visit, by filling out the questionnaire.

ACTIVITY: Small Group Discussions

- Organize participants into small groups.
- Ask participants to discuss what they learned from the local authority visit or from the guest speaker.
- Suggest that they use their previous knowledge of the system in the discussions.

- Bring the group back together and ask each group to briefly share some of the points that came up.

TRAINER'S GUIDE: Discussion about *Local Authority Visit* or *Guest Speaker*

- Highlight the following point:
 - Central, Regional (RDCs) and Local government levels (NDCs and municipal councils) have different authorities over local affairs.
- Ask the following questions to increase level of discussion:
 - Are you able to differentiate between the responsibilities/authorities of the Central, Regional and Local levels of government?
 - Do you know your own Local Authority? The geographical boundary? Is it an NDC? A municipality? Do you know the names of the councillors? Do you know how to get in touch with the councillors, the chairman or local government officials?
 - Do you have an understanding of the roles of the principle administrative personnel?
 - Are you familiar with some of the powers and responsibilities of the Local Authority you visited/heard from?

ACTIVITY: *Role Play Exercise*

- Have the participants break into 2 groups.
- Ask the participants in each group to take on a role and prepare a scenario:
 - **Roles:** local government officials and a community action group
- The group playing the community action group should identify a problem in their community to bring to the attention of their local government (garbage, drainage, roads, etc.) for resolution.

- The group playing the local government officials will respond to the issue.
- Have each group present how they will deal with the situation.

TRAINER'S GUIDE: *Role Play Exercise*

- The goals of the exercise are to put their new found knowledge and understanding of local government to the test and also to think creatively in terms of addressing issues in the community by taking a leadership role.
- Following each presentation, facilitate a deconstruction of the role play:
 - Was the issue presented to the appropriate authority?
 - Were there other steps needed to be taken to get the issue on the agenda?
 - Did they take a collaborative or creative approach? For example, a citizens' group pulls together a clean up crew to deal with the problem of garbage collection. They approach the council to ask for the use of a truck for the day. This is an example of collaboration between community and Council.

HANDOUT 6: QUESTIONNAIRE - VISIT TO A LOCAL AUTHORITY

Having visited the _____ Local Authority or hearing _____ speak from _____ Local Authority, please list some of the governmental operations, which you observed or heard about. Also indicate the nature of the operations and which level of Government regulates the operation.

The following format may be used to record this information:

Governmental activity/operation:	Nature of the operation?	Body responsible for the operation?
<p><i>EXAMPLES:</i></p> <p>Market</p> <p>Day care facilities</p> <p>Refuse, garbage</p> <p>Environmental monitoring: environmental officers certifying abattoirs</p> <p>Collection of rates and taxes</p> <p>Imposing sanctions on building construction activities that break the by-laws</p>	<p>Administrative and Regulatory</p> <p>Administrative and Regulatory</p> <p>Administrative and Regulatory</p> <p>Administrative and Regulatory</p> <p>Fiscal</p> <p>Penal</p>	<p>Neighbourhood Democratic Council</p> <p>Georgetown Municipal Council</p> <p>Municipal or NDC</p> <p>Municipal or NDC</p> <p>Municipal or NDC</p> <p>Municipal or NDC</p>

QUESTIONNAIRE - VISIT TO A LOCAL AUTHORITY

Governmental activity/operation:	Nature of the operation?	Body responsible for the operation?

Day 3

Morning Session:

PROPOSED REFORMS and THEIR PROJECTED IMPACT

- Lead a discussion on proposed reforms and their projected impact, emphasizing, among other things, the old vs. proposed revenue and expenditure systems.
- Distribute Handout 7: *Constitutional Reform Commission Recommendations Regarding Local Government Reform in Guyana* and review with participants.

TRAINER'S GUIDE: Local Government Reform

- The *Constitutional Reform Commission Recommendations Regarding Local Government Reform in Guyana* are based on national consultations that took place in 2001.
- As of the publication of this manual, the *Recommendations* are currently being addressed by the Joint Task Force on Local Government Reform. The constitutional changes have been made and the new legislation reflecting other changes is currently in progress.
- **The old revenue and expenditure system:** There are two ways the local authorities can raise revenues: 1) rates and taxes – the power to levy taxes on properties; 2) subventions from the Central government. However, the subventions are inadequate for Local government to carry out its functions.
- **The proposed revenue and expenditure system:** in the new system, monies from the Central government are to be disbursed to local authorities on the basis of objective criteria.

There is a proposal to widen the revenue base of local authorities with other tax sources collected by the Central government and dedicated to Local government. The idea would be to share the taxes, using a revenue sharing mechanism whereby the Central government will allocate a portion of revenue to Local government. For example, Georgetown would receive a percentage of the Motor Vehicle tax. Presently there is a working group looking at objective criteria for allocation of resources from Central government.

CONSTITUTION (AMENDMENT) (NO. 2) ACT 2001

- Distribute Handout 8: Sections of the *Constitution of the Co-operative Republic of Guyana Act, 1980* and Handout 9: *Constitution (Amendment) (No.2) Act 2001*, including the *Explanatory Memorandum* and review with participants.
- Compare the old sections of the *Constitution* pertaining to Local government (Handout 8) alongside the *Constitution (Amendment) (No. 2) Act 2001* (Handout 9).

TRAINER'S ACTIVITY: Small Group Discussions

- Organize participants into small groups and ask them to discuss the changes to the *Constitution*.
- Ask participants to consider the following questions:
 - What are the key changes made to Local governance as a result of this Amendment?
 - Does this Amendment create any opportunities for women considering running for office?
- In the larger group, ask the participants to share the points that their group came up with.

TRAINER'S GUIDE: *Constitution (Amendment) (No. 2) Act 2001*

- Trainer should discuss the progress of the changes recommended in this Amendment.



HANDOUT 7:

**CONSTITUTIONAL REFORM COMMISSION RECOMMENDATIONS
REGARDING LOCAL GOVERNMENT REFORM IN GUYANA**

Excerpt from *The Constitutional Reform Commission Recommendations*

<p>9.8 Local Government</p>

9.8.1 Relevant Articles: 71-78

9.8.2 Rationale for the recommendations made

9.8.2.1 The NCLDO and the Supreme Congress of the People are incompatible with the local government structure, the electoral system, and system of government being recommended for the revised Constitution, and the Supreme Congress of the People has never worked well.

9.8.2.2 The general objective of the recommendations is to devolve authority to communities for their local affairs, thereby fostering inclusionary democracy and collaboration across ethnic barriers.

9.8.3 Specific Recommendations

- (1) Rewrite Articles 82-88 to remove the references to Socialism.
- (2) Revise the text to fit in with the content of the recommended new Chapter II as it relates to the principles of local government, and with the local government structure being recommended.
- (3) Abolish the NCLDO and the Supreme Congress of the People.
- (4) The Constitution should enunciate on the autonomy of local government bodies.
- (5) The Constitution shall specify that RDCs, NDCs, and municipalities are mandatory local government organs, and shall provide for their creation. It should also specify that Parliament should provide for the establishment of village/community councils, which would be activated as quasi-local government bodies if the people of those communities so request.

- (6) The Constitution should provide for Parliament to establish a Local Government Commission, which should be empowered with staffing, regulatory and dispute resolution functions.
- (7) The Constitution should provide for legislation, which would allow for the lower tier of local government to be represented at the tier immediately above.
- (8) The Constitution should provide for the electoral system at the levels of local government below the regions to be built upon the pillars of representativeness, proportionality and accountability to the electorate. (There might be need for this provision to be dated, in terms of its implementation, because of the preparatory work, which is required).
- (9) The Constitution should provide for the electoral system, at the levels of local government below the regions, to provide for the involvement of individuals and voluntary groups in addition to political parties.
- (10) The Constitution should provide for legislation for the formulation and implementation of objective criteria for the purposes of the allocation of resources to, and the garnering of resources by local authorities.
- (11) The Constitution should provide for the functions of the Auditor General to include the auditing of the accounts of local government bodies.

9.8.4 **Voting** All by consensus.

NB: Please note that all the above constitutional changes have been made but enabling legislation is currently being developed.

**HANDOUT 8: CONSTITUTION OF
THE COOPERATIVE REPUBLIC OF GUYANA, ACT 1980**

**SECTIONS THAT APPLY TO THE CONSTITUTION (AMENDMENT) (NO. 2), ACT 2001,
RELATING TO LOCAL GOVERNMENT**

Article 52

52.(1) Subject to paragraph (2) and to articles 105, 185 and 186, the National Assembly shall consist of sixty-five members who shall be elected in accordance with the provisions of this Constitution and, subject thereto, in accordance with any law made by Parliament in that behalf.

Article 71

71.(1) Local government is a vital aspect of socialist democracy and shall be organised so as to involve as many people as possible in the task of managing and developing the communities in which they live.

Article 72

72.(1) Parliament may provide for the division of Guyana (save for any areas excluded by it) into ten regions and into such sub-regions and other subdivisions as it may deem fit for the purpose of organising local democratic organs.

72.(2) In defining the boundaries of any areas into which Guyana may be divided under paragraph (1) account shall be taken of the population, the physical size, the geographical characteristics, the economic resources and the existing and planned infrastructure of each area, as well as the possibilities of facilitating the most rational management and use of such resources and infrastructure, with a view to ensuring that the area is or has the potential for becoming economically viable.

Article 73

73(1) Members of a regional democratic council shall be elected by persons residing in the region and registered as electors for the purpose of article 159:

Provided that Parliament may make provision for any areas which do not form part of any region to be represented on the regional democratic council of any region near to which it is situated for such purposes as Parliament may prescribe.

(2) Elections of members of regional democratic councils shall be held and the councils shall be dissolved at such times as, subject to paragraph (3), the President may appoint by proclamation.

(3) The interval between any two successive dissolutions of a regional democratic council shall not exceed five years and four months:

Provided that, if at the expiration of that period the duration of Parliament has been extended under article 70. (4), that period shall not be deemed to come to an end until the expiration of the period for which the duration of Parliament has been extended.

Article 74

74.(3) It shall be the duty of local democratic organs to maintain and protect public property, improve working and living conditions, promote the social and cultural life of the people, raise the level of civic consciousness, preserve law and order, consolidate socialist legality and safeguard the rights of citizens.

Article 75

75. Parliament may provide for local democratic organs to take decisions which are binding upon their agencies and institutions, and upon the communities and citizens of their areas.

Article 77

77. The development programme of each region shall be integrated into the national development plans and the Government shall allocate funds to each region to enable it to implement its development programme.

Article 78

78. Parliament may make provision for the election of members of local democratic organs (including the commencement of balloting before the day appointed for holding an election) and for all other matters relating to their membership, powers, duties, functions and responsibilities.

HANDOUT 9: CONSTITUTION AMENDMENT (NO.2)

A.D. 2001

CONSTITUTION (AMENDMENT) (No. 2) Act 2001

No. 4

A.D. 2001 AN ACT to alter the Constitution in accordance with article 66 and 164.

Enacted by the Parliament of Guyana:-

Short title	1.	This Act may be cited as the Constitution (Amendment) (No.2) Act 2001.
Alternation of Article 52 of the Constitution.	2.	Article 52 of the Constitution is hereby altered by the substitution for the words “sixty-five members” of the words “such number of members as shall be determined by the Assembly”.
Alternation of Article 71 of the Constitution.	3.	Article 71 of the Constitution is hereby altered by the substitution of the following paragraph for paragraph (1) thereof – “(1) Local government is a vital aspect of democracy and shall be organized as to involve as many people as possible in the task of managing and developing the communities in which they live.”
Alternation of Article 72 of the Constitution.	4.	Article 72 of the Constitution is hereby altered by the insertion immediately after paragraph (2) of the following paragraph – “(3) Municipalities, neighbourhood democratic councils and such other subdivisions shall be provided for under paragraph (1), including village and community councils, where there is the need for such councils and where the people request their establishment, shall be vital organs of local democratic power.”
Insertion of new Article 73A in the Constitution.	5.	The Constitution is hereby altered by the insertion immediately after article 73 of the following article –
Local tier of local government to be represented at the tier above.	73A.	Each local democratic organ shall elect one of its councillors to serve as a member of the local democratic organ immediately above the first mentioned local democratic organ and Parliament shall prescribe the procedure for such election and such other matters as may be necessary in connection therewith.
Alternation of Article 74 of the Constitution.	6.	Article 74 of the Constitution is hereby altered by the substitution for paragraph (3) of the following paragraph – “(3) It shall be the duty of local democratic organs to maintain and protect public property, improve working and living conditions, promote the social and cultural life of the people, raise the level of civic consciousness, preserve law and order, consolidate the rule of law and safeguard the rights of citizens.”
Repeal and re-enactment of Article 75 of the Constitution.	7.	Article 75 of the Constitution is hereby repealed and the following article substituted therefore –

- Power to take decisions.
75. Parliament shall provide that local democratic organs shall be autonomous and take decisions which are binding upon their agencies and institutions, and upon the communities and citizens of their areas.”.
- Insertion of new Article 77A in the Constitution.
8. The Constitution is hereby altered by the insertion immediately after article 77 of the following article –
- Parliament to provide criteria for allocation of resources.
- 77A. Parliament shall by law provide for the formulation and implementation of objective criteria for the purpose of the allocation of resources to and the garnering of resources by local democratic organs.”
- Insertion of new Articles 78A and 78B in the Constitution.
9. The Constitution is hereby altered by the insertion immediately after article 78 of the following articles –
- “Local Government Commission.”
- 78A. Parliament shall establish a Local Government Commission, the composition and rules of which empower the commission to deal with as it deems fit, all matters related to the regulation and staffing of local government organs and with dispute resolution within and between local government organs.
- Representativeness and accountability of local democratic organs to the electorate.
- 78B. The electoral system in respect of local democratic organs below the regional democratic councils shall provide for the involvement and representation of individuals and voluntary groups in addition to political parties and accountability to the electors.”.

Passed by the National Assembly on 13th February, 2001

F.A. NARAIN
Clerk of the National Assembly

(Bill No. 4/2001)

Explanatory Memorandum (CONSTITUTION (AMENDMENT) (No. 2) Act 2001, No. 4)

The Act alters certain articles of the Constitution dealing with Local Government and inserts four new articles on the subject.

Clause 2 effects a consequential alteration to article 52 to bring it into accord with articles 60 and 160.

Clauses 3 and 6 alter articles 71 and 74, respectively, to remove references to socialism.

Clause 4 alters article 72 by inserting paragraph (3) there to which provides for village and community councils.

Clause 5 inserts a new article 73A which provides for representation by a lower tier of local government at the tier immediately above.

Clause 7 repeals and re-enacts article 75 which provides for the autonomy of local democratic organs and empowers them to take decisions binding on their agencies and citizens within their areas.

Clause 8 inserts a new article 77A providing for Parliament to provide criteria for allocation of resources to and garnering of resources by local democratic organs.

Clause 9 inserts two new articles, 78A providing for the establishment of a Local Government Commission and article 78B providing for the representativeness and accountability of the local democratic organs to the electorate.

Minister of Agriculture
And Parliamentary Affairs

Day 3

Cont.

Afternoon Session:

CASE STUDIES on the LOCAL GOVERNMENT SYSTEM in GUYANA

ACTIVITY: Small Group Discussions

- Organize participants into small groups.
- Provide each group with one of the case studies on the Local government system in Guyana.
- Ask the small groups to discuss the case studies by considering questions such as:
 - What Local government function is addressed in this example?
 - How did you see Local government functioning in this example?
 - How did the Local authority handle the issue?
 - How did the Local authority relate to the Regional and Central authorities?
- In the larger group, compare each group's responses with emphasis on structure and functioning of local government.

Structure

- What levels of government have the authority to handle the issue?
- Has something that is not right been done that needs to be corrected?

Functioning

- What authorities do the various levels of government have to handle this particular situation?
- How can the problem be resolved?

**CASE STUDIES on the
LOCAL GOVERNMENT SYSTEM in GUYANA**

CASE STUDY 1:

Crabwood Creek NDC to spend \$23.8M:

Crabwood Creek Neighbourhood Democratic Council (NDC) will spend \$23.8M. in the current fiscal year to improve living standards there.

The major developmental projects include drainage works, resurfacing internal community roads and streets and rehabilitating the Community Centre and fences surrounding the two primary schools.

Maintenance of major irrigation canals in cultivated areas is also part of the programme.

NDC Overseer Sahadeo Angad said, under the residential development plan, nine thoroughfares will be repaired and a volleyball court constructed on 12-acre plot, with funding through the President's Youth Choice Initiative.

Five irrigation networks are being maintained for the benefit of 200 acres of cash crops and 150 acres on which rice is planted, he said.

But Angad lamented the poor rates collection, disclosing that proprietors owe the Council \$17M in arrears.

He said the non-payment of outstanding revenue, over the past seven years is stalling the work of the local authority and needed projects are being shelved.

Chronicle, June 1, 2002

CASE STUDY 2:

Some NDCs cite spending ceiling as problem area

Some Neighbourhood Democratic Councils (NDCs) are complaining that the bureaucratic process creates difficulties, which delay the execution of their projects, and have identified the spending ceiling as one of the problem areas.

According to the Government Information Agency (GINA), any project costing above \$1,000,000 has to be approved by the regional authorities while any project above \$3 million has to be approved by central government.

Meanwhile Minister of Local Government, Harripersaud Nokta is urging all Neighbourhood Democratic Councils (NDCs) to fully utilize their annual subvention, GINA reported.

The Minister made that appeal last week-end while he was in Region Six, (East Berbice/Corentyne) for the Cabinet outreach programme.

Nokta and other cabinet members met with residents and various groups in an effort to closely coordinate the work of central government and that of local government, GINA said. At meetings with various NDCs the minister urged them to maximize the use of their annual subvention to ensure the development of villages and communities.

While urging the NDCs to spend their subvention, Nokta also called on them to spend it wisely. "It is not only about spending the money, but also about spending it wisely on projects to develop the community," GINA quoted the minister as saying.

The 65 NDCs throughout the country each received \$4 million this year and this includes a \$1 million increment instituted in this year's budget, GINA added.

Stabroek News, June 5, 2002

CASE STUDY 3:

Amerindian group calls for Riversview to be included in Region Seven

The Guyanese Organization of Indigenous Peoples (GOIP) is calling on government to take the Riversview community out of the administration of Region Ten (Upper Demerara/Berbice) and place it within the jurisdiction of Region Seven (Cuyuni/Mazaruni).

According to a letter addressed to Minister of Local Government, Harripersaud Nokta on Wednesday, a copy of which was circulated to the media, GOIP said that through this move Region Ten's northern boundary on the East Bank Essequibo (EBE) would be the Badawarin Creek, or the northern limits of Monkey Jump. Then the northern boundary of Riversview could be the line that now demarcates Region Three (Essequibo Islands/West Demerara) from Region Ten on the EBE, GOIP stated.

This request, the letter noted, comes after years of complaints by Riversview residents, both to Touchau, Dr. George Norton and the village council as well as to GOIP.

The residents of this indigenous village, GOIP said, attest to grave inconveniences and waste of time and money in having to travel over 200 km to and from the Region Ten administrative centre to conduct various transactions.

According to the letter, most people in Riversview relate easier to Bartica, just across the Essequibo River.

And the letter, calling for the earliest attention to this matter, added that the residents should not have to suffer from what GOIP has described as a demarcation blunder made in outlining the regional administration system in the 1980s.

Sunday Stabroek, June 2, 2002

ADDITIONAL ACTIVITIES (Optional)

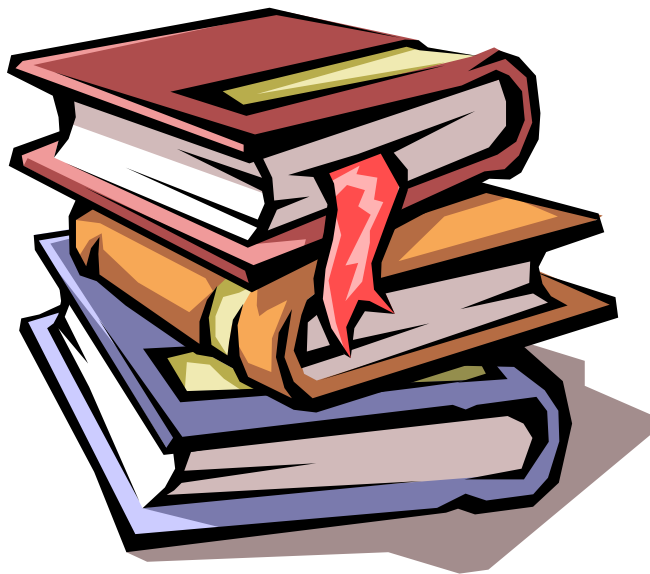
- To increase the participants' understanding of the Local government process in Guyana, the trainer could consider an additional field trip (or two) and make arrangements for the participants to:
 - Observe a Council meeting
 - Spend some time at an NDC or municipal office and observe the administrative operations. For example, observe what a Town Clerk does.

EVALUATION and CLOSING

- Distribute evaluation forms to participants.
- Write the objectives of the course on a flip chart or chalkboard for the participants to refer to.
- Allow the opportunity for the participants to give verbal feedback.
- Provide information on additional sources that are available on the subject of Local government in Guyana. (Handout 10: *Additional Sources (on the subject of Local Government in Guyana)*)
- Close the session.

HANDOUT 10: *ADDITIONAL RESOURCES*
(ON THE SUBJECT OF LOCAL GOVERNMENT IN GUYANA)

- Ministry of Local Government and Regional Development
- Inter-American Development Bank (IDB)
- Urban Management Program
- Federation of Canadian Municipalities



Module 3:

Effective Use of the Media



Module 3:

Effective Use of the Media

OBJECTIVES

- ▶ To gain access the media
- ▶ To learn practical skills to use the media effectively
- ▶ To understand how to get media attention for your issues

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Copies of handouts
- ✓ Note pads and pens for participants
- ✓ Chalkboard or flip chart, chalk and markers
- ✓ Loose paper for group work
- ✓ Copies of today's *Stabroek News*, *Chronicle*, *Kaieteur News* and *Sunday's Mirror*
- ✓ Post-it pads
- ✓ TV and VCR (optional)

TRAINING SESSION AGENDA

Effective Use of the Media

Day 1

Opening Session

- ▶ Registration
- ▶ Objectives of Training Session
- ▶ Introductions
- ▶ Ground Rules for Training

Morning Session

- ▶ Why Media Training?
- ▶ What is Media?
- ▶ Self and the Media

Afternoon Session

- ▶ Establishing a Media Relationship
- ▶ Developing a Media Strategy
 - Basics of a Media Strategy
- ▶ What is News in the Guyana Context?

Day 2

Morning Session

- ▶ The Media in Guyana and How to Use it
 - Formal Media
 - Informal Media

Afternoon Session

- ▶ Practical Tools for Accessing the Media
 - Press Release
 - Press Conferences

Day 3

Morning Session

- ▶ Practical Tools for Accessing the Media (*cont.*)
 - Press Kit
 - Interviews
 - Speeches and Presentations

Afternoon Session

- Presentation of Speeches
- ▶ What's Next?
- ▶ Evaluation and Closing

REGISTRATION FORM

Effective Use of the Media Training Session

Name:

Address:

Educational background:

Occupation or Work Experience (Note: housework is work):

Media experience (any experience being interviewed, writing press releases, etc.):

Day 1

Opening Session:

REGISTRATION

- Ask participants to fill out a registration form.
- Collect forms.

OBJECTIVES of TRAINING SESSION

- Review the *Objectives* of the training session, stated at the beginning of this module, with participants.

INTRODUCTIONS

- Introduction of trainer
- Ask participants to introduce themselves.

GROUND RULES FOR TRAINING

- Establish with participants the ground rules for training.
- Distribute a copy of the handout: *Ground Rules for Training* and review with participants.

Day 1

Cont.

Morning Session

WHY MEDIA TRAINING?

ACTIVITY: Group Discussion

- Lead a general discussion on the need for media training for potential women candidates.
- Record responses on a flip chart.

TRAINER'S GUIDE: *Why Media Training?*

Highlight the following points:

- ✓ ***To enable women to express themselves in the media.*** Women have a powerful voice. Unfortunately this voice has often been denied, ignored or suppressed. Sometimes women are uncomfortable making themselves be heard. We need to understand how the media works and develop skills that would allow us to use the media effectively.
- ✓ ***To understand what the media is and how we can use it most effectively.*** Because each of us views the media differently, it is important to explore different concepts of what media is.
- ✓ ***To build relationships with media professionals.*** For the most part men seem to control the media in Guyana. In order to get women and women's issues on the agenda, it is critical to build relationships with media professionals.

WHAT IS MEDIA?

ACTIVITY: Group Discussion

- Ask participants to brainstorm definitions of media.
- Record contributions on a flip chart.
- Discuss definitions

TRAINER'S GUIDE: Definitions of Media

Some general definitions:

- ✓ A means of effecting or conveying something.
- ✓ A means of transmission.
- ✓ A channel of communication.
- ✓ Publication or broadcast that carries advertising.
- ✓ A means of mass communication, such as newspapers, magazines, radio or TV.
- ✓ The group of journalists who make up the communications industry and profession.

SELF AND THE MEDIA

Exploration of Self and the Media: How do you want to present yourself and your messages?

