Women Taking the Lead Program

Online Training Manual

First Version - January 2021

Preparation: Steps Team

Steps . civil company for change

النساء الآن
WOMEN NOW
FOR DEVELOPMENT

elbarlament.org
cultures of democracy

Federal Foreign Office

ifa Institut für Auslandsbeziehungen

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Introduction

Women Now & elbarlament

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The issue of women's rights remains at the core of human rights, humanitarian work, democracy and peace building. Millions of activists around the world have advocated for women's rights, and the strive to recognize the basic human rights of women as full-fledged citizens has costed many women their lives.

The United Nations General Assembly's adoption of the International Declaration of Human rights, issued on December 10th in 1948, was the culmination of women's rights movements in Europe, America and several other parts of the world.

To this day, the journey remains long in many regions of the world, including the Middle East, where women suffer from discrimination and exploitation on many levels, particularly with the deep impact of political and economic transitions on their status. While many of these transitions took a positive turn in improving women's conditions in some countries, women in other countries remain deprived from enjoying their full rights and continue to suffer discrimination, direct and indirect marginalization caused by conflicts, civil wars and the prevalent societal, cultural, legal and social structures.

Hence comes this collaboration, between Women Now and elbarlament, two organizations working within this vision and analysis of the situation of women in the Middle East, particularly in Syria and Lebanon, in order to respond to challenges faced by women participating in public spheres within the leadership program for women in Lebanon.

In the year 2020, a new challenge emerged in the world, the spread of the covid-19 pandemic, which has made social distancing a crucial preventive measure, but also has been the main reason behind the limitation of public spaces for many people. This has had a multiplied effect on women and individuals with limited access to resources and services.

Following the world's lead in the constant search for alternate solutions to expand the spaces of participation and work, we have begun shifting our leadership program to online trainings. We have invested all our efforts and energy in continuing our work, elevating the quality of our trainings over time.

This manual is an opportunity for us to document this experience, the achievements and challenges within our framework with women leaders and activists in challenging conditions. This would not have been possible without great collaboration from our partners in Steps company, who had a significant role in creating this manual and conducting online workshops.

We would like to thank ifa (Institut für Auslandsbeziehungen) and the German Federal Foreign Office for funding the project, and for their generous support in producing this manual.

We also thank the leadership program participants, as well as local and international trainers, for their cooperation in developing this manual.

Women Now

In "Women Now for Development" we think the strive for women's rights is an extensive (comprehensive), multi-layered and gradual process, especially in the context of war and atrocities. We also see no place to separate the fight for **women's rights from the strive for peace and democracy.**

This process should include men and young men, and must be founded on a needs-based approach, as well as rights-based. It must also be built at the grass-roots level, starting with the most vulnerable and invisible women. In order to allow true democratic participation of women, this process should work towards informing them that they are not just victims but also actors, because in fact, these women are the real actors against violence and terrorism on the ground.

Local Syrian women, when empowered with self-confidence and knowledge, are considered one of the change factors to build the ability to adapt to extremism, violence and conflict. This process consists of four main areas: protection, empowerment, political and social participation of women, and research and advocacy.

elbarlament

"elbarlament – cultures of democracy" offers a broad range of services to private and public stakeholders: We assist governments, parliaments and civil society, especially women, in developing democratic ideas and processes contributing to good governance and sustainable development.

We believe that all societies have the right to develop their full potential; that people belonging to different cultures deserve the same degree of respect; and that all people should have the possibility to shape the culture and political development of their country.

Through capacity building, cultural promotion, and dialogue between civil society and political decision makers we spread cultures of democracy all over the world. We follow a needs-based approach, tailoring our interventions to the specific local context.

Elbarlament's team members have experience navigating in politically sensitive situations in a wide range of different countries.

Steps Team

A civil company working on **creating transformational strategic moments in the process of community empowerment and change.** It belongs to any movement for social justice, human rights, gender, non-violence and freedoms. It is biased to development and human rights causes and has a clear stand towards it.

At Steps, we work on providing models of **consultancy for change;** these consultancies stem from human values and ethical standards in the domain of community development and empowering communities to create the