ACTIVITY: Group Discussion

- Have participants identify types of media (Print, Radio, TV, etc.).
- Ask participants to identify (brainstorm) people in those categories (examples: Ulita Anthony, Rovin Deodast, Cathy Hughes, Miranda La Rose, Mike Norville, Andrea Rohlehr-McAdam, C.N. Sharma, Enrico Woolford, Patricia Woolford).
- Organize participants into small groups. Ask the groups to use the media lists and have a discussion about why they like or dislike a particular journalist's presentation of the News.

NOTE TO TRAINER: Make available copies of recent newspapers articles and/or show some television news clips, if this is possible, for discussion purposes.

- Ask participants to share their findings with the larger group, specifically who's work they like and why; and whose work they don't like; why and how they would have presented the news items differently.

NOTE TO TRAINER: Refer back to this exercise and the views expressed throughout the training session.

Day 1

Cont.

Afternoon Session

ESTABLISHING MEDIA RELATIONSHIPS

ACTIVITY: Small Group Discussions

- Divide participants into smaller groups.
- Bearing in mind the definitions of media and the issues facing potential local government candidates, have the groups discuss the following two questions:
 1. *As potential local government candidates, why do we need to establish media relationships?*
 2. *How do we establish these relationships?*
- Discuss the issues in the larger group and flip chart the responses.

TRAINER'S GUIDE: Small Group Discussions on *Discussing Media Relationships*

Some issues that might arise:

- **Why a Media Relationship?**
 - People tend to vote for whom they know. Newer faces need the exposure that a media relationship will bring.
 - Getting gender on the agenda. Women candidates can use the media to bring issues to the fore that might otherwise be ignored.
 - The best person to deliver your message is you. The media will enable you to get your message out to a large number of people in a short space of time.
 - Media in Guyana tend not to look for news so it makes sense to take news to the media practitioners.
- **How do we establish this relationship?**
 - Ask. You might be surprised at how receptive journalists and talk show hosts are to requests for coverage.
 - Meet with the Editors of media outlets in your community. Once they are sympathetic to your issues, it is easier to obtain coverage.

- Make an attempt to learn what issues each medium considers worthy of coverage. This way you will be able to approach the most appropriate source on particular issues.
- Make a point of getting to know media professionals who appear sympathetic to your issues.

DEVELOPING A MEDIA STRATEGY

ACTIVITY: Exercise

- Distribute Handout 1: *Developing a Media Strategy* and review with participants.
- Ask participants to answer the following five key questions to help them develop their media strategy:

Developing a Media Strategy

1. *What is your goal?*
 - *What message are you trying to convey?*
 - *Who is your audience?*
 - *What is your desired effect?*
2. *How will you achieve your goal?*
3. *What do you want the media to tell the public about you and your team?*
4. *What resources are available to you?*
5. *Do you or people you know have media contacts?*

- Emphasize that the media is one of the most effective tools you can use to get your **campaign message** - *your campaign platform and plan of action* - out to your voters.
- Refer to Module 6 (*Voter Identification and Outreach*), which includes a section on developing your campaign message.

TRAINER'S GUIDE: *Developing a Media Strategy*

Tips for Developing a Media Strategy

- ✓ Get others involved
- ✓ Determine your goals and objectives
- ✓ Create your campaign message
- ✓ Identify your target audience
- ✓ Identify media opportunities
- ✓ List your resources
- ✓ Remain flexible

Share the following points:

- ✓ **Get others involved.** Form a committee of people to work with you to develop your media campaign. Be as inclusive as you can be, allowing people to contribute to the work.
- ✓ **Determine your goals and objectives.** Have a clear understanding of what you want to accomplish before you start.
- ✓ **Create your campaign message.** Draft “talking points” that will answer basic questions about your issues. Make sure that everyone on your team is using the same “quotable” points. You want one simple, direct message.
- ✓ **Identify your target audience.** Who is the audience you want to reach and how do they think? Consider that a different approach will be necessary with each environment. For example, a target audience in remote hinterland communities might be community members at a village meeting. The approach and language you will use will be less formal than, for example, a press conference in an urban setting. If possible try to pre-test your campaign message with a sample group from your target audience.

- ✓ **Identify media opportunities.** Analyze and assess the media outlets and opportunities available in your community. Which media will help you to reach your target audience? Remember to consider informal methods.
- ✓ **List your resources.** These might include, but are not limited to budget, donations of material, the time and talents of involved individuals or related events that you can use to highlight your efforts.
- ✓ **Remain flexible.** Revise your plans if circumstances or resources change, or if parts of your plan are not working. And stick with what does work!

ACTIVITY: Small Group Discussions

- Organize participants into small groups.
- Ask participants to think of creative ways in which messages are circulated in their communities.
- Have the groups analyse the methods to determine which ones are the most effective and which methods are less so and why.
- Ask the small groups to report back to the larger group.
- In the larger group discuss which methods would be appropriate for participants' overall media strategy in their campaigns and why.

Basics of a Media Strategy

TRAINER'S GUIDE: *Developing a Media Strategy*

Share the following considerations with participants, as things to think about when developing a media strategy:

- ✓ Learn about the media available in your community, town and country. Read the paper, watch TV, if available, and listen to the radio.
- ✓ Determine which issues are hard news and which are feature stories.
- ✓ Discover reporters who may cover issues similar to yours and whether they are reporting on them positively or negatively. It is good to establish relationships with friendly people in the media. This may mean that you gain a friend and possibly a champion in the media.

- ✓ A media campaign can influence public opinion, persuade opinion leaders and generate debate.
- ✓ Some communities are very isolated and have no access to the more common forms of media today. Other ways of communicating your message need to be considered such as: word of mouth, 'bell cry', bottom house/community meetings and church gatherings (see below: *Informal Media*).

ACTIVITY: Small Group Discussions

At this point in the training session, participants should have a general idea about what media strategy they would use in their community.

- Organize participants into small groups to consider local government/community issues and accessibility of media in their communities.
- Have participants in each group work together to develop each participant's media strategy.
- Come back to the larger group for a general discussion of issues, problems and creative ideas that emerged in the smaller groups.
- Discuss successes and work through problems.

What is News in the Guyana Context?

There are several **traditional definitions of news** such as a report of recent events or material reported in a newspaper, periodical or newscast.

There are also several **elements of news**: it must be accurate, balanced, objective, concise, clear and recent.

ACTIVITY: Small Group Discussions

- **What do you understand to be news in Guyana?**
 - Organize participants into small groups.
 - Distribute copies of the most recent *Chronicle*, *Stabroek News* and *Kaieteur News*.

- Ask each group to examine a different newspaper to determine what that particular publication considers newsworthy.
- Return to the larger group and discuss.
- Record the responses on a flip chart.

NOTE TO TRAINER: If possible, the trainer might bring a video clip with selected television news stories or tape recordings of radio news broadcasts to compare with print media.

HANDOUT 1: DEVELOPING A MEDIA STRATEGY

➤ **Questions to ask yourself when developing a Media Strategy:**

1. What is your goal?
 - *What message are you trying to convey?*
 - *Who is your audience?*
 - *What is your desired effect*
2. How will you achieve your goal?
3. What do you want the media to tell the public about you and your team?
4. What resources are available to you?
5. Do you or people you know have media contacts?

Tips for Developing Your Media Strategy

- ✓ Get others involved
- ✓ Determine your goals and objectives
- ✓ Create your campaign message
- ✓ Identify your target audience
- ✓ Identify media opportunities
 - ✓ List your resources
 - ✓ Remain flexible

Day 2

Morning Session

THE MEDIA IN GUYANA and HOW TO USE IT

Introduction

We already have an idea of what the media is, what kind of issues and stories make the news in Guyana and how to establish media relationships. In implementing our media strategy, we also need to consider the reach of these media and which media are most effective in our own particular communities.

Regardless of which media you use, remember to repeat your campaign message over and over again and to use the ***KISS Principle*** as a guide.

KISS Principle

Keep it Short and Simple

Formal Media

ACTIVITY: Group discussion

- Brainstorm ways to target various media: print and electronic

TRAINER'S GUIDE: Group Discussion on *Formal Media*

Discussion should include:

THE PRINT MEDIA

Newspaper

There are strategies related to newspapers, which you can include in your media campaigns. Consider the following:



- ✓ **Write press releases.** Even though our newspapers are Georgetown based, stories about outlying areas, particularly when good pictures accompany them, are usually welcome. You should have already established some relationships with the media, and can use those contacts when you submit your press releases.
- ✓ **Write letters to the editor.** This section of the newspaper is widely read in Guyana and it presents a wonderful opportunity to express yourself about issues of importance to you and your community. Even if your letter is not printed, writing the letter is a good way for you to organize your thoughts. If you are considering writing letters to the editor, remember they must be written immediately after the article on which you are commenting appears or the event or issue you are commenting on has occurred. Be as brief as possible, and if you have information to add to what was printed in the article you are commenting on, include it.
- ✓ **Advertise.** Depending on your budget, you can also pay for an advertisement in the newspaper.

Newsletters and Magazines

Consider the following ways to use newsletters when implementing your media strategy:

- ✓ Many NGOs publish regular newsletters to keep their membership informed about activities and issues. If you know of NGOs that are interested in your issues, it may be useful to establish relationships with them and ask them to print your articles where you address a common issue.
- ✓ Sometimes articles from newsletters are picked up and published in newspapers.
- ✓ Consider starting your own newsletter. The finished product would depend on your budget.

THE ELECTRONIC MEDIA

Radio and Television

Electronic media has traditionally referred to television and radio but has recently included the Internet. Some communities without TV and radio channels use video recorders to collect and disseminate information.

To access the electronic media:

- ✓ Use **press releases** to invite journalists to cover events.
- ✓ Send information to the producers of **talk show programs** and ask them to devote a show or a segment of a show to your issues. The research you have done to see what issues each show devotes time to, will help you target your letter appropriately.
- ✓ Write to producers of **other programs** that might be sympathetic to your cause. Provide background material and the names and contact information for resource people on the issue. Suggest that they do a show on your issue.
- ✓ There are many TV and radio shows that have **call in segments**. Use these segments to call in and get your issues on the agenda.
- ✓ **Follow up on all contacts made with a phone call or letter.**

The Internet

Become familiar with the Internet, as it is a very important means of information dissemination. In recent years it has become a major medium for communication and it can get your message out to a large number of people in a very efficient way and very quickly. When doing your voter identification and outreach activities (see *Module 6*), collect people's email addresses, if they have accounts.

ACTIVITY: Group Discussions

- Organize the participants into two groups: 1. Georgetown; 2. Berbice
- Ask the two groups to discuss how they can use the print and electronic media.
- Remind participants to be aware that all communities do not have access to all kinds of media and that not all voters are literate. Point out the possibility, for example, of using tape recorders for voice clips for people who do not have immediate access to radio.
- Ask participants to decide which media is most appropriate for their group.
- Discuss findings in the large group.

Informal Media

In many areas of the country where access to formal media is limited we have to rely on other forms of media such as:

- ✓ **Word of Mouth.** Get your message out by telling community leaders, key people in local organizations, religious leaders, teachers, etc. Prominent people reach a large number of people in the community and their opinion is well respected.
- ✓ **Pamphlets, flyers and bulletins** are a good way to provide information on your organization or issues. Remember to make them clear, concise and easy to read.
- ✓ **Loudspeakers** are often used to publicize events and meetings. It is important to be considerate as to the time of day that you use this method and to ensure that your message is being transmitted clearly through the speakers.
- ✓ **Attending special events** that attract a lot of people on a particular day is an effective way to get your message out. Market days, sports and other community events provide a “captive” audience.
- ✓ **Community meetings** are a good way to reach out to voters in your community. They can take many forms including a village meeting or a church gathering.
- ✓ **Walk-about**s are another effective way of getting out and meeting community members and communicating your campaign message directly to your voters.



ACTIVITY: Group Discussion

- Discuss informal media used in different communities.
- What works and what doesn't?

ACTIVITY: Telephone Game

- Verbally pass a message, from person to person, around the entire group and see the variation from the original to the final message.
- This activity shows how word of mouth can result in faulty information being transmitted.

ACTIVITY: Small Group Discussions

- Organize participants into small groups.
- Ask groups to decide on a local government/community issue and develop a media strategy.
- Have small groups prepare presentations sharing which media were selected and why.

Day 2

Cont.

Afternoon Session

PRACTICAL TOOLS FOR ACCESSING THE MEDIA

Now that we know where we can go to access the media, we need to develop the tools to do so. This session will show you how to access the media using press releases, press conferences, press kits, interviews, speeches and presentations.

Press Release

TRAINER'S GUIDE: *Preparing a Press Release*

- Distribute Handout 2: *Preparing a Press Release*, including the sample press release (*INTERNATIONAL WOMEN'S CONFERENCE OPENS IN GUYANA ON MAY 27, 2003*) and review with participants.
- Press releases should be sent to the media house in a timely manner before the event. This will increase the likelihood of them being published and enhance your relationship with the agency.

- An effective press release should:
 - ✓ Be written in a standard form.
 - ✓ Be one page long and definitely no more than two.
 - ✓ Be printed on plain white paper, usually standard size business paper.
 - ✓ Be computer generated or typed.
 - ✓ Leave a margin of about 1 ½ to 2 inches around the edges of the text. This allows the editor or reporter room to make notes in the margins.
 - ✓ Clearly state contact information. If you have personalized stationery, use it – this helps to identify your organization as the source of the press release. If your address is not on the paper you are using, type the complete address in the upper left-hand corner of the page. The name and phone number of the contact person should be included at the end of the release.
 - ✓ Start with a headline, below the address information. The headline – title and subject of the press release should be written in ALL CAPITAL LETTERS.
 - ✓ Have the names of the people who should receive it printed clearly on the release (usually the editor or a particular reporter with whom you have established a relationship).
 - ✓ Announce an issue of importance for which you want media attention (print, electronic or other).
 - ✓ Be brief and to the point.
 - ✓ Answer the following in the first paragraph:
 - **Who** is the subject of the story? It could be a person, group, event or activity;
 - **What** is happening that the media should know about;
 - **Where** the event is going to take place;
 - **When** it will take place – date, day of the week and specific time; and
 - **Why** is this so important? The reason should be compelling and specific
 - ✓ Be as accurate and specific as possible.
 - ✓ Have the word “more” typed on the bottom of the first page if the release is longer than one page, and “end”, the number –30– or the symbols #### at the center bottom of the last page.

- Follow-up your press release with telephone calls, to make sure that it has been received. A follow up call also helps to build relationships with media personnel.

ACTIVITY: *Preparing a Press Release*

- Organize participants into pairs.

- Ask participants to decide on a local government/community activity or event, which you need to publicize.

- Have the pairs prepare a press release.
- Ask each pair to present their press release and discuss in the larger group.

Press conferences

Press conferences take time, money and energy to organize, so be sure that you have something important to announce. Journalists do not have the time to go to press conferences that are not going to produce news. Thorough planning and preparation are essential.

ACTIVITY: Group Discussion on *Planning a Press Conference*

- Ask participants to brainstorm what goes into planning a press conference.
- Flip chart responses.

TRAINER'S GUIDE: *Planning a Press Conference*

- Distribute Handout 3: *Planning a Press Conference* and review with participants.
- Ask participants to consider the following, when planning a press conference:
 - ✓ **Inviting the media.** Use a press release to invite members of the media.
 - ✓ **Press Release.** Highlight the main issues in a press release (*see above*). Follow this up with telephone calls the day before the conference.
 - ✓ **Location.** The press conference should be at a location that is easily accessible and conveniently located. If possible and relevant to the location, make sure that there are adequate power and electrical facilities. If planning a traditional press conference in a more populated area, organize the site so there is room for broadcast equipment, cameras, microphones, lighting equipment and chairs.
 - ✓ **Time of day.** Because journalists generally work with strict deadlines, mornings are usually the best time for a press conference. Make sure that there are no important events scheduled at the same time. If you know that an organization traditionally plans an event on a specific date, schedule your event for another day.

- ✓ **Length.** A press conference should be no more than 1 hour.
 - ✓ **Format.** Decide who is going to speak. Is it more effective to have one speaker, or a panel?
 - ✓ **Room set-up.** There should be a table with handouts; sign-in sheets for the press; sign-in sheets for guests and/or visitors; press statements; additional information.
 - ✓ **Coordination.** Ideally you should have a person assigned to assist the press attending the conference. This person will make sure that each member of the media has all the information they need. This is also a useful occasion to build on your media relationships.
 - ✓ **Attendance.** Check the list of press in attendance. If someone is not there, send her or him the information later. This may be a copy of the press statement or other printed material.
 - ✓ **Preparation.** On the day of the press conference, arrive early in order to resolve any last minute problems that might develop. Try to start the news conference promptly and do not start it later than ten minutes after the scheduled starting time.
 - ✓ **Hospitality.** Simple refreshments are often served.
 - ✓ **Press kits.** Have press kits on hand to distribute to all media persons present.
- Following the review of Handout 3, ask participants to compare the points in the handout with the points from the brainstorming session and look at what is realistic for themselves and their community.

ACTIVITY: Homework

- Ask participants to select a local government issue in their community.
- Explain that they will use these issues as the basis of a speech on Day 3.

HANDOUT 2: *PREPARING A PRESS RELEASE*

- **An effective press release should:**
 - ✓ Be written in a standard form.
 - ✓ Be one page long and definitely no more than two.
 - ✓ Be written on plain white paper, usually standard size business paper.
 - ✓ Be computer generated or typed.
 - ✓ Leave a margin of about 1 $\frac{1}{2}$ to 2 inches around the edges of the text.
 - ✓ Clearly state contact information.
 - ✓ Start with a headline, written in ALL CAPITAL LETTERS.
 - ✓ Have the names of the people receiving it printed clearly on the release.
 - ✓ Announce an issue of importance for which you want media attention.
 - ✓ Be brief and to the point.
 - ✓ Answer the following in the first paragraph:
 - **Who** is the subject of the story?
 - **What** is happening?
 - **Where** is the event going to take place?
 - **When** will the event take place?
 - **Why** is this so important?
 - ✓ Be as accurate and specific as possible.
 - ✓ Have the word "more" typed on the bottom of the first page (if the release is longer than one page), and "end", the number - 30 - or the symbols #### at the centre bottom of the last page.
- Follow up the press release with telephone calls.

SAMPLE PRESS RELEASE

Press Release

**For immediate release
To all Media Houses**

**Georgetown, Guyana
Date: May 23, 2003**

INTERNATIONAL WOMEN'S CONFERENCE OPENS IN GUYANA ON MAY 27, 2003 "50/50: INCREASING WOMEN'S POLITICAL PARTICIPATION IN THE CARIBBEAN"

The National Democratic Institute for International Affairs (NDI) Guyana Office, in association with the United Nations Development fund for Women, UNIFEM and the Guyana Association of Women Lawyers will next week host their international conference "50/50 Increasing Women's Political Participation in the Caribbean."

Over 130 delegates will attend the conference, which opens in Georgetown, Guyana on Tuesday, May 27 at 6 PM at Le Meridien Pegasus. The delegates include Ministers of Government from St. Kitts, Nevis and St. Vincent, senators from Barbados, Antigua, St. Lucia and Dominica and representatives from several women's based organizations and NGOs from across the Caribbean.

The conference seeks to promote increased participation by women of the Caribbean in the political process. To this end the three-day conference will examine *Global, National and Local Perspectives on Increasing Women's Political Participation, Political Localization, Models of Political Involvement Across the Region, Collaborations, Networks and Caucuses and Barriers to Women's Involvement in Politics*. Workshop training sessions will include Voter Identification and Outreach, Advocacy, *Controlling the Image, Media Relations and Public Speaking*.

Annie Campbell will deliver the feature address at the opening ceremony. Ms. Campbell is a political activist and founding member of the Northern Ireland Women's Coalition. She was a member of the Northern Ireland Women's Coalition Talks Team at the multi-party peace talks with culminated in the historic Good Friday agreement in 1998.

The conference will close on Friday May 30th with a day dedicated to "Methods and Solutions: Developing an Agenda for the 21st Century."

For more information, contact:
Cathy Hughes, Vidoemega Productions
Tel: 592-226-9555
Email: Hughes@solutions2000.net

**The media is invited to cover the opening ceremony on Tuesday, May 27, 2003
At 6 PM at Le Meridien Pegasus, Georgetown, Guyana**

Funding provided by the United States Agency for International Development (USAID)

HANDOUT 3: *PLANNING A PRESS CONFERENCE*

Consider the following, when planning a press conference:

- ✓ Inviting the media
 - ✓ Press release
 - ✓ Location
 - ✓ Time of day
- ✓ Length of press conference
- ✓ Format of press conference
 - ✓ Room set-up
 - ✓ Coordination
 - ✓ Attendance
 - ✓ Preparation
 - ✓ Hospitality
 - ✓ Press Kits

Day 3

Morning Session

PRACTICAL TOOLS FOR ACCESSING THE MEDIA (cont.)

Press Kits

A press kit is a folder of materials that provides all of the information relevant to your issue.

TRAINER'S GUIDE: Putting Together a Press Kit

- Distribute Handout 4: *Putting Together a Press Kit* and review with participants.

Generally a press kit includes, but is not limited, to the following:

- ✓ A list of the contents of the kit.
- ✓ A press release (or several press releases).
- ✓ A short welcoming letter, giving basic information and the name, address and telephone number of the contact person for the issue/campaign.
- ✓ A backgrounder or fact sheet: a short paper giving in-depth information about the issue. The purpose is to anticipate and answer any questions the journalist might have.
- ✓ Relevant press clippings.
- ✓ Visuals: pictures, graphs, maps, charts.
- ✓ Speeches, reports, outlines and summaries of reports.
- ✓ Information about your party, if applicable
- ✓ A brief biography of each person involved in the press conference.
- ✓ Copies of the texts of any presentations or speeches.

- Make a list of the names everyone to whom you send press kits so that you can send updates.

Note for the participants: All of these materials on this list are not essential for all press kits. The more relevant information is determined by the issue and availability of information.

Interviews

The key principle in an interview, regardless of the media selected, is to always remain in control of the interview.



TRAINER'S GUIDE: Preparing for an Interview

- Distribute Handout 5: *Preparing for an Interview* and review with participants:

The experience common to everyone doing interviews is nervousness; the best way to overcome this is to be thoroughly prepared.

- ✓ **Prepare your material for the interview.**
 - Gather all the information you developed when planning your media strategy and review the important elements before putting yourself into an interview situation.
 - Practice making your point in colorful ways, using, for example, vivid language, unusual examples, illustrations or simple data.
 - Consider a variety of ways to stress the most important points you want to make and eliminate any misperceptions about what you are trying to achieve.
- ✓ **Be clear about your goals.**
 - Have a clear understanding of:
 - ✓ What you want to achieve through the interview
 - ✓ Who the audience is
 - ✓ The interview styles of various talk show hosts.
 - The purpose of an interview will vary and you will be exposed to essentially two types:

1. A personality interview: the purpose of a personality interview is to ask questions about you, as a person.
 2. An issue interview: an issue interview is done in reaction to an event or situation.
- ✓ **Be confident.**
- Do not let nervousness prevent you from participating in an interview. Be confident in dealing with the media – you will be talking about something that you are familiar with, so do not be shy or hesitant.
- ✓ **Stay calm.**
- Overcome nervousness by thinking of the interview as a conversation.
 - Beware not to fall in traps laid by journalists, some will deliberately try to make you lose your temper and lead you to contradict yourself.
 - Tell the truth. Saying “I don’t know” is better than telling one small lie.
- ✓ **Confirm details.**
- Prior to the interview, confirm:
 - ✓ Date, time and place for the interview
 - Prepare yourself for the interview based on your knowledge of the interviewer’s style and the format of the show:
 - ✓ Will the interview be live or taped?
 - ✓ Will you be interviewed alone or as part of a panel?
 - ✓ How long will the interview be?
 - ✓ What are the ground rules?
 - ✓ Will the interview be:
 - On the record? (Whatever is said may be published and directly attributed by name by the interviewer)
 - On background? (Whatever is said may be published, but with a previously agreed upon identification – an official spokesperson on... - a well-informed source)
 - Off the record? (The journalist will receive information that is not to be published under any circumstances).
- ✓ **Clarify your message.** An interview may be scheduled for literally a few seconds, or you may have five minutes, or even longer.
- Limit yourself to the **three most important points** that you want to make. These will become your “islands of safety” to which you will often return during the interview.

- ✓ **Have examples ready.**
 - Prepare a brief example to illustrate each point.
 - State the facts about your issue. However, avoid giving statistics in an interview because they tend to be confusing to listeners.
- ✓ **Practice.**
 - Practice with a colleague, friend or family member who will act as interviewer.
 - Try to be as natural as possible.
- ✓ **Maintain eye contact with the interviewer.**
 - Always look directly at the interviewer. Maintain eye contact with the person asking the question.
- ✓ **Focus on all aspects of the interview.**
 - Pay attention to the body language of your interviewer, and look out for non-verbal cues.
- ✓ **Be relaxed and professional.**
 - Consider clothing that allows you to be comfortable and relaxed and will also give you confidence and a professional look.

ACTIVITY: Interview Practice

- Organize participants into pairs.
- Each pair will conduct two types of interviews taking turns as the interviewee.
- One interview will be a personality interview and the other an issue interview.
- Allow 5 minutes to prepare for the interview and then have the pairs perform the interview for the larger group for 5 minutes.
- Discuss and critique in the larger group.

NOTE TO TRAINER: For the above activity, you could consider the feasibility of bringing in media professionals to conduct mock interviews.

Speeches and Presentations

TRAINER'S GUIDE: *Preparing a Speech*

- Distribute Handout 6: *Preparing a Speech* and review with participants.

Tips for making an effective speech or presentation:

- ✓ Prepare and send your introduction to your sponsor. Keep it warm, personal and short.
- ✓ Define the purpose of the speech or presentation: do you want to... Persuade the audience? Educate them? Take a specific action? Inspire or convince the audience?
- ✓ Define your audience. Do they know anything about your subject?
- ✓ Become familiar and comfortable with the subject you are speaking about.
- ✓ In 25 words or less write down what you want the audience to know.
- ✓ List the three main points you want to make in your speech. Illustrate each point with at least one example that will create a picture in the minds of your audience.
- ✓ Outline the substance of your presentation using quotes, examples, facts and other interesting information.
- ✓ Write the opening or “attention getting” statement of your speech.
- ✓ Write the closing part of your speech. Aim for a strong finish. It should be a stirring statement in which you issue your call to action, predict the future, make a declaration, refer to your opening comments and summarize your main goal.
- ✓ Know the program. Are you the only speaker? What is the order of appearance? Will you be the first or last speaker? Will there be a panel of speakers?
- ✓ Verify how long you will speak
- ✓ Be aware of how much time will be allotted for questions and answers.
- ✓ Try to visit the venue before the event. Check the room and equipment.
- ✓ Observe proper protocol in addressing audiences, recognizing dignitaries at the beginning of your remarks.

- ✓ Be precise; use simple words and short sentences.
- ✓ Avoid the overuse of statistics. While important, statistics can be confusing to audience members. If there are important statistics, hand them out at the end of your presentation.
- ✓ Anecdotes can be a useful way of holding the audience's attention.
- ✓ An average speech is approximately 20 minutes long. In general your speech will be about 7 to 10 typed pages long. A general rule of thumb is that 12 typed lines equal about one minute of speaking; one double-spaced typed page is about two minutes; five pages double-spaced will be about 10 minutes.
- ✓ Practice your entire speech repeatedly before the presentation. Be thoroughly familiar with it, but do not memorize it. Practice with another person who can give you helpful comments. Practice in front of a mirror while timing the speech.
- ✓ Underline those parts of the speech you want to emphasize. Mark the places where you want to pause. Make sure that you are comfortable with the phrasing.
- ✓ Do not read the speech – this risks boredom. You want to be natural, enthusiastic and excited. Talk to your audience. Write an outline with key words or phrases on index cards, and then practice giving the speech.
- ✓ Maintain eye contact with the audience 90 per cent of the time. This will help to hold their attention and emphasize main points.
- ✓ Use your nervousness to your advantage. Being nervous is normal. Try to channel this nervous energy into enthusiasm and excitement. Take deep breaths to calm yourself prior to delivery and use confident body language.
- ✓ Pay attention to variation in tone and modulation of your voice for effect.
- ✓ Take questions from the entire audience rather than a select few. Listen carefully and treat each question equally. Repeat all positive questions so that the audience can hear them. Do not become drawn into a “one on one” with any one questioner, or allow one questioner to dominate the audience. Respond as simply and directly as possible.
- ✓ Do not be afraid to say “I don't know”, and either promise to get back to them with information or invite them to contact you at a later date.

ACTIVITY: *Preparing a Speech*

- Ask each participant to prepare a 5-minute speech on a selected local government/community issue.
- Allow for 20 minutes preparation time.

Day 3

Cont.

Afternoon Session

ACTIVITY: *Preparing a Speech (cont.)*

Presentation of Speeches

- Have participants present their speeches to the ‘audience’ (rest of group).
- Allow for comments and discussion.

WHAT’S NEXT?

Once you have developed your media strategy and established relationships with reporters and media outlets, what do you do next?

TRAINER’S GUIDE: *Next Steps*

- ✓ Review your campaign and decide where you need to put more effort. Have a brainstorming session.
- ✓ Use your imagination on possible activities, which will involve interacting with the media.
- ✓ Always focus on your media campaign. Make sure that the follow-up action you take is in line with the long-term goals of your work.
- ✓ Be prepared to use a lot of energy for little immediate return.
- ✓ Remember that this is work in progress, and the process will continue even after we have reached our goals.

- ✓ Pay attention to feedback. Listen to colleagues, read the newspapers and pay attention to any communication about your organization or issues related to your organization. By responding to feedback, your media campaign will be better structured and more effective. Pay attention to both positive and negative feedback. Do not get defensive, however.
- ✓ Project how you would respond to events in your community that require action. Follow up all enquiries with a view to solving any issues. Decide which media you will use to respond for most effective results.
- ✓ The secret to dealing with the media is to remain calm. Be confident in your knowledge and your ability to deal with any issue. Remember some journalists thrive on making you nervous. Try to be as thoroughly prepared as possible. Do not be afraid to say you don't know. Be sincere and follow up as much as possible.

ACTIVITY: Group Discussion


- Have participants discuss what is next in terms of the development of their individual media strategies and their resources.

EVALUATION and CLOSING

- Distribute evaluation forms to participants to complete.
- Write the objectives of the course on a flip chart or chalkboard for the participants to refer to.
- Collect evaluations and close session.

HANDOUT 4: *PREPARING A PRESS KIT*

A press kit includes the following:

- ✓ A list of the contents of the kit
 - ✓ A press release (or several press releases)
 - ✓ A short welcoming letter
 - ✓ A backgrounder or fact sheet
 - ✓ Relevant press clippings
 - ✓ Visuals: pictures, graphs, maps, charts
 - ✓ Speeches, reports, outlines and summaries of reports
 - ✓ Information about your party, if applicable
 - ✓ A brief biography of each person involved in the press conference
 - ✓ Copies of the texts of any presentations or speeches
-  **Note:** All of these materials are not essential for all press kits. The more relevant information is determined by the issue and availability of information.

HANDOUT 5: PREPARING FOR AN INTERVIEW

Tips for Preparing for an Interview:

- ✓ Prepare your material.
- ✓ Be clear about your goals.
 - ✓ Be confident.
 - ✓ Stay calm.
- ✓ Confirm details.
- ✓ Clarify your message.
- ✓ Have examples ready.
 - ✓ Practice.
- ✓ Maintain eye contact with the interviewer.
- ✓ Focus on all aspects of the interview.
 - ✓ Be relaxed and professional.

HANDOUT 6: *PREPARING A SPEECH*

Tips for Making and Effective Speech or Presentation:

- ✓ Prepare and send your introduction to your sponsor.
- ✓ Define the purpose of the speech or presentation.
- ✓ Define your audience.
- ✓ Become familiar and comfortable with your subject.
- ✓ In 25 words or less write down what you want the audience to know.
- ✓ List the three main points you want to make in your speech.
- ✓ Outline the substance of the presentation.
- ✓ Write the opening or "attention getting" statement of your speech.
- ✓ Write the closing part of your speech.
- ✓ Know the program and verify how long you will speak.
- ✓ Be aware of how much time will be allotted for questions and answers.
- ✓ Try to visit the venue before the event.
- ✓ Observe proper protocol in addressing audiences.
- ✓ Be precise in your wording and consider the length of your speech.
- ✓ Practice your entire speech repeatedly before the presentation.
- ✓ Underline sections you want to emphasize and mark the places where you want to pause.
- ✓ Do not read the speech and maintain eye contact with the audience.
- ✓ Try to channel any nervous energy into enthusiasm and excitement.
- ✓ Pay attention to variation in tone and modulation of your voice for effect.
- ✓ Take questions for the entire audience and not just a select few.
- ✓ Dress in professional attire.

Module 4:

Negotiation Skills





Module 4:

Negotiation Skills

OBJECTIVES

- To learn negotiation skills

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Copies of the handouts and newspaper clippings
- ✓ Chalkboard or flip chart, chalk and markers
- ✓ Note pads and pens for participants
- ✓ Newspaper clippings
- ✓ Rice



TRAINING SESSION AGENDA

Negotiation Skills

Day 1



Opening Session

- Registration
- Introductions
- Ground Rules for Training

Morning Session

- "Three Grains of Rice" Exercise
- "Sinking Boat in Essequibo" Exercise

Afternoon Session

- Steps in Preparing for and Conducting Negotiations
 - Before Negotiation
 - During Negotiation
 - Three Common Negotiation Situations
- Negotiation Exercises

Day 2



Morning Session

- "Reflections" on Day 1
- Negotiation Exercises (*continued*)

Afternoon Session

- Negotiation Exercises (*continued*)
- Evaluation (written and oral)
- Closing

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REGISTRATION FORM

Negotiation Skills Training Session

Name:

Address:

Occupation or Work Experience (*Note*: housework is work):

Local Government Experience - number of years, local government body, and position or positions held:

Political Party Background, Experience and Positions held in party:

Community Group & Community Work Experience:

Educational Background:

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Day 1



Opening Session

REGISTRATION and INTRODUCTIONS

- Distribute the registration form to the participants.
- Introduce yourself.
- Ask participants to complete and use the registration form to introduce themselves.
- Collect forms.

GROUND RULES FOR TRAINING

- Establish with participants the ground rules for training.
- Distribute a copy of the handout: *Ground Rules for Training* and review with participants.

□

Day 1

Cont.

□

Morning Session

ACTIVITY: *Three-Grains-of-Rice Exercise*

- Give each participant three grains of rice, to hold in their open hands.
- Tell them to walk and talk with each other.
- Tell the group that there are two rules:
 - 1) Everyone must participate
 - 2) Anyone who says *yes* or *no* in any way – speech, sound, head movements or other indications – must give up a grain to the other.
- Get people moving and keep an eye on the interactions. See the exercise as a ‘warm-up’ or ‘ice-breaker.’
- After awhile, bring the group back together, to talk about the exercise. Be sure to listen to the group before adding your views.

TRAINER’S GUIDE: Discussing the *Three-Grains-of-Rice Exercise*

- Here are some discussion starters:
 - Ask - who has the most rice grains?
 - Ask - who has none? Only one?
 - Who are the winners? ... The losers?
 - How are the winners feeling? ... And the losers?
 - What did people see happening?
 - What about the behaviours?
 - Ask whether anyone saw persons behaving in ways that can be described as good ... bad ... deceptive ... tricky ... aggressive ... disorderly ... using strong-arm tactics ... playful ... refusal to play ... serious ... not serious ... careful ... careless. Did anyone break the rules? Ignore the rules? (Pause after each for a response.)
 - Ask someone to repeat the two rules given at the start of the exercise.
 - What strategies were used to get more rice grains? ... To hold on to what was given?
 - Ask what people think the purpose of the exercise was. Was it about winning and losing?

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- Here are some additional questions to deepen the analysis of the process, and move the group towards ethical considerations and the advantages of *negotiation*.
 - What if the instructions were to get as much rice as you could by any means possible?
 - What if the instructions were to hold on to what you had to make sure you didn't lose a single grain?
 - What stopped a 'rice war' or 'rice wars' from breaking out?
 - What could have happened if there were no 'facilitator' to keep an eye on the process, to call time-out, to evaluate what was going on?
 - What if you had stopped to think and talk about some of the things we are now looking at?
 - What could have happened if there were more at stake – more than three rice grains? (For example, land, governmental power, country, money)

NOTE TO TRAINER: In this and all other exercises, use any opportunity to illustrate *process*, *ethics* and *negotiations*. Do not assume all participants understand what these words mean.

Wars always end where they should have started - at the negotiation table.

ACTIVITY: Small Group Discussions

- Facilitate an understanding of key concepts: *process*, *ethics* and *negotiation*.
- Organize participants into pairs (people sitting next to each other) and have them discuss what they think the word *process* means. After a few minutes, ask the pairs to share their definitions with the whole group.
- Add to what people say, for clarification.
- Do the same for *ethics* and *negotiation*.

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TRAINER'S GUIDE: Understanding Key Negotiation Concepts

- **Process** – the series of steps or actions used in doing something or bringing about a desired result. When you examine 'process' you look at how something was done.

- **Ethics** – good/bad conduct, moral/immoral/amoral behaviour (*make sure people understand the difference between these three*), right and wrong, principled and unprincipled actions, acceptable/unacceptable, legitimate and not – within the culture and outside the culture.
 - Example discussion questions:
 - What things are you prepared to do and not to do?
 - Are there situations where telling lies can be justified?
 - Can keeping family or party secrets inside ever be wrong?
 - Should self, family, party, religion, race or country ever come first? If this is what others are doing, what is right or wrong, for me and my group?
 - Is putting self, family, party, religion, race or country last, 'right and proper' or wrongheaded and foolish?
 - Can 'washing dirty laundry' in public ever be right?

- **Negotiation** – a negotiation is any communication in which you are attempting to achieve the approval, agreement or action of someone else.

ACTIVITY: “Sinking-Boat-in-Essequibo” Exercise

- Organize participants into groups of about 10 people each.

- Ask participants to role-play that they are in a ship in the middle of the Essequibo River. The ship has a leak. In about 15 minutes, it will go down. No one can swim. In the distance, a small boat is paddling slowly towards the ship. It can only hold two people from the sinking ship. The group must decide who will be saved.

- Stop the exercise after 15 minutes and do a deconstruction.

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- Examine the *negotiation process and ethics*:
 - Who, why, how, what ... and when ... For example:
 - Who negotiated what?
 - What arguments did people use to save themselves or to give themselves up?
 - How did others decide who to save?
 - How were the 15 minutes were used?
 - Ask about these and other issues: choice, bribery, persuasion, bartering, promise, duress (presence and/or use of force, threats, constraints), drowning, life and death, fears, tears, appeals, time limitations (deadline), ethics, consideration of other options
 - How did this exercise differ from previous one? (*Three Grains of Rice*)
- Spend some time having each participant talk about how they negotiated this situation. Why did people select the two people they chose to be saved? How did people feel about not being selected?

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Day 1

□ *Cont.*

Afternoon Session

STEPS IN PREPARING FOR AND CONDUCTING NEGOTIATIONS

ACTIVITY: Discussion

- Ask the group what negotiations are taking place or should be taking place at the community, regional and national levels.
- What have the experiences and exercises in this workshop taught participants about negotiation and the steps to negotiation so far?
- Outline, with the group's help, the steps to take before starting negotiations and during negotiations.

TRAINER'S GUIDE: Beginning Formal Negotiation Skills Training Work

- Distribute Handout 1: *Before Negotiation*; Handout 2: *During Negotiation*; and Handout 3: *Three Negotiation Situations* and review with participants.
- Talk the group through each of the steps.
- Note the following additional points as you are reviewing and discussing each of the 3 handouts with the participants.

Before Negotiation

- This handout emphasizes the importance of doing a great deal of research, analysis and preparation before entering the actual negotiation.
- **'Decide'**: Prior to committing to any negotiation, analyse the elements and the environment in which you would be negotiating. This will help you to determine whether negotiating is your best option.
- **'Prepare'**: Once you have decided to go ahead with negotiation, a great deal of advance preparations is necessary.
- **'Set up monitoring, evaluating and follow-up arrangements'**: Negotiation can be a very involved and intense process and the

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negotiators often get bogged down in the details. It is important to have a person or small independent group who is perceived to be neutral, to monitor and evaluate progress and the big picture. This person or group can provide periodic reports to the negotiating teams and should contribute towards the efficiency and productivity of the process.

- **'Negotiate the negotiations'**: It is important to discuss among the members of your team issues of structure. And it is crucial that you establish very clear guidelines with the other part(ies) to the negotiations about how the negotiations are going to be structured.

During Negotiation

- Focus on the issues and do not get distracted by the various personalities in the negotiation.
- Trust is crucial among the parties to the negotiation. You will never close a deal with a party that you do not trust.
- Building a relationship with the other part(ies), where feasible, enables trust to develop. Take time away from the negotiating table to get to know the members of the other team(s).
- Actively listen to the other part(ies). Repeat back to them what you think you heard and try and move beyond their positions and pull their interests out.
- Positions are hard to move from. Focus on interests instead and where you have common ground with the other part(ies) to the negotiation. In your preparation, you thought about what you really wanted to get out of the negotiation; also consider the interests behind those 'wants'. Try to learn from the other part(ies) what their interests are. One way of doing that is by asking a lot of questions such as 'why'.
- In many cases, if you delve below the surface, the interests of both parties can be met. A very basic example: *You are negotiating with another party over a shipment of oranges; you both want the oranges, believe your reasons are more important than the other party's reasons and neither party is going to give on this. Through the negotiations, your negotiating team begins to ask 'why' the other party wants the oranges; as it turns out, the other party's interest in the oranges is to make juice. Your interest in the orange is to use the peel for chutney. Both of these interests are compatible and you are able to make a deal.*

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- In making your point and putting forth solutions, use objective criteria. In order to convince the other part(ies) about the strength of your argument, you need to back it up with rational points; quite often that means backing up your argument with facts, not just a statement that you are right and they are wrong.

Three Common Negotiation Situations

- There are many different situations where you will find yourself in a negotiation.
- We find ourselves in negotiations every day. Buying fruits at the market – a negotiation between you and the vendor; trying to get a phone line at your home – a negotiation between you and GT&T; asking your school age son or daughter to do their homework – a negotiation between you and your child; setting up a meeting at work with your colleagues – a negotiation between you and your colleagues, etc. are all examples of negotiation situations we find ourselves in every single day.
- The three negotiation situations described in the handout are some of the more common formal negotiations that take place.
- As you think about taking a leadership role in your community, it is important to recognize that most of your efforts will involve negotiations at some level. Learning negotiation skills will be very useful to you in any role you choose to take. Whether it is, for example, as an active member of your community who wants to get involved in local issues or as a councillor on your local NDC.



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HANDOUT 1: *BEFORE NEGOTIATION*

Before Negotiation

1. Decide
2. Prepare
3. Set up monitoring, evaluating and follow-up arrangements
4. Negotiate the negotiations. That is, start talks about the talks

(1) Decide

- Examine your options:
 - Is it best to negotiate, or not?
 - What do you have to give up? What you are willing to give up?
 - What do you have that others want?
- What rules will be needed?
- Purpose and objectives of negotiations.
- What is the context/situation?
- Map or inventory the social, political, economic, legal/judicial, internal and external environment, including:
 - Supporters and opponents - Actual or potential? - Passive or active?
Remember enemies of your enemies can be your friends and you can negotiate with them.

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- All players by location
- All options
- SWOT+T (list strengths, weaknesses, opportunities, threats and factor in time for each element: *plus* = positive, *minus* = negative)
- *Strengths* and *weaknesses* usually refer to the internal environment and *opportunities* and *threats* to the external environment. See *threats* as 'constraints' such as floods, droughts, ethnic war fears and warfare, drug-related activity and so on.
- What is the cost of negotiating, of not negotiating?
- How will the parties involved think/react, if there are negotiations, and if there are no negotiations?
- What kind of negotiation will it be? 'One-time' or 'ongoing', 'win/win' or 'win/lose'?
- What is the Best Alternative to a Negotiated Agreement [BATNA]?

(2) Prepare

- Assemble a negotiation team, including those who are not in the delegation.
- Consider including informal leaders, dissidents, strategic members, etc. The team should be representative, but coherent (that is, able to hold together).
- Make sure you have a clear mandate. (What can you agree to, say on behalf of the team etc.?)
- Put communications mechanisms in place to keep members and others informed.

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- Gather information through polls, from grassroots and opinion shapers about process, objectives, your side, their side, other sides; do SWOT+T for the other team to assess their strengths and weaknesses.
- Use the 'traffic lights' technique for charting/listing issues, and noting *both teams'* and *allies'* positions on each issue (red = irreconcilable; yellow = close; green = totally in agreement)
 - Allows you to have a sense of what the other side is thinking, and where the other side is likely to go
 - Allows you to know ahead of time what you are willing to give up, for what, instead of for free, and what you can ask for in exchange.
- Practice by doing role-play sessions to prepare for what might come.

(3) Set up monitoring, evaluating and follow-up arrangements

- Someone responsible or a small, independent group should be the conscience of the team and the process. Their role is to monitor and evaluate the negotiation process on an on-going basis.
 - Are all the elements for negotiation in place? Are they adding up to the larger plan?
 - Are the goals and objectives being met as anticipated?
 - Are both parties sticking to the plan and the rules of engagement?
 - Are both sides negotiating in good faith? Should they be?
 - Should goals, objectives, agenda and plan be re-examined?
 - Are negotiations succeeding, failing or deadlocked?
 - What are the current advantages and disadvantages in the negotiations?
 - What else is going on that was not anticipated?
 - What mechanisms and guarantees exist to make sure agreements are carried out?
 - Is a breakdown in negotiations imminent?
 - If a breakdown is imminent, should the process be saved?

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(4) Negotiate the negotiations (how is the negotiation going to be structured?)

1. Assign one of the team (pay attention to character and qualities) to make contact with the other side to find out whether negotiations are possible, and to start investigating the possibility of talks.
2. Consider how to prevent leaks, and what to do, (a) if word gets out; (b) if the other side rejects the approach.
3. Decide initially what will be made public and what will not.
4. Decide/propose the agenda - of the "talk about the talks", and about the negotiations.
5. Propose the order in which things are to be discussed.
 - Don't leave the hardest things for the end.
 - Make sure the most important issues for your team are on the agenda and raised early.
6. Propose timing and venue(s) (my place, your place, rotation between my place and your place or neutral space).
7. Propose guarantees, who (what institution) will be the guarantor?
8. Decide whether there will be a *mediator* or *facilitator*, who it should be, and what powers the mediator should have.
9. Decide what happens if things go wrong (this means listing as many outcomes as possible).
10. Finalize team leadership and team composition.
11. Make arrangements for the recording and verification of agreements reached during negotiations.

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- Take careful notes of every meeting using 5W and 1H method:
 - *Where* the meeting is held
 - *When* (date, starting and ending times)
 - *Who* was present
 - *Why* the meeting was held (purpose)
 - *What* was to be discussed or decided (agenda)
 - *What* was the outcome (decisions, including *when* and *where* the next meeting will take place, and *what* that agenda will be)
 - *How* the meeting was conducted (process and decision-making mechanism)
- Agree on what will be made public and what will not.
- Make sure every meeting begins and ends with reading, signing and dating of agreements reached, no matter how small.
- Get a reliable neutral party to keep a copy of the records.

12. Develop a plan of action in case negotiations fail.

There is always something to negotiate.
If you can't negotiate results, you can negotiate procedures.
If you can't agree on who, you might agree on how.
If you can't stop the war, you might agree on
who and what and where should be off-limits, should not be targets.

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HANDOUT 2: DURING NEGOTIATION

During Negotiation

1. Discuss problems, not people
2. Negotiate interests, not positions
3. Use objective criteria
4. Look for alternatives and be creative

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1. Discuss problems, not people
 - People can be a problem, but in some cases, people are removed and the problem remains; focus on changing behaviours, not changing people
 - Build relationships with members of the other negotiating team(s), where feasible.
2. Negotiate interests, not positions
3. Use objective criteria
 - This means making arguments rational in order that they appear objective. It is not enough just to be right. It is important to convince. In order to convince, arguments must appear 'objective.'
4. Look for alternatives, be creative

PIOcA: Problems, Interest, Objective criteria, Alternatives

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HANDOUT 3: **THREE COMMON NEGOTIATION SITUATIONS**

1. Negotiation between one group of people inside of a larger group, party, organization or institution and another group of people in the **same** group, party, organization or institution.

Example: council members negotiating with one another about a community issue

2. Negotiation between a group from a particular group, party, organization or institution and a group from **another** group, party, organization or institution.

Example: An NDC negotiating with their RDC

3. Negotiation between a group, party, organization or institution, within the legal system and a group **outside** the legal system (e.g. armed groups, outlaws, drug lords & their gangs) or a group from **outside** the country (e.g., non-nationals engaged in illegal mining or offshore fishing or oil exploration zones).

Example: Central government negotiating with a non-Guyanese fishing boat within Guyana's jurisdiction

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Day 1

□ *Cont.*

Afternoon Session cont.

NEGOTIATION EXERCISES

TRAINER'S GUIDE TO NEGOTIATION EXERCISES

- Do as many exercises as time will allow – at least one per situation.
- Time is also allotted for negotiation exercises on Day 2.
- In some of the exercises, examples from the newspaper are utilized. These examples are included in the module after the exercises. Trainers also have the option of finding more current examples of a similar nature.
- Facilitate the exercises.
- Adjust the times given as you see fit.
- After each role play, facilitate a deconstruction of the negotiation. Be sure to involve participants in actively reviewing their negotiation strategies.
- Ensure that each role play is analysed against the points outlined in the *Before Negotiation* and *During Negotiation* handouts.
- See the exercises and the 'after-exercise' discussion as developing participants' negotiation skills.
- Begin the discussion, following the role plays, by asking:
 - What each side got
 - What each side gave up
 - What each side got for what they gave up, and
 - What the whole community got
- Consider having a 'mixed media' team to question participants.

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ACTIVITY: Negotiation Exercises

EXERCISE #1 – RICE WISE

1. Organize participants into two teams, of more or less the same size.
2. Give one team a handful of rice. Give the other team a pinch of rice.
3. Tell the group (both teams) they have 30 minutes to negotiate more rice.
4. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

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EXERCISE #2 – BEST WOMAN

1. Organize participants into two factions of the women's section of a party.
2. Tell them that the party wants the women's section to nominate one woman from the group to be a local authority candidate.
3. Tell the groups that they have one hour to negotiate which *one* woman from the group will be sent forward.
4. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

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EXERCISE #3 – THEM AND US

1. Tell participants that outsiders have set up camp in or nearby their community. Choose or adapt a suitable situation from below. Shape the exercise to meet the group's community experience.
 - Miners or fishermen from any one of our three border states
 - Armed bandits opposing law enforcement agencies
 - Armed gang terrorizing community
 - Men from oil rig in Corentyne River
 - Crack cocaine dealers and drug gangs
2. Organize participants into three groups:
 - The local authority who decides how to handle the matter
 - Two teams of people from the community who advise the local authority on how to proceed
3. Have each group decide on a spokesperson to present proposals on how the situation should be handled.
4. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

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EXERCISE #4 – VOLLEYBALL VS FOOTBALL

1. Organize the participants into 2 large groups. Group A and Group B. All are community members of Crabwood Creek.
2. Inform the participants that at the last NDC meeting, it was decided that instead of making a volleyball court, a football ground is to be set up. (Share information from the clipping from the *Chronicle*, June 1, 2002).
3. Community group A is totally against this reversal of the decision. They want the planned volleyball court to go forward.
4. Give participants one hour to plan and negotiate a solution.
5. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

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EXERCISE #5 – DOLLARS & SENSE

1. Share the clipping “Some NDCs cite spending ceiling as problem area” (*Stabroek News*, June 5, 2002).
2. Organize participants into four groups: community residents, NDC reps, RDC reps and Central government reps (adapt to suit the local government situation of your group) and ask them to negotiate an agreement about the process and timing of approval for projects at a certain level of funding.

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3. Give the groups 30 minutes to get ready to negotiate and 45 minutes to negotiate.
4. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

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EXERCISE #6 – MOVING RIVERSVIEW

1. Draw the group’s attention to the main points of the Riversview clipping (*Sunday Stabroek*, June 2, 2002).
2. Organize participants into three groups:
 - GOIP (Guyana Organization of Indigenous People)
 - Residents
 - Local Government Ministry
3. Give participants 30 minutes to get ready to negotiate and 45 minutes to negotiate.
4. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

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NEGOTIATION EXERCISE #4 - VOLLEYBALL VS. FOOTBALL

NEWSPAPER CLIPPING:

Crabwood Creek NDC to spend 23.8M

CRABWOOD Creek Neighbourhood Democratic Council (NDC) will spend \$23.8M in the current fiscal year to improve living standards there.

The major development projects include drainage works; resurfacing internal community roads and streets and rehabilitating the Community Centre and fences surrounding the two primary schools.

Maintenance of major irrigation canals in the cultivation area is also part of the programme.

NDC Overseer Sahadeo Angad said, under the residential development plan, nine thoroughfares will be repaired and a volleyball court constructed on 12-acre plot, with funding through the President's Youth Choice Initiative.

Five irrigation networks are being maintained for the benefit of 200 acres of cash crops and 150 acres on which rice is planted, he said. But Angad lamented the poor rates collections, disclosing that proprietors owe the Council \$17M in arrears.

He said the non-payment of outstanding revenue, over the past seven years is stalling the work of the local authority and needed projects are being shelved.

Chronicle, June 1, 2002

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NEGOTIATION EXERCISE #5 - DOLLARS & SENSE

NEWSPAPER CLIPPING:

Some NDCs cite spending ceiling as problem area

Some Neighbourhood Democratic Councils are complaining that the bureaucratic process creates difficulties which delay the execution of their projects and have identified the spending ceiling as one of the problem areas.

According to the Government information Agency (GINA), any project costing above \$1,000,000 has to be approved by the regional authorities while any project above \$3 million has to be approved by central government.

Meanwhile, Minister of Local Government, Hampersaud Nokta is urging all Neighbourhood Democratic Councils (NDCs) to fully utilize their annual subvention, GINA reported.

The Minister made that appeal last weekend while he was in Region Six (East Berbice /Corentyne) for the Cabinet outreach programme.

Nokta and other cabinet members met with residents and various groups in an effort to closely coordinate the work of central government and that of local government, GINA said. At a meeting with various NDCs the minister urged them to maximise the use of their annual subvention to ensure the development of villages and communities.

While urging the NDCs to spend their subvention, Nokta also called on them to spend it wisely. "It is not only about spending the money, but also about spending it wisely on projects to develop the community." GINA quoted the minister as saying.

The 65 NDCs throughout the country each received \$4 million this year and it includes a \$1 million increment instituted in this year's budget, GINA added.

Stabroek News, June 5, 2002



NEGOTIATION EXERCISE #6 - MOVING RIVERSVIEW

NEWSPAPER CLIPPING:

Amerindian group calls for Riversview to be included in Region Seven

The Guyanaese Organisation of Indigenous Peoples (GOIP) is calling on government to take the Riversview community out of the administration of Region Ten (Upper Demerara/Berbice) and place it within the jurisdiction of Region Seven (Cayuni/Mazaruni).

According to a letter address to Minister of Local Government, Harripersaud Nokta on Wednesday, a copy of which was circulated to the media, GOIP said that through this move Region Ten's northern boundary on the East Bank Essequibo (EBE) would be the Badawarin Creek, or the northern limits of Monkey Jump. Then the northern boundary of Riversview could be the line that now demarcates Region Three (Essequibo Islands/ West Demerara) from Region Ten on the EBE, GOIP stated.

This request, the letter noted, comes after years of complaints by Riversview residents both to Touchau, Dr. George Norton and the village councils, as well as to GOIP.

The residents of this Indigenous village, GOIP said, attest to grave inconveniences and waste of time and money in having to travel over 200 km to and from the Region Ten administrative centre to conduct various transactions. According to the letter, most people in Riversview relate easier to Bartica just across the Essequibo River.

And the letter, calling for the earliest attention to this matter, added that the residents should not have to suffer from what GOIP has described as a demarcation blunder made in outlining the regional administrative system in the 1980s.

Sunday Stabroek, June 2, 2002





Day 2



Morning Session:

REFLECTIONS

- Start the second day by asking each participant to share anything she was *thinking* and *feeling* and anything she *said* or *did*, between 4 pm and 9 am that was connected to the previous day's work.

ACTIVITY: *Negotiation Exercises*

- Continue with the *Negotiation Exercises* from yesterday for the rest of the morning session and into the afternoon.
- Trainer facilitates the exercises.
- Do as many exercises as time will allow.

TRAINER'S GUIDE: *Negotiation Exercises*

- After each role play, deconstruct the negotiation. Analyse with the points outlined in the *Before Negotiation* and *During Negotiation* handouts.
- Include in the analysis and discussion:
 - What each side got
 - What each side gave up
 - What each side got for what they gave up
 - What the whole community got



EVALUATION

- Distribute evaluation forms to participants to fill out.
- Write the objective of the course on a flip chart or chalkboard for the participants to refer to.
- Ask participants if anyone would like to share what they have learned in the training session.
- Collect forms and close session.

Four things come not back:

*the spoken word,
the sped arrow,
time past,
the neglected opportunity.*

(Omar-ibn-al-Halif)



Module 5:

Managing a Political Campaign



Module 5:

Managing a Political Campaign

OBJECTIVES

- ▶ To develop campaign management skills
- ▶ To identify approaches to political campaigns that are more focused on the issues

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Note pads and pens for participants
- ✓ Chalkboard or flip chart, chalk and markers
- ✓ Copies of handouts
- ✓ Masking tape

TRAINING SESSION AGENDA

Managing a Political Campaign

Day 1

Opening Session

- ▶ Registration
- ▶ Objectives of Training Session
- ▶ Introductions
- ▶ Ground Rules for Training

Morning Session

- ▶ What is a Campaign?
 - Defining "Campaign"
 - Different Kinds of Campaigns
 - Campaigns at the Community Level

Afternoon Session

- Campaign Activities
- What Makes a Campaign Effective?
- ▶ A Political Campaign
 - Features of a Political Campaign
 - More Positive Political Behaviour
- ▶ Wrap-up for Day 1

Day 2

Morning Session

- ▶ Activity: Energizer
- ▶ Reflections on Day One
- ▶ Considerations for Contesting
- ▶ Managing a Political Campaign
 - Approaches to Campaigning
 - Planning a Political Campaign: *Preparing a Campaign Plan*

Day 2

cont.

Afternoon Session

- ▶ *Managing a Political Campaign cont.*
 - Campaign Team
 - Campaign Team Functions
 - Campaign Team Members
 - Campaign Budgets

Day 3

Morning Session

- ▶ Activity: Energizer
- ▶ Reflections on Day Two
- ▶ *Managing a Political Campaign cont.*
 - Launching a Campaign
 - Political Speeches
- ▶ Community Apathy

Afternoon Session

- ▶ Examining Different Ways of Running a Campaign
- ▶ Wrap-up
- ▶ Evaluation

REGISTRATION FORM

Managing a Political Campaign
Training Session

Name & Age:

Address:

Educational background:

Occupation or Work Experience (Note: housework is work):

Campaign experience:

Day 1

Opening Session:

REGISTRATION

- Ask participants to fill out a registration form.
- Collect forms.

OBJECTIVES OF TRAINING SESSION

- Outline the objectives of the training session for the participants (as stated at the beginning of the module).

INTRODUCTIONS

ACTIVITY: *Introductions Exercise*

- Organize participants in pairs. Ask each participant to interview her partner as though she is a journalist interviewing an electoral candidate. The interviewer should ask the following questions:
 - What is your name? Background? And experience?
 - What is your reason for participating in the training and what do you hope to gain (their goals for the session)?
 - Identify two things that politicians should do and two things that they should not.
- After completing the interview, have each participant introduce her partner to the group, using information learned in the exercise.

TRAINER'S GUIDE: *Introductions Exercise*

- Remind participants about the skills they learned in the Media Training Session (*Effective Use of the Media*), when they are reporting to the group about their partner.
- Following the reports, facilitate a discussion focusing on issues raised during the interviews.

- Spend some time on the quality of presentations and interviewers' perception of the 'candidates' during the interviews. (You can refer to this discussion on Day 3).

GROUND RULES FOR TRAINING

- Establish with participants the ground rules for training.
- Distribute a copy of the handout: *Ground Rules for Training* and review with participants.

Day 1

Cont.

Morning Session

WHAT IS A CAMPAIGN?

Defining “Campaign”

ACTIVITY: Brainstorming Session

- Have participants brainstorm definition(s) of campaign.
- Flipchart responses
- Share the following definition:
 - **Campaign**: A systematic course of planned activities for some specific purpose.

Different Kinds of Campaigns

TRAINER’S GUIDE: *Different Kinds of Campaigns*

Facilitate discussions about various kinds of campaigns and the activities that can be used in each campaign:

- Political
- Advertising/marketing
- Social Issues/Advocacy
- Fundraising

Political Campaign

- A person or group of people is promoted both within and outside of the party. Well-known faces are more visible and therefore using them may make it easier to reach voters. The opposite can also be true.
- Meetings
- One on one lobbying
- Campaign promises

- Posters and pamphlets
- Advertisements/billboards
- Songs
- Marches

Advertising Campaign

- Free samples
- Ads
- Jingles
- Promotions (prizes)
- Demonstrations
- Gift with purchase
- Parties
- Competitions/deals
- Convenience shopping (e.g. late hours, ATM machines in store)
- Trade deals (e.g. frequent flyer points)

Social Issues/Advocacy Campaign

- Petitions
- Mobilizing community members
- Forming groups/formalizing groups
- Using media to highlight cause
- Accessing/lobbying relevant bodies
- Collaborating with other groups
- Public education
- Distribution of items (e.g. condoms in the case of HIV/AIDS Campaign)

Fundraising Campaign

- Mail out of material
 - Raffle tickets
 - Take-away lunch
 - Events
 - Donations
- Many of us have been involved in an advertising, social issues/advocacy or fundraising campaign or, at the very least, have seen them at work. A political campaign uses very similar concepts. Further, most of us have been involved in less formal campaigning in the home or in our workplaces.

ACTIVITY: Small Group Discussions

- Have participants pair up and look at how they have campaigned on an issue within their families (example: buying a piece of furniture for your home, renovating or painting your house) or at work (example: having a holiday party, buying new equipment).

Campaigns at the Community Level

- Lead a discussion on the characteristics of campaigns at the community level.
- Ask participants to think about issues that affect their communities and brainstorm strategies to address them.

Example: *Garbage collection*

- ▶ **Strategies available:** country/community-wide public education workshops, editorials, jingles, posters, marches, news items, collaboration with governmental and non-governmental agencies, going door-to-door, petitions, editorials, etc.

Example: *new school*

- ▶ **Strategies available:** brainstorm with group

Example: *telephone lines*

- ▶ **Strategies available:** brainstorm with group

Day 1

Cont.

Afternoon Session:

Campaign Activities

ACTIVITY: Campaign Activities Exercise

- Organize participants into groups of four or five.

- Ask the groups to:
 - Select one of the campaign types identified (excluding political campaigns): *Advertising, Social Issues/Advocacy or Fundraising Campaign.*
 - Identify at least two issues to highlight in the campaign.
 - Prepare a campaign strategy with the types of activities that will be part of the campaign.
- Have each group present to larger group.

TRAINER'S GUIDE: Campaign Activities Exercise

- At end of the presentations, provide Handout 1: *Campaign Activities* and have participants give feedback after considering the following questions in the handout:

<p><i>Campaign Activities</i></p>
<p>Was the presentation attractive/effective?</p> <ul style="list-style-type: none">• Was there enough information?• Did you consider what human, financial and other resources you would need and where you would get them?• Did you collaborate with others?
<p>Identify possible barriers to a successful campaign:</p> <ul style="list-style-type: none">• Public apathy• Resistance to change in attitudes, beliefs and practice• Insufficient resources
<p>How can barriers be overcome?</p> <ul style="list-style-type: none">• How can specific groups in the community be targeted differently (age, special interest, ethnic, women)?• Research issues that are of interest to your target audience• Marketing and getting your message out• Professional approach

- After the feedback session participants can re-work their approaches considering some of the issues raised.

➤ ***Participants should consider:***

- Self-interest and ownership of the campaigns
- Target audience
- Budget
- Cost

What Makes a Campaign Effective?

ACTIVITY: Sales Campaign Exercise

- Organize participants into four smaller groups.
- Ask two of the groups to function as ‘consumers’, and the other two to function as ‘businesses’, with a product to sell.
- Both businesses are selling the same product and must design a sales campaign. Do not share with the consumer groups.
- Have the consumer groups discuss what elements they are looking for in the campaign. Do not share with the business groups.
- Have the two business groups present their respective sales campaigns.
- After the businesses have presented their campaign, ask the consumer groups to identify which business they would patronize and why.
- Ask the businesses to explain the rationale behind their campaign.

TRAINER’S GUIDE: Sales Campaign Exercise

- Highlight the importance of:
 - Being knowledgeable about the product and understanding it fully
 - Targeting the campaign (to a specific audience)
 - Having credible people behind the product (the person is not only buying the product, but also buying into what they are told about the product)
 - Track record/history
 - Monitoring/evaluating the process
 - Flexibility
 - Finances
 - Impact on the environment

A POLITICAL CAMPAIGN

Features of a Political Campaign

ACTIVITY: Group Discussion

- Ask participants to examine political campaigns in Guyana and brainstorm the more common features.

TRAINER'S GUIDE: Group Discussion on *Political Campaigns in Guyana*

- Some of the following points may come up as features of political campaigns in Guyana:
 - Nasty personal comments/mud-slinging
 - Candidates/parties listing the failures of the other candidates/parties
 - Issues addressed
 - Promises
 - Visibility and promotion of candidate
 - Public works projects more evident
 - Increased visibility of politicians
 - Communities increasingly polarized
 - Increase in physical violence
 - Dread and fear in community
- Continue the dialogue and discuss the positive and negative features of political campaigns in Guyana.
- Highlight the following points when facilitating a discussion about the positive and negative features of political campaigns in Guyana:
 - **Positive features of political campaigns in Guyana:**
 - Long outstanding issues are identified during this period
 - Public works projects are initiated/completed leading up to election (roads, bridge repair, etc.)
 - Politicians are more visible and accessible
 - **What is the purpose?**
 - To get the party or candidate elected
 - **Who benefits?**

- Residents (their concerns are given some attention)
- Community as a whole (public works projects get completed)
- Politicians (they can get elected)
- Special interest groups (their interests are given attention)

- **Negative features of political campaigns in Guyana:**
 - Physical violence, fear/dread in the community
 - Polarization in community
 - Racial strife
 - Political strife

- **What is the purpose?**
 - Racial tensions/divisions are encouraged to get the votes

- **Who benefits?**
 - Party or candidate who gets elected by votes swayed by racial tensions
 - A particular community may benefit, depending on which party or candidate gets elected; but it is not a long-term benefit. And it does not benefit the greater community.

More Positive Political Behaviour

ACTIVITY: Group Discussion

- The above discussion about different features of a political campaign should lead into a discussion about *more positive political behaviour*.

- Facilitate this discussion.

TRAINER'S GUIDE: Group Discussion on *More Positive Political Behaviour*

- More positive political behaviour could be discussed in terms of the following:
 - Research issues
 - Consultation with community members
 - Citizen participation
 - Transparency
 - Accountability

- Highlight the following:
 - How can women create more positive political behaviour?

- Prepare carefully and thoughtfully.
 - Respond to community needs.
 - Conduct a campaign based on issues.
 - Involve citizens in advisory committees, citizen's groups, etc.
 - Make public statements critical of negative campaigns.
 - Form cross-party caucuses.
 - Women's sections can lobby parties on issues.
 - Women's section can be organized to take a stand on changing political behaviour.
 - Educate the party on benefits of more positive political behaviour.
 - Return to the community post-election, and continue the dialogue with community members, including thanking them for their input during the campaign.
- *Pros and cons* of women creating different political behaviour:

Pros:

- A more stable responsive political environment.
- Freedom to really make changes in your community.
- Healthy debate/discussions on important issues.

Cons:

- You may be ostracized or ridiculed for suggesting change.
 - Your chances for moving up in the ranks of your party, if applicable, may be limited.
 - You may be passed over for opportunities.
- Remind the participants that there are risks in trying to make substantive changes; however, if you work with other women in your party and your constituents, it will be very difficult for the party to sideline you. For example, Winnie Mandela and the African National Congress.

WRAP-UP FOR DAY 1

- Distribute Handout 2: *Considerations for Contesting*, Handout 3: *Preparing a Campaign Plan* and Handout 4: *Elements of a Successful Campaign* and ask participants to read through the material before Day 2.

HANDOUT 1: CAMPAIGN ACTIVITIES

Consider the following when preparing a strategy for the types of activities to use in a campaign.

Considerations for a Successful Campaign:

- **Is it attractive and effective?**
 - Is there enough information?
 - Have you considered what resources you would need (including money and human resources) and where you would get them?
 - Did you collaborate with others?

- **Have you identified possible barriers to a successful campaign?**
 - Public apathy
 - Resistance to change in attitudes, beliefs and practice
 - Insufficient resources

- **How can barriers be overcome?**
 - How can specific groups in the community be targeted differently (age, special interest, ethnic, women)?
 - Research issues that are of interest to your target audience
 - Marketing and getting your message out
 - Professional approach

HANDOUT 2: CONSIDERATIONS FOR CONTESTING

1. Why do you want to run for office?

Elected office is demanding and time-consuming. Have you carefully considered why you want to contest? A potential candidate should ask themselves the following questions:

- Are you fully prepared?
- Is your family prepared?
- How will this affect your professional life?

2. What are your financial resources?

Election campaigns can be expensive and elected officials are only paid a small stipend.

- Do you have adequate resources to run?
- Can you raise necessary resources to cover your campaign costs?
- Do you have independent means outside of politics?

3. What are your campaign issues?

- Do you have clear campaign issues that are the important to voters?
- Is your campaign theme based on community needs?

4. What level of support do you have in your community?

- Are you well-known and supported?
- Can you identify your support base?

5. Who are your allies?

- Have you identified your allies?
- Are they willing to be part of your campaign team?
- Are they willing to support your campaign financially?
- Are they willing to use their influence to support your campaign?

6. Where does your opponent stand on important issues?

- Have you researched your position in relation to your opponents?
- Can you identify the areas in which you will have to do work to gain support?

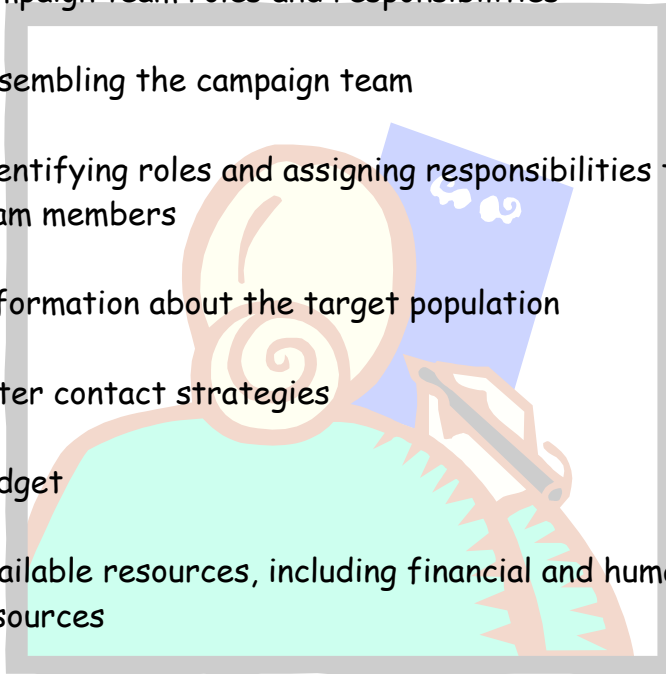
7. What is the process for entering the campaign?

- Do you know what steps you need to take to become a candidate?

HANDOUT 3: *PREPARING A CAMPAIGN PLAN*

**Consider the following when preparing a
*Campaign Plan:***

- ✓ Campaign strategy, including a campaign message
- ✓ Campaign team roles and responsibilities
- ✓ Assembling the campaign team
- ✓ Identifying roles and assigning responsibilities to team members
- ✓ Information about the target population
- ✓ Voter contact strategies
- ✓ Budget
- ✓ Available resources, including financial and human resources
- ✓ Campaign activities, including special events
- ✓ Campaign materials
- ✓ Media and public relations strategy
- ✓ Timeline and calendar of events



HANDOUT 4: *ELEMENTS OF A SUCCESSFUL CAMPAIGN*

- An enthusiastic and professional **campaign team**.
- The identification of **sympathetic groups and individuals** and their tangible support.
- The development of a carefully considered **campaign plan** that includes, among many other elements, a campaign strategy, budget and fundraising plan and calendar of events.
- An attractive **campaign message** that is effectively communicated.
 - Consider what issues are important to your community and to you and emphasize some solutions.
 - Ensure the method of delivery used will reach the audience for which it is intended. For example, there is no point in writing a series of newspaper articles or designing a newsletter to outline your issues, if the majority of your target group is illiterate or do not rely on the print media for their news.
- Focused and targeted **campaign activities** that reach out to your voter.
- The identification of **possible barriers** to the success of the campaign and ways to overcome them. Barriers might include:
 - Public apathy
 - Resistance to change
 - Candidate or Party leader not well-known
 - Negative baggage from past performance of party
 - Campaigns do not motivate people
 - People do not feel politicians respond to their concerns
 - Politics seen as negative and dirty

➤ **Strategies to overcome barriers:**

- Target specific groups in the community differently (age, special interest, ethnic, women)?
- Issue-based campaigns
- Research issues that are important to your community
- Getting your message out
- Pick a leader who already has some credibility in your community
- Getting your candidate's name and face known (posters and advertising (TV, newspaper, etc; get out and 'meet and greet' the voters)
- Informal meetings (one-on-one meetings; bottom house meetings, etc.)
- Colourful, attractive special events
- Be upbeat and enthusiastic when delivering your campaign message and meeting voters
- Show sincerity
- Continue the dialogue with the community even after the election

➤ **Familiarity with the regulations** governing the campaign.

- Assign one of your campaign team members to research this important topic and to provide advice and guidance.

➤ **A media and public relations strategy** that successfully attracts the attention of the media and highlights your campaign.

➤ **An effective *Get Out the Vote* campaign:**

- Distributing basic information about voting, including *when* the election is, *where* to vote and *what time* the polls open - by telephone, flyers and going door-to-door
- Transportation and child-minding services on election day for your voters
- Scrutineers at the polling stations, communicating with checkers and foot soldiers to get out the vote

Day 2

Morning Session:

ACTIVITY (OPTIONAL): *Energizer Exercise*

Goal: to highlight that individual and group objectives and goals can be combined.

- Arrange groups of 5 or 6 people. Ask each group to form a circle holding hands.
- Ask each person to choose a spot in or outside of the room that is 'theirs', but not to tell anyone.
- Without any discussion or talking, at a count of three, each person tries to go to her selected place without releasing hands. Stop when the trainer calls stop.
- In the same groups, ask the participants to discuss where the group should go, agree and move to that place at the count of 3.

TRAINER'S GUIDE: *Energizer Exercise*

- Ask participants how they felt about the exercise.
- The discussion following the exercise should recognize the following points:
 - The value of planning and communication
 - Individual interests versus group defined goals
 - No communication leads to confusion and can be a waste of time and energy
 - Conflict is reduced with talk/discussions

REFLECTIONS ON DAY ONE

- Ask each participant to share any reflections they had on the discussions and activities of yesterday's session.

CONSIDERATIONS FOR CONTESTING:

- Review Handout 2: *Considerations for Contesting* with participants.

- The goal of the handout is for potential candidates to think seriously about what running in an election and serving as an elected official means in terms of a time and emotional commitment. Financial resources must also be considered.

MANAGING A POLITICAL CAMPAIGN

Approaches to Campaigning

- Lead a discussion with participants on the two approaches to campaigning:

Systematic: Systems, plans and deadlines are laid out to guide how the campaign will be conducted.

Ad Hoc: Events unfold without planning.

Planning a Political Campaign: *Preparing a Campaign Plan*

A campaign plan is a written document and management tool developed and used to guide a campaign team in its goal of getting the candidate elected.

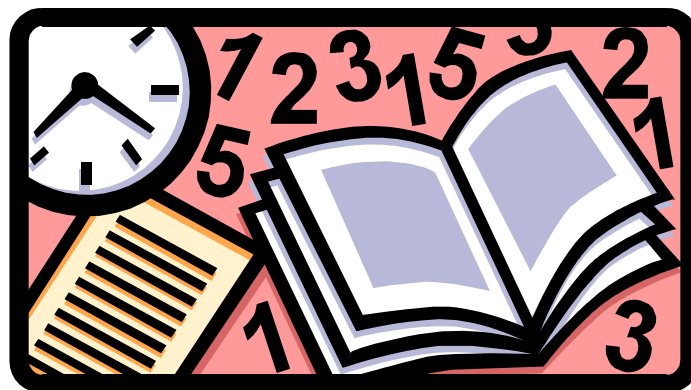
ACTIVITY: *Preparing a Campaign Plan*

- Organize participants into small groups.
- Ask each group to identify a candidate and create a campaign plan to get her elected to office.
- Have the participants consider:
 - What are the important elements of creating an effective campaign plan?
- Bring the large group back together and have each of the groups present their campaign plans.

TRAINER'S GUIDE: *Preparing a Campaign Plan*

- Highlight the following points when the groups present their campaign plans:

- A strategy for your campaign. Refer to the next module, Module 6 (*Voter Identification and Outreach*) and indicate that developing a campaign strategy will be discussed in this training session.
 - Campaign message to communicate your plan of action. You will repeat this message over and over again to voters right up until Election Day. Development of a campaign message will be addressed in Module 6 (*Voter Identification and Outreach*)
 - Roles and responsibilities of the campaign team
 - Assembling the campaign team (to be discussed in this training session)
 - Information about the target population
 - Voter contact strategies (Refer to Module 6: *Voter Identification and Outreach*)
 - Budget
 - Available resources, including financial and human resources
 - Campaign activities, including special events
 - Developing campaign materials (administrative, voter outreach)
 - Learning about the regulations governing the campaign
 - Media and public information strategy (Refer to Module 3: *Effective Use of the Media*).
 - Timeline and calendar of events and activities (a campaign calendar)
- Review Handout 3: *Preparing a Campaign Plan* and Handout 4: *Elements of a Successful Campaign* with participants.
- Ask participants to begin developing their own campaign plans for homework tonight and to consider all of these points.



Day 2

Cont.

Afternoon Session:

MANAGING A CAMPAIGN *cont.*

Campaign Team

- Facilitate a discussion that leads to the need to create a campaign team.

TRAINER'S GUIDE: Discussion on the need for a campaign team

You may want to ask questions such as:

- Can/should a candidate design and run a campaign alone?
- What is the starting point; what skills are necessary?
- What activities are useful/essential?
- What are the most important responsibilities?



Campaign Team Functions

ACTIVITY: Small Group Discussions

- Organize participants into small groups.
- Ask them to brainstorm activities that the campaign team needs to address.
- Bring the groups back together and ask participants to share some of the points they came up with.
- Record the responses on a flip chart.

TRAINER'S GUIDE: Small Group Discussions on *Campaign Team Functions*

- The following points should come up or should be added to the discussion.

Campaign team functions:

- Budget
- Voter outreach
- Scheduling
- Volunteer management
- Canvassing
- Media contact and communications
- Special events
- Fundraising
- Checking voters' lists
- *Get out the Vote* campaign
- Election Day planning

Campaign Team Members

Share the following list of suggested campaign team members with participants.

Campaign Team

- ✓ Campaign Manager
- ✓ Finance Director
- ✓ Door-to-Door Coordinator
- ✓ Volunteer Coordinator
- ✓ Communications/Media Coordinator
- ✓ Office Manager
- ✓ Special Events Coordinator
- ✓ Election Day Coordinator
- ✓ Chief Scrutineer/Elections Agent

There are other positions, depending on your preferences and/or needs.

Duties of Campaign Team members:

Campaign Manager:

- Develops campaign plan
- Supervises the day to day activities of the campaign and the candidate
- Aware of all aspects of the campaign

Finance Director:

- Develops and manage the campaign budget
- Develops a fundraising plan
- Directs fundraising efforts (Refer to Module 7: *Campaign Fundraising* where this is discussed in detail.
- Directs the fundraising committee

Door-to-Door Canvas Coordinator:

- Develops a door-to-door canvassing plan for the campaign
- Ensures the plan is completed

Volunteer Coordinator:

- Develops a volunteer plan
- Recruits and manage the volunteers

Communications/Media Coordinator:

- Develops communication plan for the campaign
- Oversees all aspects of communications including media relations, speech writing and flyers

Office Manager:

- Manages the administrative needs of the campaign office

Special Events Coordinator:

- Develops a special events plan for the campaign
- Manages public activities
- Works closely with fundraising events coordinator (and one person may perform both roles on the team)

Election Day Coordinator:

- Manages, organizes and coordinates all Election Day activities in the last few weeks of the campaign (*Get Out the Vote*).

Chief Scrutineer/Elections Agent:

- Responsible for knowing all election laws and regulations
- *Note:* elections agent gives notice to the returning officer at the Guyana Elections Commission (GECOM) of their appointment as election agent.

Campaign Budgets

ACTIVITY: Group Discussion

- Ask participants to brainstorm items that will cost money in a campaign.
- Record the items on a flip chart.

TRAINER'S GUIDE: Group Discussion about *Campaign Budgets*

- The following list contains many of the items that should be considered.

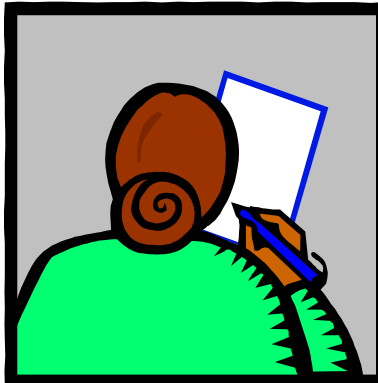
Campaign Budget Items

- Campaign office: rental, phone, electricity, office furniture and equipment, including computer(s) and printer
- Stationary and postage
- Flyers and other printing and photocopy costs
- Cell phones
- Transportation
- Travel to outlying areas, if applicable
- Stage/platform/microphone and other special event costs
- Promotional items: balloons, pens, pencils, posters, etc.
- Refreshments
- Banner(s)
- First Aid Kit
- Election day expenses, including meals and snacks, transportation

- The important point here is that running a campaign will cost money and a source of funds must be found for all of your budget items.
- In some cases, you will be able to supply an item without having to pay for it (for example, if a supporter lends you a computer). In most cases, however, you will have to fundraise. Fundraising is what makes your campaign possible.
- Refer to Module 7: *Campaign Fundraising*

ACTIVITY: *Campaign Plan*

- **Reminder:** Ask participants to build on the *Preparing a Campaign Plan* activity (from the morning session) and to develop their own draft campaign plans for homework.



Day 3

Morning Session:

ACTIVITY (OPTIONAL): Energizer – *Communicating During a Campaign*

Goal: Usually when we disagree with someone, we have the most difficulty listening to her or him. This exercise attempts to help evaluate and develop listening skills.

- Ask the participants to pair up and discuss a controversial campaign topic.

Examples: Should you phone every voter to canvas for votes?
Should your campaign use negative images of an opponent?

- After the first person speaks, the other must paraphrase the speaker's comments to her satisfaction before she gives her own response or point of view.
- After the exercise, discuss the difficulties experienced in listening and how communication could be improved.
- Emphasize the importance of good communication between campaign team members during an election campaign.

REFLECTIONS ON DAY 2

Ask each participant to share any reflections they had on the discussions and activities of yesterday's session, including how they managed on their homework - developing their own campaign plans.

MANAGING A CAMPAIGN *cont.*

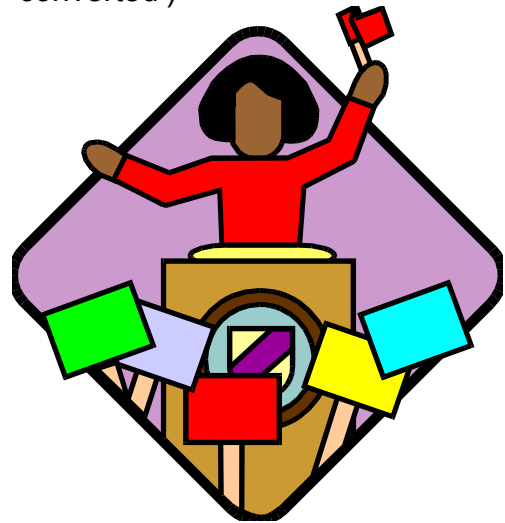
Launching a Political Campaign

ACTIVITY: Group Discussion

- Have participants discuss briefly various ways of launching a political campaign.
- Record the responses on a flip chart.

TRAINER'S GUIDE: Group Discussion on *Launching a Political Campaign*

- Suggest that participants try thinking of a political campaign in terms of a business launching an advertising/marketing campaign.
- The following activities could be suggested:
 - Develop a media strategy. Organize a press conference to introduce candidate(s) and announce campaign theme.
 - Attractive, colourful event to launch your campaign with balloons and music
 - Rallies (*note* – rallies usually only attract the 'converted')
 - Bell crier to announce launching – time, day and place
 - Giveaway of campaign promotional materials, if possible, such as pencils and balloons
 - T-shirts (to sell as a fundraiser) with candidate's name and photo, if possible, and campaign slogan
 - Networking – invite key supporters and campaign team to launch to motivate them for the campaign.
 - Public and informal community meetings (bottom house meeting) to listen to voters' views on issues of importance.



Political Speeches

ACTIVITY: Group Discussion

- Facilitate a discussion about political speeches.
- Invite participants to identify the important elements of a speech.
- Flip chart the responses.
- Distribute Handout 5: *Making Political Speeches* and review with participants to add to the discussion.
- Refer to the interview discussion from day one.
- Refer to Module 3: *Effective Use of the Media* and the skills participants learned about making speeches and presentations.

ACTIVITY: *Making a Political Speech*

- Ask the participants to form the same groups as they had in the *Preparing a Campaign Plan* activity from yesterday.
- Ask each group to outline a speech to launch their political campaign.
- Ask the group to choose one or two candidates from the group who will present to the larger group.
- Have the rest of the participants from each group role-play the voters and react to the presentations while they are going on.
- Following each presentation critique the speeches as a group, using issues raised during the discussion on political speeches.

COMMUNITY APATHY

ACTIVITY: Group discussion on *Combating Community Apathy*

- Facilitate a discussion about community apathy.
- Introduce the topic by noting that dealing with community apathy is a long-term activity.
- Ask participants to brainstorm ways of combating community apathy.
- Record the responses on the flip chart.

TRAINER'S GUIDE: *Combating Community Apathy*

- When facilitating the group discussion, highlight the following points in the group discussion:
 - Dealing with community apathy helps residents see that you are running to represent them and their interests.
 - Research issues that are important in the community.
 - Stress your solutions.
 - Show sincerity and commitment to the community.
 - Run a transparent campaign.
 - Invite community members to get involved.

Day 3

Cont.

Afternoon Session:

EXAMINING DIFFERENT WAYS OF RUNNING A CAMPAIGN

ACTIVITY: Group Discussion

- Post the words “pro-active” and “responsive” on pieces of paper in large letters on the wall with masking tape.
- Have participants explain what these words mean to them.
- Record the responses on a flip chart.
- Have the participants look at how they can apply the concepts to the way they run their campaign.

TRAINER’S GUIDE: *Examining Different Ways of Running a Campaign*

Pro-active

Suggestions:

- ✓ Research community issues.
- ✓ Work out/think through/discuss with residents how specific problems can be addressed.
- ✓ Focus on positives.
- ✓ Be careful of the language you use. Certain words can cause certain reactions – people can be encouraged or discouraged by your choice of words. e.g. “free and fair”, “consensus”, “accountability”.
- ✓ Deal with issues, not personalities.
- ✓ Avoid attacking opponents or supporters of opponents.
- ✓ Speak personally with residents - it helps people to get to know you and what you are about.
- ✓ Ensure financial transparency.
- ✓ If you lose the elections, remember to meet with your supporters to say thanks.
- ✓ Evaluate your efforts, the process and plan your future approach.

Responsive

Suggestions:

- ✓ When an unexpected issue or event comes up, a campaign seeks to address it.
- ✓ Candidate seen as alert to changing situations.
- ✓ Candidate seen as flexible.
- ✓ Opportunities are exploited (good and bad).
- ✓ Candidate avoids an appearance of rigidity.
- ✓ Can be seen as a negative, if not well-planned and executed.
- ✓ Responsive as engaged, not responsive as reactionary.

WRAP-UP

- Review the following:
 - The need to analyze and understand the political environment.
 - The importance of realistic and “hard-headed” planning.
 - The need for healthy political engagement.
 - The possible role of women.
 - The importance of strong support for women who are committed to swimming against the political tide.



EVALUATION and CLOSING

- Distribute the evaluation forms.
- When filling out the forms, ask participants to refer to the interviews on Day One (the *Introductions Exercise* and their goals for the session), in terms of whether or not their needs were met.
- Write the objectives of the course on a flip chart or chalkboard for the participants to also refer to.
- Collect the forms and close the session.

- If participants are continuing on with the next module (Module 6: *Voter Identification and Outreach*), recommend that they bring the following materials from this training session:
 - ✓ All of the handouts to refer back to
 - ✓ Their campaign plans
- Explain that in the next module, they will carry on with campaign planning work.

HANDOUT 5: *MAKING POLITICAL SPEECHES*

Preparing an Effective Political Speech

The following points are helpful in the construction of a persuasive political speech:

- ✓ Establish a rapport with the audience by demonstrating a shared concern.
- ✓ State the problem in terms of how it directly affects the audience.
- ✓ Support your position with evidence expressed in terms people understand.
- ✓ Show you understand how things directly affect the audience.
- ✓ Offer a solution to the problem and show how it directly benefits the audience.
- ✓ Conclude by offering a vision for the future and showing how your solution would contribute to this vision.
- ✓ Describe the vision and encourage the audience to participate in the process.

Making an Effective Political Speech

- ✓ Be natural
- ✓ Be concise
- ✓ Stay on point
- ✓ Make eye contact
- ✓ Use anecdotes to engage audience
- ✓ Check you tone and body language
- ✓ Look and sound confident
- ✓ Promote yourself and your campaign message
- ✓ Use accessible language appropriate to the event
 - ✓ Use language you are comfortable with
- ✓ Prepare your speech in advance and practice

Module 6:

Voter Identification and Outreach



Module 6:

Voter Identification and Outreach

OBJECTIVES

- ▶ To learn how to introduce the concept of voting on issues to voters
- ▶ To learn techniques to identify, reach out to and obtain support from potential voters
- ▶ To develop a plan of action for an election campaign

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Copies of handouts
- ✓ Note pads and pens for participants
- ✓ Chalkboard or flip chart, chalk and markers
- ✓ Copies of current year calendar (1 year period)

TRAINING SESSION AGENDA

Voter Identification and Outreach

Day 1

Opening Session

- ▶ Registration
- ▶ Introductions
- ▶ Objectives of Training Session
- ▶ Ground Rules for Training

Morning Session

- ▶ Setting Personal Goals
- ▶ Establishing Goals for Your Community

Afternoon Session

- ▶ Sharing Your Community Goals
- ▶ Campaign Action Plan

Day 3

Morning Session

- ▶ Asset Mapping
- ▶ Voter Registration
- ▶ Voter Mobilization
 - Site Profiling
 - *Get out the Vote*

Afternoon Session

- ▶ Campaign Strategy
- ▶ Closing: The Way Forward
- ▶ Evaluations

Day 2

Morning Session

- ▶ Issue Campaigns in Guyana
- ▶ Strategies to Change Elections
- ▶ Voter Identification
 - Research and Identifying Your Target Voter
 - Who and What
 - Other Research

Afternoon Session

- ▶ Voter Outreach
 - Effective Campaigning
 - Getting Your Message Out
 - Campaign Calendar
 - Campaign Materials
 - Campaign Strategy: an Introduction

REGISTRATION FORM

Voter Identification and Outreach
Training Session

Name & Age:

Address:

Educational background:

Occupation or Work Experience (Note: housework is work):

Elections and/or Campaign experience:

Day 1

Opening Session

REGISTRATION

- Have participants fill out a registration form.
- Collect forms.

INTRODUCTIONS

- Introduction of trainer
- Ask participants to introduce themselves and share their expectations for the training session.

OBJECTIVES of TRAINING SESSION

Planning an Issues-oriented Campaign

- Review the *Objectives* of training session stated at the beginning of this module with participants.
- Specifically, this training session will prepare participants to complete the following elements of a Voter Identification and Outreach campaign:
 - **Voter Identification** – Identifying your voters. Who are my voters? Where can I reach them? What do they care about?
 - **Voter Outreach** – Communicating with your voters and understanding what issues concern them and developing your campaign accordingly. This is an ongoing, interactive activity uses several methods to exchange information.
 - **Voter Registration** – Sensitising voters to the process. Helping voters understand what steps they need to take to become registered to vote and assisting, if necessary.

- **Voter Mobilization** – gaining an understanding of your community’s voting profile (site profiling) and getting your supporters to vote on Election Day (*Get Out the Vote*).

GROUND RULES FOR TRAINING

- Establish with participants the ground rules for training.
- Distribute a copy of the handout: *Ground Rules for Training* and review with participants.

Day 1

Cont.

Morning Session

SETTING PERSONAL GOALS and ESTABLISHING GOALS FOR YOUR COMMUNITY

ACTIVITY: *Goal Setting Exercise*

- Organize participants into small groups.
- Distribute Handout 1: *Goal Setting* and ask participants to complete the exercises.
- The purpose of the personal goal setting part of the exercise is to get participants to start thinking in terms of goal setting.
- Ask participants to discuss if there are any overlaps among their community goals.

NOTE TO TRAINER: Each person will have their own community goals but discussing them with the group may help clarify.



HANDOUT 1: GOAL SETTING

Personal Goals:

1 year from now:

5 years from now:

At some point in my life I would like to:



Establishing Goals for Your Community:

General goals: (brainstorm)



Prioritize:

1 year from now:

Goal 1

Goal 2

Goal 3

Next year:

Goal 4

Goal 5

Goal 6

5 years from now:

Goal 7

Goal 8

Goal 9

Day 1

Cont.

Afternoon Session

Sharing Your Community Goals

- Ask each participant to share the top three goals for their community.
- Record the responses on a flip chart to use as the basis for a planning exercise.

TRAINER'S GUIDE: *Establishing Goals for Your Community Exercise*

- Emphasize similarities as common themes that run across party lines.
- Discuss differences that might occur because of different problems or circumstances in different areas.

CAMPAIGN ACTION PLAN

ACTIVITY: *Developing a Campaign Action Plan*

- Discuss issues raised and goals identified in the *Goal Setting* exercise.
- Distribute Handout 2: *Campaign Action Plan* and review with participants.
- Refer to Module 5 (*Managing a Political Campaign*). Remind participants that the training session identified a number of suggested components for an effective campaign plan, including a campaign strategy.
 - A campaign strategy is a crucial element of your campaign plan.
 - A campaign strategy takes into account issues that are important to your voters and to you as a community member and potential candidate.
 - A campaign strategy identifies a plan of action. Your plan of action should include ways to address the issues and a message that communicates your plan to voters.
- The purpose of the *Campaign Action Plan* exercise is for the participants to begin to develop their campaign strategies.
- Organize participants into small groups to work on the exercise.

- Ask participants to develop strategies to address the issues they raised in the goal setting exercise and to plan activities that would allow them to achieve their goals.
- They should consider the following factors:
 - Voter apathy
 - Voter turnout
 - Party policies
 - Advocating issues
 - Target audience
 - Media/communications strategy
 - Messages
- Ask participants to finish their *Campaign Action Plans* as homework.

HANDOUT 2: CAMPAIGN ACTION PLAN

GOAL 1:

Strategies:

Action Steps:

GOAL 2:

Strategies:

Action Steps:

GOAL 3:

Strategies:

Action Steps:

Name: _____ **Date:** _____

I will revisit these goals in one year to re-prioritise them.

Day 2

Morning Session

ISSUE CAMPAIGNS IN GUYANA

- Share the following observations with participants:
 - We do not have a history of issue campaigning in Guyana.
 - People do not demand information on issues that are important to them and politicians do not as a rule provide it.
 - In a functioning democracy people should know what the government plans to do about issues that are important to them and demand results and information.
 - The current blame game and mud-slinging leads to discontent with the process.

ACTIVITY: *Strategies to Encourage Issues-Oriented Campaigns*

- Ask the participants to brainstorm and identify important community issues that could be addressed in the campaign. Record the responses on the flip chart.
- Organize participants into 3 smaller groups.
- Ask each group to discuss strategies to encourage issues-oriented campaigns with:
 - Voters (Group 1)
 - Parties/Candidates (Group 2)
 - Women's caucuses (Group 3)
- Ask participants:
 - What can women do to encourage issues-oriented campaigns?
- Have participants to come back to the larger group and present their strategies.
- Record the results on the flip chart and facilitate a discussion on the strategies identified.

TRAINER'S GUIDE: *Strategies to Encourage Issues-Oriented Campaigns*

Strategies should include:

VOTERS

- Provide information to potential voters
- Provide information about the political process including how to register, how to vote, advance voting (for the military), how to contact politicians, how to raise issues.
- Use information and materials to reach “your voter” (voter identification and outreach).
- Develop innovative ways to distribute information; for example, fact sheets, report cards, calendars of issues/events, celebrity sponsors etc.
- Promote independent candidate in local elections.
- Advocate for issues within the party.
- Build momentum into a national movement.

PARTIES/CANDIDATES

- Research issues to be able to argue knowledgeably.
- Form coalitions around issues.
- Target the local level first.
- Refuse to participate in dirty politics. Stick to issues and messages.
- Expand party policy on issues important to the target community.
- Identify benefits of issues-oriented campaigns to parties.
- Develop strategies in the women’s caucus.

WOMEN’S CAUCUSES

- Women’s sections could lobby parties on issues.
- Women’s sections bring out the women’s vote.
- Elicit support from NGOs who support the issues.
- Focus on issues that are common to women.
- Maintain an independent voice.
- Lobby/pressure Parliamentary leadership.
- Seek support of powerful advocates.
- Have clear campaign plans.

STRATEGIES TO CHANGE ELECTIONS

One of the major goals of a voter identification and outreach strategy is to encourage an issues-based campaign to change the way elections are run.

The following are key strategies to apply to encourage an issues-based campaign:

- Research and provide information on issues to voters
- Stay on message
- Organize cross party working groups and regular meetings
- Communicate regularly with voters
- Conduct national polls on issues
- Build coalitions within the community and across the Regions.
- Prepare communication strategies on the top 3 issues
- Evaluate progress regularly.

VOTER IDENTIFICATION

Research and Identifying Your Target Voter

Voters can generally be divided into 3 categories:

1. **YES VOTERS** - Voters that plan to vote and will vote for you
 2. **NO VOTERS** - Voters that are voting for another candidate
 3. **UNDECIDED/MAYBE VOTERS** - Voters who are unsure how they plan to vote
- Yes voters are the converted and *No* voters have already made up their minds that they will be voting for another candidate so it is not necessary to spend any time and resources targeting them.
 - In an issue campaign the task is to identify the **undecided/maybe** voters and determine how you can make them yes voters.
 - Asking questions about who is voting and whether they are decided or undecided will assist in developing strategies to convince the *undecided/maybe* voters to vote for you. You will learn what issues concern them and can therefore speak to these issues.

To identify your target voter you need to develop a profile of your voter:

- **WHO** is your voter?
- **WHAT** do they care about?
- **WHY** does your target voter vote or not vote?

- **WHERE** are they located? (geographical location). Think creatively about media access, electricity and where you can reach them. For example, if you are trying to reach working mothers you might place materials at child care centres or schools.
- **WHEN** can you reach them? **WHEN** do they vote?
- **HOW** do they learn about issues? For example, TV, newspapers, billboards, church etc.

The main research issues are:

Who is my voter?

and

How can I get them to vote for me?

Who and What

You can identify your potential voters and figure out how to get them to vote for you by conducting a simple poll. You should undertake this research well in advance of the start of the official election period so that you come into the campaign well-versed on the issues.

The following two questions will help you to identify the issues that are most important to your voters:

Conducting a Voter Identification Poll:

- 1. What are the top three issues the government should deal with?***
- 2. What one thing do you worry about every day?***

Once you have conducted the “mini-poll”, the list of issues that the government should deal with can be prioritised (with a simple count) and connected with the things that people worry about.

This will help identify **who** to target by summarizing **what** issues are important to them.

ACTIVITY: Identifying Potential Voters Exercise

- Organize participants into small groups.
- Ask participants to answer the two questions listed above on a piece of paper.
- Go around to the small groups and have participants share their answers. Record responses on a flip chart.
- Discuss the results in the large group.

TRAINER’S GUIDE: Identifying Potential Voters Exercise

- When discussing the results in the large group, highlight the following:
 - Regardless of political background, ethnicity, socio-economic backgrounds, etc., many people are concerned about the same things.
 - Practice linking issues with people’s concerns.

For example, a working mother thinks the government should deal with education, unemployment and the economy. The thing she worries most about is money. A campaign should show how the government could alleviate her fears about not having enough money by addressing bread and butter issues.

Other Research

ACTIVITY: Group Discussion

- Ask participants to brainstorm other sources of research for identifying the target voter.

TRAINER'S GUIDE: Voter Identification Research

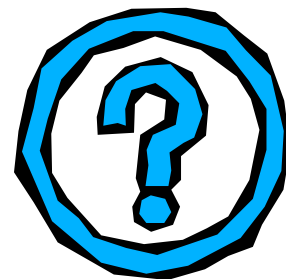
➤ Examples:

- Census information
- Newspapers
- Government/academic research
- Funding agency reports
- NDI survey
- Libraries
- Bank of Guyana
- Caricom
- OAS
- NACTA polls
- Resource people
- Internet data banks



ACTIVITY: Voter Identification Questionnaire

- Distribute Handout 3: *Voter Identification Questionnaire* and review with participants.
- The purpose of this handout is to help participants begin to understand the concept of targeting voters in a campaign and the importance of doing voter identification research. This questionnaire should also get participants thinking about developing strategies to reach out to voters about their campaigns.
- Organize participants into small groups.
- Have participants brainstorm responses and complete the questionnaires.
- Remind them about the issues raised (about *who* is your target voter and *what* do they care about?) in the previous activity (*Identifying Potential Voters* exercise).
- Note that *who* and *what* are the two main research questions. However, there are other questions to consider (*where, why, how*).
- Bring the large group back together and discuss some of the responses for each question.



Day 2

Cont.

Afternoon Session

VOTER OUTREACH

Effective Campaigning

When conducting an issues-oriented campaign, the importance of the following should be noted:

- Communicating with the voter and getting your message out.
- An ongoing process of communication and outreach, not just during campaigns.

In Guyana the concepts of conducting an issues-oriented campaign and identifying and communicating with your target voter are very new. Research shows that there is high potential to apply these concepts and win votes by conducting an issues-oriented campaign particularly at the local level.

Getting Your Message Out

Module 5 (*Managing a Political Campaign*) identified the development of a campaign message as one of the key elements in the creation of an effective campaign plan.

Your campaign message is an integral part of your campaign strategy. It is the method by which you deliver your campaign platform and plan of action to your voters.

This session deals with how to target your campaign message according to the voter profile. Once you know who your voters are and what issues are important to them, you can develop your message. You must then have a strategy to get your message out to your target audience.

ACTIVITY: *Developing a Campaign Message*

- Working individually, have participants draft a campaign message
- Ask participants to consider their *Campaign Action Plans* and the issues that are important to them as a member of the community and the issues that are most important to their voters (*Voter Identification* activities).

- Suggest that they draft “talking points” that will answer basic questions about their issues. Remind them to keep it simple and direct.
- Ask the participants to include this message in their campaign strategy.

ACTIVITY: Small Group Discussions

- Organize participants into small groups.
- Ask the groups to discuss innovative methods for contacting and getting their campaign message out to voters.
- Have each group share their ideas and record the responses on a flip chart.

TRAINER’S GUIDE: Getting Your Message Out

- There are several ways you can contact voters and communicate your campaign message.

Examples:

- Media – talk shows, letters, press releases, articles, columns etc. (note that a *Sample Media Plan* and a suggested *Campaign Media to do list* is included in the handouts).
- Paid advertising: radio, TV, print media
- Canvassing: Door-to-door and telephone (note that a *Sample Phone/Canvas Script* is included in the handouts for their reference).
- Leaflet, booklets etc.
- Community meetings
- Special events
- Expand party policy to address specific local concerns
- Target local government candidates
- Women’s sections putting pressure on the party machinery to develop issue campaigns and use the strategies identified earlier (*Strategies to Encourage Issues-Oriented Campaigns*)
- Network with NGOs and collaborate where you have issues of common interest
- Request a few minutes at a supportive organization’s event
- Find historical, regional and other models for presenting issues, creating guidelines and plans etc.
- Find a powerful friend to push your issues

- Remind participants that in Module 3 (*Effective Use of the Media*) participants learned how to use the media as a tool to get your campaign message out to your voters. Ask the participants to draw on the skills they learned.
- Tell participants that regardless of the tool you use, whether it is the media, door-to-door canvassing, community meetings or special events, you need to repeat your campaign message over and over again until Election Day.
- Distribute Handout 4: *Getting Your Message Out Through the Media*, Handout 5: *Your Media Plan* and Handout 6: *Sample Phone/Canvas Script* and review with participants.

Campaign Calendar

Module 5 (*Managing a Political Campaign*) identified a campaign calendar as one of the key elements in your campaign plan. Planning dates for your events and activities and keeping track of your schedule is an important component of managing your political campaign and your voter contact activities.

A campaign calendar is a useful tool and it reinforces the importance of time management in a campaign. Develop your campaign calendar with your campaign team and stick with it.

ACTIVITY: Brainstorming Session

- Ask participants to brainstorm activities that would go on a campaign calendar.
- Record responses on the flip chart.

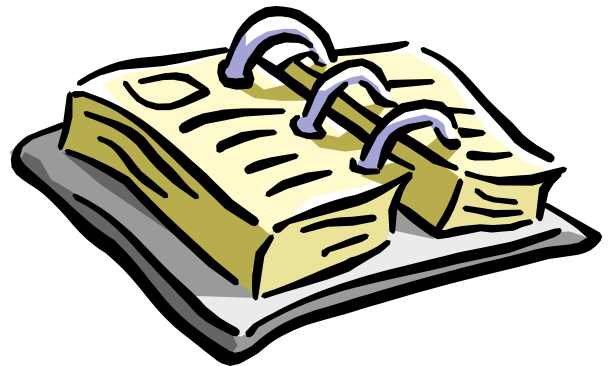
TRAINER'S GUIDE: Brainstorming Session on Campaign Calendar

- There are several activities to consider for your campaign calendar, including:
 - Researching voting patterns
 - Researching issues that are important to your voter
 - Registering as a candidate and announcing your candidacy.
 - Setting up a campaign office
 - Recruiting campaign team
 - Writing campaign plan
 - Recruiting of volunteers
 - Meetings with NGOs or supportive organizations
 - Networking/collaboration meetings with other women candidates

- Reviewing and updating voters' lists
- Press conferences
- Special events
- Candidate going door-to-door to meet voters
- Canvassing voters
- Fundraising activities
- Production of flyers and other campaign materials
- Interviews with radio or television stations
- Flyer distribution in the community (UG, on the road, etc.)
- *Get out the Vote* activities
- Post-election wrap-up activities

ACTIVITY: Calendar Exercise

- Distribute copies of the calendar and ask participants to plan their activities for the next year.
- Suggest dividing up the year into 3 periods:
 1. Pre-Campaign
 2. Campaign, including Election Day
 3. Post-Election
- Ask them to identify specific days and times for activities.



TRAINER'S GUIDE: Calendar Exercise

- Note the following: Some activities will take more than just one day or time slot. For example, hiring your campaign team, recruiting volunteers, writing your campaign plan and planning your strategy. Each of these activities could be slotted into one or two week blocks, depending on your campaign.

Proposed Campaign Materials

One of the steps of campaign planning involves the production of materials.

ACTIVITY: Brainstorming Session

- Have participants brainstorm what materials would be useful during a political campaign.

ACTIVITY: Brainstorming Session on *Campaign Materials*

- There are many materials that need to be produced for a campaign.

Examples:

- Press kits, including press releases, campaign message statement, information about the candidate (candidate's bio) with photograph
 - Administrative materials such as budget, calendar, campaign team list
 - Voter outreach handouts and flyers
 - Advertising materials such as radio spots, newspaper ads, posters and banners
 - Promotional materials such as pens, pencils, balloons, t-shirts
 - Score cards (a tool to monitor the progress of your campaign)
 - Party papers such as a party newspaper or candidate newsletter
 - Materials for low literacy voters.
- Distribute Handout 7: *Campaign Materials* (sample), and review with participants.

CAMPAIGN STRATEGY: An Introduction

ACTIVITY (*HOMEWORK*): *Developing a Campaign Strategy*

- Ask participants to begin developing their own individual campaign strategies, based on their campaign action plans and other exercises they have done over the last two training session days.
- Distribute copies of Handout 8: *Campaign Strategy* and review with participants.
- The purpose of the handout is to assist participants in developing their campaign strategies, an essential component of their campaign plans.

TRAINER'S GUIDE: *Developing a Campaign Strategy*

- Module 5 (*Managing a Political Campaign*) identified a campaign strategy as one of the key elements of an effective campaign plan.
- A campaign strategy identifies the issues you would like to address for your community, your solutions to those issues, a campaign message to communicate to your voters and evaluation criteria for your community goals.

HANDOUT 3: VOTER IDENTIFICATION QUESTIONNAIRE

Elections Date:

Other deadlines:

Voter Identification:

Who is my target voter?

What do they care about? **What** are they interested in?

Why does my voter vote/volunteer/participate?

Why does my voter not vote/not participate? What are barriers to participation?
How can my campaign address these barriers?

How does my voter learn about issues? How can we inform the voters of our work?

Where is my voter located? What are some creative ways of getting their attention?

Voter Mobilization (*Get out the Vote*):

How can I turn out the vote? What methods will my campaign use?

Door-to-door

Phone

Other

Who can help me? What other organizations are sympathetic to my goals?
(coalition building - think outside the box)

HANDOUT 4: *GETTING YOUR MESSAGE OUT THROUGH THE MEDIA*

Campaign Media To Do List

- ✓ Complete a *Media Plan* (see attached for example).
- ✓ Take photos at some of your events. Show the campaign in action. Have candidate photos taken to use on campaign flyers, posters and literature so that voters can become familiar with the candidate.
- ✓ Develop media advisories, press releases, letters to the editor and opinion editorials. Develop templates so that news from the candidate can be quickly sent out.
- ✓ Tape all campaign news coverage, record radio coverage and clip news stories. Keep all press mentions filed so they can easily be found.
- ✓ Put press kits together
- ✓ Build an email list of volunteers and supporters. Develop an email strategy.
- ✓ Develop relationships with media professionals and create a list of media contacts. Actively pursue media coverage of your campaign. And use your contacts to help ensure invited editorials and inclusion of your letters to editor.
- ✓ Some communities are very isolated and have no access to traditional media (formal media). Consider other ways of communicating your message such as: word of mouth, 'bell cry', bottom house/community meetings and church gatherings.

HANDOUT 5: YOUR MEDIA PLAN

The following is a sample media plan. Every campaign will have a different plan but remember to use all your resources! If your local supporters have good media contacts, ask them to introduce you or send out a joint press release. If you are planning a big event, call the local TV stations and promote your event!

Sample Media Plan:

Media Plan to Launch Campaign

Election Day (E. Day) - 7 weeks

Plan to hold a press conference to launch campaign, introduce the candidate and announce her campaign platform. Invite supportive organizations and NGOs to be there to endorse campaign.

Invite print and broadcast media to event. Send out press release 2 days before. Call the day before to remind media about the event.

E. Day - 6 Weeks

Education week: have candidate visit schools in your community, observe some of the classes and spend time talking with students and teachers. Bring a volunteer with a camera or ask a friend to photograph the visit.

Develop opinion editorial on the topic of education. Make contact with editors of newspapers requesting that editorial be printed.

Arrange airtime on a radio show to talk about your education platform.

Work with young people to organize a youth event to get out the vote.

E. Day - 5 Weeks

Organize a candidates' debate, co-sponsored by the *Women's Leadership Institute*, where candidates will speak, on "How Women Can Make a Difference." Prepare and send a media advisory (press release). Invite local TV stations and newspapers. Send a press release prior to event, summarizing candidate's position.

E. Day - 4 Weeks

Plan street outreach and 'meet and greet' activities for this week. Have candidate and volunteers visit busy and active areas of the community (market, busy intersections, etc.) to talk to voters. Encourage voters to vote on Election Day and to support candidate. Attract attention with balloons, banners and music, if possible, and let your media contacts know where you'll be. Have campaign team and candidate stand on the side of busy roads with signs and banners during morning commute. Send out a media advisory (press release).

E. Day - 3 Weeks

Organize a *Get Out the Vote* event with young people, campaign workers and other supporters. Have candidate speak on the importance of the youth vote and issues of importance to youth. Recruit volunteers for election day.

Plan a 'Clean up the Community' day. Organize crew and volunteers and publicize the event. Send out a press release to all media contacts. Photograph your candidate participating in clearing the drains. Send out a press release on health, sanitation and environmental issues in the community.

Send a letter to the editor on issue of garbage and a clean community. Send it to list of newspaper media contacts.

E. Day - 2 Weeks

Continue with street outreach and 'meet and greet' activities for this week. Be visible and make your group as visually interesting as possible with things such as balloons and banners. Let your media contacts know where you'll be.

Develop a theme related to community health - orphanage, ghetto, homeless people or something with good visuals. Release summary of WHO report on domestic violence, malaria, poverty or communicable disease in Guyana. Call for reforms.

Produce a Campaign Newsletter. Include stories about candidate's activities during 'Clean-up the Community' day and Education Week, and photos, if possible, for media and supporters.

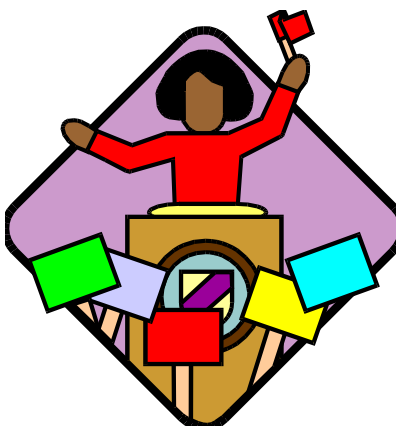
E. Day - 1 Week

Organize a community event on dangerous driving and highway fatalities and invite Mothers in Black to make a presentation. Identify some responsible mini-bus drivers to attend. Launch the "Safety on our Roads" campaign with promotional materials. Call for more enforcement.

Attend special campaign event of supportive organization and hand out *Get Out the Vote* flyers. Try to get a few minutes at the podium. Fill the hall with cheering supporters. Have high profile person introduce candidate. Have candidate give a rousing speech summarizing campaign themes and issues to motivate supporters to get the vote to the polls on Election Day.

ELECTION DAY

Take picture of candidate voting. Have candidate visit campaign workers at the polls and at the campaign office. Have candidate participate in getting out the vote to motivate supporters.



- ❖ I will leave/send you a *[pamphlet/brochure/newsletter/flyer]* about what *[candidate]* has done for the community in the past and intends to do in the future.
- ❖ Thank you for your time. It was nice meeting with you and hearing your opinions. I will pass on your concerns to *[candidate]*. She will continue to seek input from residents after she is elected.

Can we count on your support in the election on [month/day/year]?

If there is a positive response, ask:

- ❖ Is there is any interest in volunteering on the campaign?
[offer to leave/send a volunteer form].

HANDOUT 7: CAMPAIGN MATERIALS (Sample)

Materials to be produced:	COSTS
<p>Press Kit: Campaign press release template, campaign team contact list, campaign message statement, candidate biography and photo</p>	
<p>Administrative: campaign team list and responsibilities, budget, schedule/calendar, campaign timeline, score cards</p>	
<p>Information: voter outreach handout, voter guide, campaign brochure/flyer, <i>Get Out the Vote</i> flyer, party newspapers or candidate newsletters</p>	
<p>Advertising: radio spots, newspaper ads, posters, banners</p>	
<p>Promotional materials: T-shirts, posters, banners, pens, pencils, balloons</p>	
<p>Other:</p> <p><i>This is not a finite list.</i></p>	

➤ **What is your campaign message?**

➤ **How are you going to measure your effectiveness?** By what outcomes would you like to be judged? In an election, of course, you will be judged on whether you win or not. Are there other measurements that could be useful to you? (more people of a certain age group/gender participating, number of community groups engaged in your coalition, issues on the agenda, media hits, other?) How will you keep your records so that you can demonstrate your success later? (consider using a score card at various points in the campaign)

Name: _____ **Date:** _____

I will revisit these goals in one year to re-prioritise them.

Day 3

Morning Session:

ASSET-MAPPING

ACTIVITY: Group Discussion and Exercise

- Lead a discussion about assets that women have personally, in the community and further afield.
- Distribute Handout 9: *Asset-Mapping* and ask participants to complete the exercise.
- Below are some examples to assist participants in the activity.

Personal assets:

Examples:

- Partner or spouse
- Children (teen or adult)
- Extended family to assist with childcare
- Influential friends
- Flexible schedule
- Mentor

Assets women have in the community:

Examples:

- Regional Women's Affairs Committees
- Women's groups
- Libraries and resource centres
- Community elders and leaders
- NGOs concerned with women's and community issues
- Resource Centre for Gender and Development
- Church groups
- Mother's Unions
- Cultural groups
- Constitutional provision on women's equality
- Constitutional commission on women and youth

- Women MPs
- Women councillors, Touchaous, mayors

This is not a finite list and may vary from community to community.

VOTER REGISTRATION

- It is important to be aware of all the processes, rules and regulations for registering voters.
- When planning your campaign and assigning tasks to your team, you may want to consider who will be responsible for voter registration on your team.
- Once fully aware of the voter registration process, the campaign team needs to consider what steps your campaign may want to take to educate your voters about the process. For example, you may want to implement a program to educate voters about the voter registration process.
- It is important to remember that in some cases your voters need to be educated about some of the most basic steps in voting, including marking the ballot.
- The Guyana Elections Commission (GECOM) has a booklet with very clear guidelines and information about voter registration. GECOM usually carries out an extensive voter registration education program 3 to 6 months prior to an election. Your campaign could 'piggy-back' on this.

VOTER MOBILIZATION

Site Profiling

Site Profiling is an important technique. It may be that voter turnout is very low in your area. If so, researching why voters do not turn out and addressing the barriers might give you a whole new crop of potential voters.

- Distribute Handout 10: *Site-Profiling* and review with participants.

ACTIVITY: Site Profiling

- Organize participants into smaller groups and ask them to re-design the site profile to suit their areas
- Have them present their re-design to the larger group.

TRAINER'S GUIDE: *Site Profiling*

Site profiles in Guyana should include:

Site profile 1

- Demographics
- Area size/geography
- Education (literacy)
- Infrastructure
- Cultural/racial make up of community
- Age groups
- Main economic activity

Site Profile 2

- Previous election history including: turn out, who won, what were the campaign promises (check platform, campaign speeches) what has been done. Use score card or report card to monitor elected officials performance on campaign promises.
- Target audience location (market, social gatherings, schools, women's groups, religious bodies etc.)
- How to reach voters (door to door, car park etc.)
- Information sources: newspapers, letters columns
- Process questions such as how to register, remigrants, released criminals, new housing areas, squatting areas, incapacitated voters.
- Determine if there was a shortfall in projected votes in the last election
- Transportation to get voters to the polls on Election Day
- Problems on Election Day related to where to vote, name on/off list, etc.
- Literacy level of voters
- Security issues at polls
- Intimidation

Site Profile 3 - Media/Messages

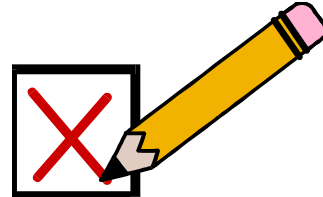
- Who is the target audience?
- Where can you reach the target audience? (social gatherings, market, churches, door-to-door etc.)
- What media are available? (TV, Radio, Newspaper)
- How can you access media? (paid vs. earned media, letters page, celebrity, reporters, powerful friends)

Get Out the Vote

Getting your supporters to vote on Election Day is an important part of your campaign. They need to know that they are part of something bigger and that their support for the candidate is important.

A *Get Out the Vote* campaign should perform the following functions:

- ✓ Remind voters of where they vote and the times they can vote.
- ✓ Deliver a brief positive message encouraging the identified voters to vote, stressing the importance of voting.
- ✓ Emphasize the importance of the election.
- ✓ Publicize the phone number for transportation and child-minding.
- ✓ Invite people to volunteer to *Get Out the Vote*.

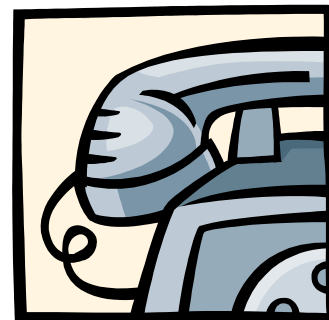


Often a simple reminder can be enough to ensure that that your voters get to the polls. The following are some *Get out the Vote* techniques.

Get Out the Vote Tools and Techniques

- Phone calls
- Flyers
- Transportation and child-minding services
- Checkers

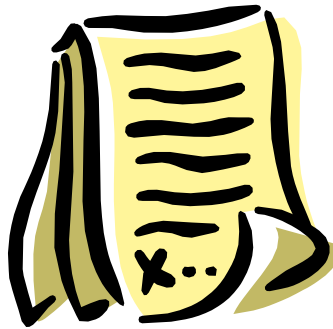
- **Phone calls** reminding voters to vote, with the times of when they can vote and location of where they can vote.
- **Flyers** delivered directly to voters' doors by volunteers, with the times of when they can vote and location of where they vote.



- **Transportation and child-minding services** can be offered for Election Day at the same time the voter is reminded to vote.



- **Checkers** who check in with the scrutineers (observers) at the polls to see who on the campaign's list of favourable voters haven't voted yet. Checkers then send "foot soldiers" to the homes of these voters to encourage them to come to the polls.



HANDOUT 9: ASSET-MAPPING

Personal Assets:

Community Assets:

Other Assets (business, etc.):

HANDOUT 10: *SITE PROFILING*

Research Planning

Research goals: *General*

Site Profile

Potential Voter Profile

Media/Message

How will I achieve these goals?

I can use a census/academic/government source:

I can use other sources. I can conduct my own census of my district/
neighbourhood voters:

Who can help me?

What are my research deadlines?

Name: _____

Date: _____

I will revisit these goals in one year to re-prioritise them.

Day 3

Cont.

Afternoon Session:

CAMPAIGN STRATEGY

ACTIVITY: Campaign Strategies

- Have participants work individually to complete their *Campaign Strategies*.
- Move around the room to help participants think through their strategies.
- After a period of time, organize participants into small groups and have them discuss and critique one another's plans
- During this activity, the participants should be looking for instances in which their plans overlap and identifying ways in which they can collaborate to make their plans stronger.
- Bring participants back to the large group to report back on their discussions, focusing on the issues that they will be pursuing and how they will collaborate. In the large group, participants may recognize opportunities for collaboration with women from other groups.
- Suggest that they consider consolidating individual *Campaign Strategies* into a regional strategy and devise a way to keep them coordinated. Suggestion that a working group could meet periodically (once per month is a good guideline).
- Have participants identify coordinators within each of the regional groups.
- Encourage the groups to decide on their next meeting, information dissemination and the assignment of any tasks.

CLOSING: THE WAY FORWARD

Close the session by emphasizing the importance of voter identification and outreach in planning to run an issues-based campaign.

Remind participants, as demonstrated in the last activity (*Campaign Strategies*), of the importance and benefit of networking with other women candidates in campaigns.

EVALUATIONS

- Ask participants to fill out the evaluation forms.
- Write the objectives of the course on a flip chart or chalkboard for the participants to refer to.
- Collect forms and close session.

Module 7:

Campaign Fundraising



Module 7:

Campaign Fundraising

OBJECTIVES

- ▶ To understand how to fundraise for a political campaign
- ▶ To develop and manage a fundraising strategy

MATERIALS

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Photocopies of the handouts
- ✓ Notepads and pens for participants
- ✓ Flip chart and markers or chalkboard and chalk

TRAINING SESSION AGENDA

Campaign Fundraising

Day 1

Opening Session

- ▶ Registration
- ▶ Introductions
- ▶ Ground Rules for Training

Morning Session

- ▶ Why Fundraising is Important
- ▶ Why People Give Money
- ▶ Fundraising Myths
- ▶ Where the Money Comes From:
 - Candidate
 - Family and Friends
 - Power Groups
 - Ideology Groups
 - People or Groups with an 'Axe to Grind'

Afternoon Session

- ▶ Contributor List
- ▶ Types of Donors
- ▶ Fundraising Strategy

Day 2

Morning Session

- ▶ Fundraising Tools
 - Tool Efficiency
- ▶ Tools for Large Donors
 - Candidate Direct Ask
 - Element of the Ask
 - Influencer Direct Ask
 - Fundraising Committee

Afternoon Session

- ▶ Tools for Medium and Small Donors
 - House Party Program
 - Special Events
 - Money-making activities
 - Door-to-door
 - Re-solicitation Mail (Multiple Asks)
 - Mail
- ▶ Special Interest Groups
- ▶ Political Action Committees (PAC)
- ▶ Fundraising Rules

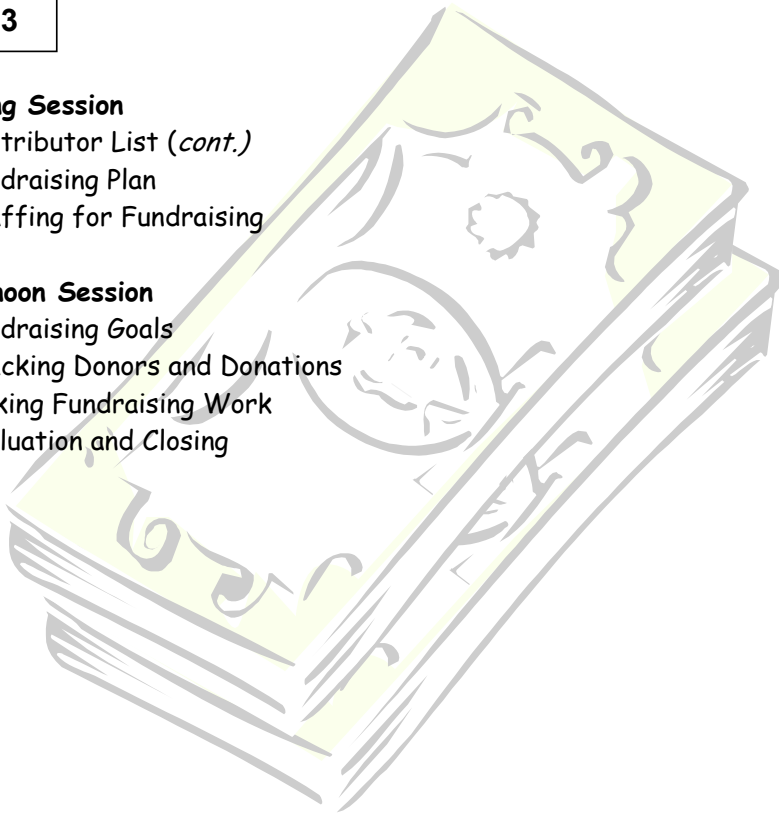
Day 3

Morning Session

- ▶ Contributor List (*cont.*)
- ▶ Fundraising Plan
- ▶ Staffing for Fundraising

Afternoon Session

- ▶ Fundraising Goals
- ▶ Tracking Donors and Donations
- ▶ Making Fundraising Work
- ▶ Evaluation and Closing



REGISTRATION FORM

Campaign Fundraising Training Session

Name:

Address:

Educational background:

Occupation or Work Experience (*Note: housework is work*):

Finance or accounting experience (in your work experience above or other volunteer experience; *for example, treasurer in a group or organization*):

Fundraising experience (*for example, selling raffle tickets for your children's school; selling take-away lunch tickets for your church; fundraising for a political candidate*):

Day 1

Opening Session

REGISTRATION

- Ask participants to fill out a registration form.
- Collect forms.

INTRODUCTIONS

- Introduction of trainer
- Ask participants to introduce themselves.

GROUND RULES FOR TRAINING

- Establish with participants the ground rules for training.
- Distribute a copy of the handout: *Ground Rules for Training* and review with participants.

Day 1

Cont.

Morning Session

WHY FUNDRAISING IS IMPORTANT

Money makes the rest of your campaign possible. Without it you cannot implement your campaign plan. Fundraising is one of the most important aspects of your campaign plan and should be an ongoing priority.

Why you need to fundraise:

- Getting your message out costs money and the earlier you receive the money the more planning you can do.
- Independent candidates may or may not have financial support. It is critical for independent candidates to ensure that they are able to raise sufficient funds to finance their campaigns.
- Money produces money – proves viability.

WHY PEOPLE GIVE MONEY

There are a number of reasons that people give money to campaigns. Many campaigns proceed from the false assumption that people give for charity or out of altruism. In fact, people give money because:

- They want to.
- They know you or the person who is asking.
- You need it and have told them so (and why).
- They were asked – no amount of PR and public education will help unless people are asked and given an opportunity to say yes.

It is important therefore to take your fundraising seriously. You are not begging. If you appear to be begging, it damages your credibility. The work you do is important and by asking someone to contribute, you are giving them an opportunity to participate.

Another point to emphasize is that when you are campaigning as a woman candidate, you have strong messages to share about women's representation in decision-making. Women who are too shy to be active in politics may be willing and able to give to women candidates, either financial or in-kind donations (for example, resources or time).

ACTIVITY: Group Discussion

- Ask participants to brainstorm additional reasons why people will give money for a political campaign.
- Record the responses on a flip chart.

TRAINER'S GUIDE: Discussion on *Why People Will Give Money to a Campaign*

- Some of reasons noted below may come out of the discussion:
 - They believe that what you say or stand for serves their needs; for example, that you are addressing their issues.
 - They grew up with you or the person who is asking.
 - They have worked with you on important issues or campaigns.
 - They like what you have to say and what you stand for.
 - They encouraged you to get involved.
 - They know someone else on your campaign.
 - They dislike the other candidate.
 - They see this as opportunity to advance their interests.
 - They think you are the candidate most like them.
 - They have been well courted.
 - **You ask and ask and ask.**
- Distribute Handout 1: *Why People Give Money*

FUNDRAISING MYTHS

- Distribute Handout 2: *Fundraising Myths* and review with participants.

WHERE THE MONEY COMES FROM

- | | |
|----------------------|---|
| ✓ Candidate | ✓ Ideology groups |
| ✓ Family and friends | ✓ People or groups with 'an axe to grind' |
| ✓ Power groups | |

Candidate

The candidate must give something to show that she believes in her campaign. There is always a difference between what people are able to give and what they are willing to give. If a candidate contributes an amount that was difficult to give, she is showing that she has stretched herself and it allows her to ask others to give more.

Family and Friends

Family and friends shouldn't need too much persuasion to give. This category of givers gives out of loyalty. When you approach family and friends, use emotional arguments to appeal to their sense of loyalty.

ACTIVITY: Group Discussion

- Have participants brainstorm categories of people that could go on a friends and family list.
- Record the responses on a flip chart.

TRAINER'S GUIDE: Group Discussion of a *Family and Friends List*

- Emphasise that the family and friends list is an extensive one not limited to immediate family and close friends.
- The following should emerge, although this is not a finite list.
- **Family and friends:**
 - Immediate family
 - Extended family
 - Personal friends
 - Classmates
 - Social clubs
 - Church friends
 - In-laws
 - Ex-spouses
 - Ex-in-laws
 - Neighbours
 - Parents of your children's friends
 - Old friends that you haven't spoken to in years
 - Co-workers

- Business associates
- Friends of your family
- People whose businesses you patronize
- Christmas card list

Power Groups

These groups believe their personal power will increase through the election of a particular candidate or party. They want a party or candidate who will promote and advance their interests. Power groups tend to support the incumbent but can be courted by a strong candidate who demonstrates an understanding of their issues and who has a credible agenda to advance their interests. Remember that power groups tend to give late in the campaign because they want to back the winner.

ACTIVITY: Group Discussion

- Have participants brainstorm categories of people that could go on a power group list.
- Record the responses on a flip chart.

TRAINER'S GUIDE: Group Discussion of *Power Groups*

- The following should emerge, although this is not a finite list.
- **Power groups:**
 - Labour unions
 - Special interest groups
 - Chambers of Commerce
 - The Private Sector Commission
 - Professional associations
 - Political Action Committees (PACs) (*note that PACs are to be discussed later in session*)
 - Industry lists
 - Businesses



Ideology Groups

Groups that support candidates based on ideology are cause driven. They believe what the candidate believes in. To woo this group the candidate must show a common interest or experience; for example, the candidate can talk about time spent on a cause or issue that is significant to a particular group.

ACTIVITY: Group Discussion

- Have participants brainstorm categories of people that could go on an ideology group list.
- Record the responses on a flip chart.

TRAINER'S GUIDE: Group Discussion of *Ideology Groups*

- The following should emerge, although this is not a finite list.
- ***Ideology Groups:***
 - Community groups
 - Women's Groups
 - Civil Rights Groups
 - Religious Groups
 - Youth Groups
 - Indigenous Groups
 - NGOs



People or Groups with an 'Axe to Grind'

This category of donor does not like your candidate. They are linked to you by a common desire to see your opponent defeated. When appealing to this group you also appeal to emotion by talking about what will happen if you are not elected, how your opponent failed the community in the past and what you will do differently.

- When planning your approach to this group, remember that your approach could have a long-term effect on your community.
- Avoid the temptation to use divisive arguments that will have a negative impact on your community in the long run such as appealing to race/class/gender or becoming involved in mud-slinging.

People or groups with an 'axe to grind' include:

- Power groups whose interest your opponent has not supported in the past
- Ideological groups whose interest your opponent has not supported in the past
- Individuals that do not support your opponent

HANDOUT 1: *WHY PEOPLE GIVE MONEY*

- They want to.
- They know you or the person who is asking.
- You need it and have told them so (and why).
- They were asked... No amount of PR and public education will help unless people are asked and given an opportunity to say yes.
- They believe that what you say or stand for serves their needs; for example, that you are addressing their issues.
- They know and/or grew up with you or the person who is asking.
- They have worked with you on important issues or campaigns.
- They like what you have to say and what you stand for
- They encouraged you to get involved.
- They know someone else on your campaign.
- They dislike the other candidate.
- They see this as opportunity to advance their interests.
- They think you are the candidate most like them.
- They have been well courted.
- **You ask and ask and ask.**



HANDOUT 2: FUNDRAISING MYTHS

Fundraising Myths

- *It is easier to do low dollar fundraising than high dollar fundraising -* Organising an event for 100 people to give \$500 dollars each is much more difficult than phoning one person to get a cheque for \$100,000.
- *Only the rich give* - People from all socio economic levels contribute to political campaigns.
- *Good fundraising is good "schmoozing/arm-twisting"* - in fact fundraising should be about making connections so that people understand what you stand for and therefore WANT to give.
- *All we need is a story in the Stabroek News or a celebrity* - Media coverage or celebrity endorsement alone doesn't necessarily work. You still need to ask and still need to make connections.
- *Once someone has given it is rude to ask for more* - Re-solicitation (multiple asks) should be a major revenue source. Each donor should be added to a database and contacted regularly for donations.
- *People are motivated by charity and altruism and will give if the cause is good enough* - People do not give unless there is something in it for them.

Day 1

cont.

Afternoon Session

CONTRIBUTOR LIST

ACTIVITY: *Developing a List of Contributors*

- Ask participants to work in pairs and develop a contributor list for their own campaigns, using the categories identified above (candidate, family and friends, power groups, ideology groups, people or groups with 'an axe to grind').
- Each person should be able to come up with a MINIMUM of 100 names of possible contributors.
- Ask participants to identify people under all 5 categories. Remember to include 'the candidate'.
- Return to the larger group and discuss the process

TRAINER'S GUIDE: *Developing a list of Contributors*

- Note for the participants that if they can't come up with 100 names, they should not be launching a campaign.
- Bring the group back together. Ask if people were able to come up with 100 names.
- Have participants share ideas in the large group. Emphasise innovative ideas.
- Challenge the group to add to their list and have 100 or more names by the morning of day 2.

TYPES OF DONORS

Donors can be classified into 3 different types on your contributors list: large, medium and small donors. Whether you classify donors as large, medium or small depends on the area you are in and the type of race you are running. Classification is based on a single contribution not on the total amount the donor will eventually donate to the campaign.

Determine how you will classify your potential donor, based on your knowledge of the donor and research conducted by your campaign finance researcher. The researcher's job among other things is to determine how much a donor is able to give.

Amounts for large, medium and small donors may vary depending on the circumstances of the community. Here are some guidelines:

- Put these amounts up on the chalkboard or flip chart:

Large Donor

National Election
\$500,000 and up

Local Election
\$100,000 and up

Medium Donor

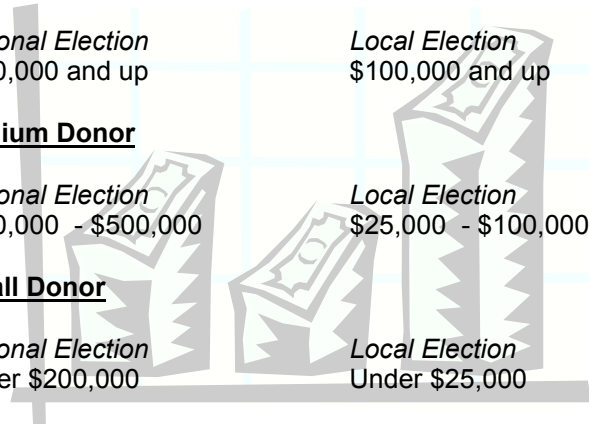
National Election
\$200,000 - \$500,000

Local Election
\$25,000 - \$100,000

Small Donor

National Election
Under \$200,000

Local Election
Under \$25,000

An illustration of several stacks of money, including US dollar bills and coins, arranged in a way that suggests a large sum of cash. The stacks are rendered in a simple, stylized manner with some shading to indicate depth.

ACTIVITY: Small Group Discussions

- Organize participants into small groups.
- Ask participants to return to their contributor lists and to group donors into large, medium or small donors.
- Return to large group.

TRAINER'S GUIDE: Small Group Discussions on *Types of Donors*

- Ask the participants to share how they decided what group to place names in.
- Highlight the fact that a medium donor in a more affluent community might be a large donor in a less affluent community.
- Note that you must know something about your donor in order to plan how much to ask for. This means that you have to do research on potential donors.

FUNDRAISING STRATEGY

- In order to begin asking for contributions, you must develop a fundraising strategy:
 - Your fundraising strategy should have a different focus for each donor group.
- Distribute Handout 3: *Fundraising Strategy* and review with participants

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HANDOUT 3: FUNDRAISING STRATEGY

✚ *Note that your fundraising strategy will have a different focus for each donor group.*

1. Craft a Message:

- A campaign message for each group should appeal to emotion. Anger, pride and compassion are powerful motivators. When crafting your message consider:
 - ✓ What is the problem that this group or individual wants solved?
 - ✓ What causes are they interested in?
 - ✓ How will the election impact them?
 - ✓ What are their needs?
 - ✓ How can the candidate meet those needs?
 - ✓ Avoid messages that involve personal attacks on opponents or appeal to prejudice.

2. Evaluate giving potential and set goals:

- Evaluate what constitutes large, medium and small donations in your community
- Put a dollar amount next to each name on your contributor list as an estimate of what they can give.

3. Select appropriate tools:

- Group large, medium and small donors
- Use different tools with different levels of donors. For example, the candidate might invite a large donor to have coffee with her. A small donor might be invited to a special event for the campaign, such as a fair, where the candidate may or may not appear.

4. Decide *who* should ask for a contribution:

- For large donors, either the candidate, someone on the campaign team or a supporter who is respected and influential with the donor should ask. Large donors expect the personal touch from people closely associated with the campaign.
- Campaign volunteers can approach people for smaller donations. Small donors may want to see the candidate at an event but they don't expect to sit down to coffee.

5. Decide *when* to ask for a contribution:

- Individuals may be more willing to give to a campaign at the beginning of the month, just after they receive their month's salary.
- Corporations may be more approachable during a season when business is good.

Day 2

Morning Session:

FUNDRAISING TOOLS

Tool Efficiency

It is important to determine which fundraising tool is the most effective for the type of donor and area you are in. When assessing the effectiveness of your tools consider the following:

- ✓ **Response Rate** – The response rate refers to the number of people likely to say yes to a request for a donation. The response rate varies depending on the method used. For example:
 - If the candidate asks directly the response rate is 50 – 70%
 - Volunteers calling a targeted list will generally get a 30 – 50% response rate
 - Special events generally yield a 15 – 25% response rate
 - Letters have a response rate of 5 – 10% and
 - Cold calls usually yield a 1 – 2% response rate

- ✓ **Average contribution** – You should also consider the amount of the average contribution you will receive, relative to the amount of energy you will expend. For example, personal calls by the candidate will solicit a large contribution for little energy used. The ticket price for a special event is relatively low for the amount of energy needed to organize the event and sell tickets.

- ✓ **Donor Type** – Large, medium and small donors should be targeted in different ways.

- ✓ **Solicitor** – Who will be most effective in targeting specific donors? The candidate, friends of the candidate or members of the campaign team can target specific people or groups of people. For example, a supporter who is a well-known, respected businessperson might be a good choice to speak to business organizations or other business people.

- ✓ **Efficiency** – Be aware of the resources needed for each activity. You should take into account both human and financial resources. The least amount of candidate time + the most amount of favourable responses = the most efficient event.

- ✓ **Expense rate** – most events and activities cost money to organize. Analyse what the event costs against how much money you are likely to raise before proceeding.
- ✓ **Collection** - How quickly will the money be received? It is more desirable to collect money right away than to wait for a cheque to be mailed. Offering to pick up donations where possible might improve your response rate.

TOOLS FOR LARGE DONORS

Different types of donors are targeted differently. For large donors **directly asking for a contribution** is generally the most effective method, but there are others.

ACTIVITY: Group Discussion

- Have the group brainstorm ways of targeting large donors.
- Record the responses on a flip chart.

TRAINER'S GUIDE: Group Discussion on *Ways of Targeting Large Donors*

- The following tools should come up:
 - Candidate direct ask
 - Influencer direct ask
 - Finance committee
- Share the points below with the participants

Candidate Direct Ask

'Direct asks' by the candidate, by phone or in person, is the most effective and cost efficient way of soliciting contributions. This is a good way of getting early money for the campaign. It is important that the campaign team has researched the people that the candidate will approach. They should also track the results of the call for future reference.

Guidelines for 'direct asks' by the candidate:

- Using her contributor list, the candidate calls or approaches someone to ask for a contribution. The candidate must use a script for all approaches.
- The campaign identifies a fundraising scheduler who is responsible for scheduling and assisting the candidate with phone calls. The scheduler keeps a list and information about each donor including what they can afford to give and what their interests are.
- Generally, with support, the candidate should be able to make 30 – 60 calls in an hour.
- The scheduler can pre-dial calls, make notes about the caller and record results of phone call.
- To increase efficiency calls should be scheduled at convenient times. Lunchtime, for example, is not a good time to call, as people tend to be out.
- The candidate and scheduler can work with two phones, where possible. When the candidate is ending one call, the scheduler can be dialling.
- It may be helpful to schedule calls ahead, if someone has proven difficult to reach.
- The candidate and scheduler should debrief at the end of the session with regards to what worked and what didn't.
- If the person agrees to the amount you asked for without hesitation, you have not asked for enough.

Elements of the Ask

In order to effectively ask for contributions, you must have carefully researched each person on your list. Good research will give you a starting point for your call.

- Distribute Handout 4: *Elements of the Ask* and review with participants.

Candidates need to develop a script for asking for contributions that connects your target to the cause and incorporates the following:

- ✓ **Establish Rapport** – Be pleasant and professional. Having some information about the candidate that creates a personal link with them is useful.

- ✓ **State *their* interest** – Your research should have given you an insight into what issues are important to this potential donor. Mention them and ask how they are impacting the donor.
 - ✓ **Discuss viability** – Share campaign accomplishments; for example, money raised, endorsements and door-to-door campaigning. You need to be positive. No one wants to back a loser.
 - ✓ **Describe the investment** – Let them know why it is in their interest to invest in your campaign.
 - ✓ **Be specific** – Let them know what you need the money for and be specific about when you need it.
 - ✓ **ASK** - Ask for a specific amount, keep the request short and then stop talking and listen. This is often very difficult to do but it is essential. Often if we keep talking, we talk ourselves out of the donation (*“I know things are really hard right now financially and you probably have a million commitments...”* etc.). The donor will likely start making excuses but keep silent.
 - ✓ **If the answer is no, address their concerns** - provide information to help change their minds. Restate their investment (*“We are both concerned about pot holes/sanitation/etc. and my campaign is addressing those issues.”*).
 - ✓ **Negotiate** - Ask for the same amount but spread it out over time. (*“Well, if you can't manage \$100,000 how about \$50,000 now and \$50,000 next month.”*)
 - ✓ **If the answer is still no** - negotiate for a lower amount
 - ✓ **If the answer is still no** - Ask for a donation in-kind - resources, time etc. If you cannot get the money, try to get something. Try for a win/win situation.
 - ✓ **If the answer is yes** – Say thank you and confirm logistics (How you will collect the money). It is best to send someone over to collect a donation immediately where possible. Follow-up. If they ask you to call tomorrow, be sure to do that. If they don't, suggest a time and be sure to call them. Thank your donor again.
- Distribute Handout 5: *Sample Script – Direct Asks from the Candidate* and review with participants.

ACTIVITY: *Developing a Script*

- Have participants work in groups to develop their own script for direct calls from the candidate.
- Ask each group to role play direct ask phone calls.
- Have the larger group critique the phone calls, considering the following:
 - Were people able to keep silent after the request?
 - Were people able to keep pushing after a 'no'?
 - On a definite 'no,' did the caller remember to try for assistance in kind?

Influencer Direct Ask

An individual or group that is influential with the potential donor or well known and respected in the community can ask for a contribution on behalf of the candidate.

An influencer can:

- Call or send letters asking for a donation
- Make lists of members available in the case of a group or organisation
- The influencer states their personal support for the candidate or their groups support for the candidate.

Fundraising Committee

Set up a fundraising committee to coordinate the campaign's fundraising activities. The fundraising committee should be a group of people that represent a diverse range of interests in the community. Each member should have a target amount that they will raise for the campaign.

The finance director heads the finance committee and she or he is responsible for the overall management of the fundraising campaign. The finance director should be someone with accounting and fundraising experience and with contacts in the community.

People on the fundraising committee are clones of the candidate and are expected to reach fundraising goals by 'direct asks' to their contacts.

Staffing for the fundraising committee will be discussed on Day 3.

Other ways that large donors can contribute:

- **Give resources or time** – Large donors may have resources that will be useful for the campaign. Vehicles, office space, phone banks and venues for special events, for example, can all help the effort.
- **Allow the use of their name (endorsement)** – A respected person in the community endorsing the campaign can encourage support. Be sure that if you get a commitment for endorsement, that you have it in writing.
- **Provide names of friends** – You should get at least five names from each person you solicit to continue “growing” your list.

Day 2

Afternoon Session:

TOOLS FOR MEDIUM AND SMALL DONORS

Events are the most effective method for reaching medium and small donors but they are not a replacement for calls.

House Party Program

House parties are the most effective means of targeting medium donors but can also be used to target large donors. House parties are events that target fewer people than other events but expect a larger donation.

To plan a house party:

- Recruit hosts to invite people to a small gathering of 25 – 30 people. Although the campaign will prepare the invitations, it is the host’s responsibility to send out and follow up on invitations and to provide refreshments.
- Since some hosts are not comfortable with asking friends for money, the invitation should indicate a suggested donation.



- A host should be able to commit to having a minimum number of people present in order to raise an agreed upon minimum.
- Provide each host with a house party kit. A house party kit contains:
 - ✓ A profile of the type of people to invite to the party
 - ✓ How to promote the house party
 - ✓ Invitation with suggested donation amount. The invitation should say, "*If you are unable to come, please send a donation.*"
 - ✓ Script for calls and follow up. Scripts should include a short bio on the candidate, some information about what is going on in the campaign. What the candidate has done, declaration of support and an invitation to the party.
- If people cannot host a party, ask them to call their friends and ask for donations instead.

Special Events

- The goal is the most amount of profit for the least cost and least amount of work.
- A host committee is the key to events planning. A host committee is a group of influential people who commit to raising a certain amount of money or bringing a certain number of people out to an event.
- Always have a suggested donation or range printed on the tickets.
- Tickets should always say "*if you can't attend please send donation to...*" (List your campaign contact information).
- Have a minimum revenue goal for events.
- Success of an event depends on many factors including the planning, the amount of money spent, volunteer efforts, competing events and the attendance of supporters.

Event Planning

- Distribute Handout 6: *Campaign Fundraisers and Event Planning* and review with participants.

Money-making Activities

Activities such as yard sales, bake sales, raffles, auctions and concerts are good ways of targeting lower donors. These events have been popular ways of raising money in Guyana. Work out what works well in your area.

Door-to-door

You can 'piggyback' door-to-door fundraising on door-to-door canvassing activities.

Re-solicitation Mail (*Multiple Asks*)

- Direct mail to your donor database should be done every four to six weeks during the campaign.
- Send information about the campaign; highlight successes and media coverage.
 - 📧 *Be sure to check letters for mistakes. Letters are public information and can attract attention so be vigilant about not being too controversial because you assume you are writing to a "friend".*
- Distribute Handout 7: *Re-solicitation Mail* and review the following points with participants

Re-solicitation mail should:

- Include information on how the last donation helped.
 - Include information on how the campaign is going.
 - Ask for a donation early in the letter.
 - Repeat the ask a couple of times.
 - Be specific about what you want the money for.
 - Always try to increase the donation.
 - Impose a deadline.
 - Be followed up with a phone call - calling people after they receive the letter will increase your response rate. As always, use a script and have information about the donor so that you can make connections.
 - Include a thank you.
-
- Track results of your re-solicitation mail and follow-up on all letters and phone calls.

Mail

A “cold” mail campaign is very expensive and has a low response rate (a 2% response rate is typical).

SPECIAL INTEREST GROUPS

Another source of potential donors for your political campaign is special interest groups.

Special interest groups include:

- Professional groups such as lawyers, teachers, nurses and doctors
- Labour associations
- Business groups
- Groups with a focus on women, the environment and other special interests

To target special interest groups:

- ✓ Find a contact in each group that is influential and respected.
- ✓ Obtain information to help you target the group’s membership such as lists of members, how to contact members and what their concerns are.

POLITICAL ACTION COMMITTEES (PACs)

Political Action Committees exist in other countries but do not exist in Guyana. They are however, a potential source of revenue for women candidates and a way for women to influence the political process.

- A political action committee is a group of women or a women’s political caucus who raise money for candidates who meet their group’s criteria.

PACs:

- ✓ Establish criteria that individual candidates/political parties must meet in order to receive their support.
- ✓ Establish a steering committee that interviews and endorses candidates’ issues and track results.
- ✓ Raise money for candidates/parties that commit to certain issues.
- ✓ Interview candidates/parties to see who qualify.
- ✓ Present candidates/parties with criteria and tracks their performance on the issues.
- ✓ Provide volunteers who will go door-to-door for a candidate that they have endorsed.

FUNDRAISING RULES

- Distribute Handout 8: *General Fundraising Rules* and review with participants.



HANDOUT 4: *ELEMENTS OF THE ASK*

Steps to take in asking for contributions to your political campaign:

1. **Establish a rapport** - Be pleasant and professional and create a personal link with potential donors.
2. **State *their* interest** - Refer to issues that are important to the potential donor.
3. **Discuss viability** - Share campaign accomplishments and be positive.
4. **Describe the investment** - Let them know why it is in their interest to invest in your campaign.
5. **Be specific** - Let them know what you need the money for and be specific about when you need it.
6. **ASK** - Ask for a specific amount, keep the request short and then stop talking and listen.
7. **If the answer is no, address potential donor's concerns** - Provide information to help change their minds by restating their investment.
8. **Negotiate** - Ask for the same amount but spread it out over time.
9. **If the answer is still no** - negotiate for a lower amount
10. **If the answer is still no** - Ask for in-kind donations - such as resources or time.
11. **If the answer is yes** - Say thank you and confirm logistics. Follow-up. Thank your donor again.

HANDOUT 5: SAMPLE SCRIPT – CANDIDATE DIRECT ASKS

Example: Candidate asking a business contact for a contribution.

Hello, Mrs. Williams this is Joan Smith.

How are you? How are things with the business? I saw the article in the newspaper last week about the clean-up project you organized for the area outside your business. Have you had any progress with that?

Yes, it is a real problem that has been going on for too long. You might know that I am running for city council and this is one of the issues that my campaign has been working on. I plan to make it a priority, if I am elected to the council.

The campaign has been going well. We have had a lot of support. We have endorsements from Allied Shipping and Main Street Department Store and the feedback from our door-to-door canvassing campaign has been very positive. We are really pleased with how it is going.

The reason I am calling is because we need \$1,000,000.00 to bring our PR campaign up to the level that the parties are operating at and we need to launch it next week. I am asking if you can donate \$100,000.00 to go toward a series of campaign ads that focus on my plan of action for garbage cleanup in the community.

STOP TALKING

If "no":

Look, the incumbent candidate has done nothing about the garbage on Main Street that has been plaguing your business for years. I haven't heard anything concrete from any of the other candidates on the issue. I have been lobbying the council and participating in clean up efforts for months and we have a concrete plan to deal with that problem. That problem is critical to the business community on Main Street. If you can't manage \$100,000.00, what about \$50,000.00 this month and \$50,000.00 next month?

STOP TALKING

If still "no":

This PR strategy is critical to our campaign. The other candidates have the parties throwing millions behind their strategies. The campaign really needs your help. Would you be able to manage \$75,000?

STOP TALKING

If unable to get a cash donation:

I understand, Mrs. Williams. I guess things are hard for everyone right now. Would your business be able to make a couple of your vehicles and drivers available to us on Election Day to take people to the polls instead? Your support would be greatly appreciated and it would assist us in getting elected and ultimately being able to implement our plan of action to clean up the community.

If "yes":

Thank you very much. Who do we contact at your office to make arrangements? Thanks again. We really appreciate your support. Bye.



HANDOUT 6: CAMPAIGN FUNDRAISERS AND EVENT PLANNING

Stage 1

- 1. Set date, time and location.** Mid-week is usually a better time than the beginning or end of the week. Ensure that your venue is not too large. It is better for a venue to be slightly too small making your event appear well attended than one that is too large making it appear that no one has attended.
- 2. Recruit a host committee.**
- 3. Develop event budget and revenues** - Ideally you will spend nothing but you must not spend more than 10 - 15% of what you will make on the event. Of the people that commit to a gift, 40% usually respond.
- 4. Collect names for an invite list** - You can develop your list from sources such as lists of past donors, donors to similar causes and the host's lists.
- 5. Design invitations:**
 - The host committee involvement - "*(Names of host) committee invite you to join candidate x...*"
 - Nature of event - "*at a fundraiser...*"
 - When (start and end) - "*on Wednesday February 4th, from 6pm - 8pm...*"
 - Where - "*at 555 somewhere lane, somewheresville..*"
 - Purpose of event - "*to talk about...*"
 - Suggested donation - Provide a reply envelope for donation. Guests can make donations in advance or if they are not planning to attend.

Stage 2

- 1. Print and mail invitations** - Do not use bulk mail as it looks cheap and impersonal. Hand address invitations where possible.
- 2. Coordinate host committee** (ongoing)

3. **Follow up with invitees** (ongoing) - ask if they will support candidate, collect money, ask if they will come to the event. 25% that say they will come, won't. Consider a maybe as a no.

Stage 3

1. **Coordinate host committee**
2. **Conduct phone banks**
3. **Monitor results**
4. **Make food and beverage arrangements**
5. **Recruit volunteers** for the event registration

Stage 4

1. **Complete phone banks**
2. **Complete host committee follow up**
3. **Conduct walk through** - you have to consider when the candidate will arrive where the candidate will stand and the other elements of the program.
4. **Prepare candidate remarks** - the formal program should be no more than 15 minutes.
 - Introduction 2 - 3 minutes
 - Candidate's speech 5 - 7 minutes
 - Question and answer - 5 minutes
 - End with thank you
5. **Brief candidate** - Candidate should be briefed on who to thank and why; issues in the neighbourhood; and issues of importance to the groups or organizations in attendance. She should be staffed with someone to move her around ensuring that she meets the hosts and other prominent people at the event.

6. Prepare "ask" script and identify solicitors

7. Prepare for registration - registration is a good opportunity to add names to your contributor list. Make registration as smooth and painless as possible and design forms accordingly:

- Registration form should identify those who have contributed and collect contact information.
- Have extra volunteers with clipboards so that there is no bottleneck at registration tables.
- Have nametags for guests if possible.
- Distribute campaign literature and remit envelopes.
- Have a collection basket circulating.

8. Hold event

9. Send acknowledgements



HANDOUT 7: *RE-SOLICITATION MAIL (MULTIPLE ASKS)*

Direct mail to your donor base should be done every four to six weeks during the campaign.

Re-solicitation Mail Tips

- ✓ Include information on how the last donation helped.
- ✓ Include information on how the campaign is going.
- ✓ Ask for a donation early in the letter.
- ✓ Repeat the ask a couple of times.
- ✓ Be specific about what you want the money for.
- ✓ Always try to increase the donation.
- ✓ Impose a deadline.
- ✓ Include a thank you.
- ✓ Follow up with a phone call.



- ✚ *Track results of your re-solicitation mail and follow-up on all letters and phone calls.*

HANDOUT 8: *GENERAL FUNDRAISING RULES*

General Fundraising Rules

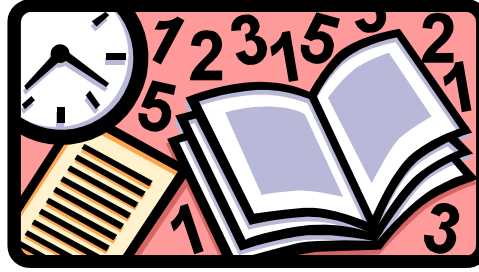
- You need to spend money to raise money.
- Money comes in commensurate with the amount of time you spend raising it.
- Do your donor homework.
- Always include a donation envelope with every mailing.
- No one wants to give you money; they want to support a cause or have you work to advance their interests.
- Set fundraising goals.
- Don't let a pledge get old. Collect donations as soon as possible.
- Don't make fundraising the last thing on your list each day.
- Ask for money everywhere you go.
- Learn to fundraise effectively.
- Thank your contributors.

Day 3

Morning Session:

CONTRIBUTOR LIST (cont.)

- Ask participants if they were able to add to their lists.



FUNDRAISING PLAN

Your fundraising plan is what all your efforts are based on. It must be structured, well thought out and most importantly, on paper. If your plan is not on paper, you do not have one.

Any fundraising plan is based on a series of assumptions about how and where you will raise money. Your plan is what you use to monitor and judge the accuracy of those assumptions and make adjustments, if necessary.

- Distribute Handout 9: *Fundraising Plan* and review with participants.

Your fundraising plan should include:

- **A fundraising strategy by donor group** (large, medium and small). (*Refer to Fundraising Strategy discussed on Day 1*)
 - Appropriate messages to reflect the campaign platform and candidate and the interests of the group you are targeting
 - Appropriate fundraising tools for each donor group
 - What you expect to raise from each group
 - A prioritized list of target groups
- **Fundraising goals** that indicate what you hope to raise for each fundraising activity and event.
- **A fundraising budget** that includes cost of events and activities.
- **A fundraising time line** that is:
 - Mapped to the campaign plan
 - Based on campaign budget needs

- **A short narrative** about:
 - Who is in charge?
 - Who does what? (*Note*: fundraising staffing roles is the next topic).
 - How the fundraising campaign will be implemented
- **An estimate of the number of volunteers** needed for each activity. Always plan for more than you think you will need.

ACTIVITY: *Developing a Fundraising Plan*

- Organize participants into small groups and ask them to develop their individual fundraising plans.
- Remind participants to work with and to incorporate the planning they have already done (contributor list, donor tools, fundraising strategy).
- Return to large group and present plans.
- Have groups critique the plans, based on:
 - Is it realistic for the time frame?
 - Are goal amounts and number of volunteers needed realistic?
- Ask participants to further develop their plans following the training session for their own purposes.

STAFFING FOR FUNDRAISING

- Distribute Handout 10: *Staffing for Fundraising* and review with participants.

You will need to recruit staff for your fundraising committee:

Finance Director

- The finance director on your campaign team is the head of the finance committee and coordinates the fundraising for your campaign. As well as being responsible for fundraising, the finance director develops and manages the campaign budget. She must be trustworthy, skilled at accounting and fundraising and well known and respected in the community.

The finance director's fundraising responsibilities include:

- Managing the entire fundraising effort, including:
 - Writing the fundraising plan and setting overall goals
 - Monitoring the fundraising plan,
 - Working with the campaign manager and team to match planned expenses to revenues

- Appealing to donors:
 - Organizing and staffing candidate call time
 - Writing and preparing templates for fundraising event invites, direct mail appeals, call scripts
 - Coaching the candidate on direct ask activities
 - Scheduling the candidate for fundraising events
 - Recruiting hosts

- Managing fundraising staff

- Coordinating fundraising committee and/or volunteers and surrogates (influential people working on the campaign's behalf)

- Working with the elections agent on the team to ensure that the campaign's fundraising efforts are complying with election law

Fundraising Scheduler

- The scheduler makes sure that the candidate has time every day for fundraising.

- The scheduler's job is to:
 - Schedule *time* for the candidate to make calls and to have meetings with potential large donors
 - Schedule *calls and meetings* where necessary
 - Support the candidate during calling times, including keeping a record of the calls.

Fundraising Researcher

- The researcher's job is to:
 - Research relevant information about donors such as what issues are important to them and how much they can afford to give
 - Keep on top of the opponent's campaign to ensure that both candidates don't end up in an area at the same time
 - Brief candidate on donors

Fundraising Events Coordinator

- The fundraising events coordinator is responsible for the overall management of fundraising events.
- Works closely with the special events coordinator. (*Note:* Often one person performs both roles on the campaign team).

Volunteers

- Volunteers are needed to assist with every activity.

Day 3

Afternoon Session:

FUNDRAISING GOALS

Once the campaign has determined how much money it needs to finance the campaign plan and how it will raise the money, it has to devise a way of tracking and monitoring fundraising efforts. The finance director and the campaign team can use a chart to track and monitor the fundraising campaign.

- Distribute Handout 11: *Fundraising Goals* and review with participants.
- Walk participants through the chart so that they understand how to read and analyse it.

The detailed breakdown of your fundraising goals should cover the entire campaign period and include:

- ✓ **Goal amount** – The goal amount is indicated at the top left hand corner of your budget sheet. This amount is the total amount you need to raise to implement your campaign plan.
- ✓ **Activities and events** - All of the activities and events for your fundraising campaign should be listed in the first column of your budget. They should be grouped under major headings such as 'Direct Asks', 'Events', 'Direct Mail', etc.
- ✓ **Months of the fundraising period** – The chart should indicate the months that the fundraising period covers across the top of the chart.

- ✓ **Goal amount and actual amount** – Under the month, list the amount of money you intend to raise that month under the heading “goal”. The column next to it indicates the amount you actually raised under the heading “actual”. The campaign might raise more or less than the goal amount.
- ✓ **Totals and differences** – Under each category of event or activity show the total amount raised for each activity. Below that show the difference between the total goal amount and the actual goal amount. This allows you to see if you are meeting your goals or falling short.
- ✓ **Monthly totals** – At the bottom of the budget there is a row labelled monthly totals. This shows the sum of the goal and actual amounts raised for all events and activities for each month.
- ✓ **“To Go” amount** – Directly below the monthly total is a row labelled “To Go”. This is the difference between the total goal amount and the money raised that month. It is the amount left to raise to meet the campaign goal.
- ✓ **Cash on hand** – Cash on hand refers to the total raised for the month plus any funds the campaign has saved. For example, if the total raised for August was \$ 4,300,000 and the campaign had \$ 2,100,000 in savings, the total cash on hand is \$ 6,400,00.00.

This format is a monthly breakdown of the fundraising effort; the finance director should also do a daily breakdown.

A daily breakdown:

- Allows the fundraising team to keep a close eye on shortfalls
- Demonstrates when certain events are not doing as well as others allowing the campaign to adapt the fundraising strategy if necessary.
- Stresses the importance of setting aside time for fundraising each day
- Allows for efficient management of the fundraising campaign
- Minimises surprises

ACTIVITY: *Preparing Fundraising Goals*

- Organize participants into small groups.
- Ask participants to each prepare their fundraising goals, working with their fundraising strategy and their contributor list.
- Have individuals present their goals to the larger group.

- Facilitate a discussion and critique of their presentations:
 - Are the goal amounts realistic?
 - Are the time frames to raise the amounts realistic?
 - Are the planned activities the most efficient use of time?
 - Are all types of donors targeted?

TRACKING DONORS AND DONATIONS

It is critical to keep an accurate record of **who** has given to the campaign, **how much** they have given and **when** and **where** they gave.

- Distribute Handout 12: *Tracking Donors and Donations* and review with participants.

MAKING FUNDRAISING WORK

- Distribute Handout 13: *Making Fundraising Work* and review with participants.

TRAINING SESSION EVALUATION and CLOSING

- Distribute the training session evaluation forms.
- Write the objectives of the course on a flip chart or chalkboard for the participants to refer to.
- Close the session.



HANDOUT 9: FUNDRAISING PLAN

Your fundraising plan should include:

- **A strategy by donor group** (large, medium and small). *(Review your notes from the session on Fundraising Strategy on Day 1)*
 - Appropriate messages that reflect the candidate and campaign platform and the interests of the group you are targeting
 - Appropriate fundraising tools for each donor group
 - What you expect to raise from each group
 - A prioritized list of target groups
- **Fundraising goals**: a list of your fundraising goals for each fundraising activity and event.
- **A fundraising budget** that includes cost of events and activities
- **A fundraising time line** that is:
 - Mapped to the campaign plan
 - Based on campaign budget needs
- **A short narrative about**:
 - Who is in charge
 - Who does what
 - How the fundraising campaign will be implemented
- **An estimate of the number of volunteers** needed for each activity

HANDOUT 10: STAFFING FOR FUNDRAISING

A suggested list of staff for your fundraising committee and their responsibilities:

Finance Director:

- Managing the entire fundraising effort, including:
 - Writing the fundraising plan and setting overall goals
 - Monitoring the fundraising plan
 - Working with the campaign manager and team to match planned expenses to revenues

- Appealing to donors:
 - Organizing and staffing candidate call time
 - Writing and preparing templates for event invites, direct mail appeals, call scripts
 - Coaching the candidate on direct ask activities
 - Scheduling the candidate for fundraising events
 - Recruiting hosts

- Managing fundraising staff

- Coordinating fundraising committee and/or volunteers and surrogates (influential people working on the campaign's behalf)

- Working with the elections agent on the team to ensure that the campaign's fundraising efforts are complying with election law

Fundraising Scheduler

- Ensures that the candidate has time every day for fundraising

- Schedules time for the candidate to make calls and have meetings with potential large donors

- Schedules calls and meetings where necessary
- Supports the candidate during calling times, including keeping records of the calls

Fundraising Researcher

- Researches relevant information about donors such as what issues are important to them and how much they can afford to give
- Keeps on top of the opponent's campaign to ensure that both candidates don't end up in an area at the same time
- Briefs candidate on donors and the opponent's strategies

Fundraising Events Coordinator

- Responsible for the overall management of fundraising events
- Works closely with the special events coordinator. (*Note: Often one person performs both roles on the campaign team*)

Volunteers

- Volunteers are needed to assist with every activity

HANDOUT 11: FUNDRAISING GOALS

Goal 8,000,000 Fundraising Goals						
ACTIVITY	August		September		October	
	<i>Goal</i>	<i>Actual</i>	<i>Goal</i>	<i>Actual</i>	<i>Goal</i>	<i>Actual</i>
CALL TIME	1,000,000	1,500,000	1,000,000	800,000	1,000,000	1,100,000
Totals	1,000,000	1,500,000	1,000,000	800,000	1,000,000	1,100,000
Difference		500,000		-200,000		100,000
EVENTS						
Women's Luncheon	250,000	300,000				
Trial Lawyers	500,000	400,000				
Music Concert			300,000	350,000		
Private Sector Dinner			300,000	200,000		
Religious Group Fair					100,000	65,000
Randyall House Party					150,000	200,000
Totals	750,000	700,000	600,000	550,000	250,000	265,000
Difference		-50,000		-50,000		15,000
DIRECT MAIL						
Re-solicitations	1,500,000	2,100,000				
3rd Party mailing						
Red Thread			100,000	78,000		
GHRA			100,000	75,000		
Women Lawyers					250,000	255,000
Totals	1,500,000	2,100,000	200,000	153,000	250,000	255,000
Difference		600,000		-47,000		5,000
Monthly totals	3,250,000	4,300,000	1,800,000	1,503,000	1,500,000	1,620,000
To Go		3,700,000		2,197,000		577,000
Total Raised		4,300,000		5,803,000		7,423,000
Savings		2,100,000				
CASH ON HAND		6,400,000		7,903,000		9,523,000

HANDOUT 12: TRACKING DONORS AND DONATIONS

It is critical to keep an accurate record of:

- **Who** has given to the campaign
- **How much** they have given; and
- **When** and **where** they gave

Ways to Track Donors and Donations

- Use a database or spreadsheet. A database is ideal as it allows you to sort the information in various ways. *For example:*

Name	Organization (if applicable)	Donation amount:	Date:	Where contribution was made:
Lance Allie	<i>Advance Shipping Co.</i>	\$ 10,000	September 4, 2004	ticket to private sector dinner
		\$ 50,000	September 15, 2004	candidate direct ask
Annie Archer		\$ 5,000	July 15, 2004	women's luncheon ticket
		\$ 25,000	August 2, 2004	candidate direct ask

- If you do not have access to a computer, develop a filing system using small cards (3 x 5). *For example:*

Name: Lisa Smith	
1. Amount: \$ 5,000	3. Amount:
Date: September 2, 2004	
How was contribution made: music concert	
2. Amount: \$ 10,000	
Date: September 30, 2004	
How was contribution made: direct ask by finance director	

Research Needed to Track Donors and Donations

- **Contact information** - name, address, phone numbers, email address
- **Personal information** - What groups do they belong to? Do they have a spouse? Children? What are they working on? What issues are important to them?
- **Source of contact** - Where did you find them? Do you have mutual friends?
- **Previous giving history** - Have they given to other organizations or other campaigns and what amount?
- **Amount to ask for** - Based on research about their capacity, note an amount to ask for. Ask for double what you think they will give.
- **Call/Ask history** - Keep track of all contacts:
 - When were they contacted?
 - What was said?
 - How much has been collected?
 - What was said?
 - Were they thanked?
 - When can they be approached again?

Donation Envelope

The donation envelope should be included with all campaign literature. The envelope should have the following on the outside:

- *"I would like to volunteer."*
- *"I will put a sign on my house."*
- *"I would like to publicly endorse this campaign."*
- ✓ A space for contact information
- ✓ Suggested donation amount



The campaign must check legal requirements around campaign literature and be sure that you comply.

- + *Note:* there are no specific laws regarding campaign literature; campaign literature would fall under the general laws governing broadcast and libel.

HANDOUT 13: *MAKING FUNDRAISING WORK*

Making Fundraising Work

- ✓ Develop a fundraising plan and a strategy for each potential donor group.
 - ✓ Make fundraising a priority.
 - ✓ Grow your list!
 - ✓ Allocate (schedule) time each day.
 - ✓ Set daily, weekly and monthly goals.
- ✓ Know what you are raising money for.
 - ✓ Thank your contributors.
 - ✓ Celebrate milestones.

ATTENDANCE SHEET

Increasing Women's Political Participation in Guyana: Candidate Skills Training Program

Training Session:

Date:

Trainer:

Location of Training Session:

<i>NAME</i>	<i>Contact Information:</i>	<i>Organization:</i>

ATTENDANCE SHEET (page 2)

Increasing Women's Political Participation in Guyana: Candidate Skills Training Program

Date:

<i>NAME</i>	<i>Contact Information:</i>	<i>Organization:</i>

HANDOUT: GROUND RULES FOR TRAINING

1. There are no stupid questions. If you do have a question you don't want to ask in front of the others, please ask it privately during the break. Please do not think any question you have is unimportant.
2. Each session is flexible. The trainer needs to know what you want to learn from me. At the beginning of each session the trainer will outline for you what she expects to cover. The group can explore what is useful and not useful and modify to suit participants needs.
3. Respect each other, yourselves and the trainer. The trainer will be facilitating the discussion with your assistance.
4. On the last day you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated.
5. During this workshop everyone must feel free to express opinions and concerns. Please keep comments general and try to see frank discussions about politics as healthy exchanges rather than personal attacks.
6. Working in Guyana presents problems, challenges and issues. You all are your own best resources. Please consider this training the foundation for an ongoing network where you can share opinions, ideas, and support each other.
7. Over the course of these training sessions, let's acquire some useful skills and put together some great campaign plans with which to achieve great things! Thank you for participating!

EVALUATION FORM:

Training Session: _____

Date: _____

Trainer's Name: _____

Please do not write your name.

1. How many marks out of 10 would you give the course for the first objective?

2. How many marks out of 10 would you give the course for the second objective
(if applicable)? _____

3. How many marks out of 10 would you give the course for the third objective (if
applicable)? _____

4. How many marks out of 10 would you give the course for the teaching methods
used? _____

5. How many marks out of 10 would you give for the knowledge you have gained?

6. Do you feel better equipped to take a leadership role in your community? Give
reasons.

7. Do you feel better prepared to run in a local government election? Give reasons.

8. Was the training session relevant and useful?

9. What did you like most about the course?

10. What did you not like about the course?

11. What changes would you like to see in the course?

12. Was the trainer well prepared and effective in delivering the training session material?

13. What recommendations would you like to make to the trainer?

14. What three things do you plan to do as a result of the course?

1.

2.

3.

ADDITIONAL RESOURCES

NDI's *Access Democracy* Web Site:

<http://www.accessdemocracy.org/ndi/accessdem.asp>

"Win with Women - Strengthen Political Parties" Web Site:

<http://winwithwomen.ndi.org>

Active Training: A Handbook of Techniques, Designs, Case Examples and Tips,
by Mel Silberman, with Carol Auerbach; Jossey-Bass/Pfeiffer, 1998.

The Winning Trainer: Winning Ways to Involve People in Learning, by Julius E.
Eittington; Butterworth-Heinemann, 2002.

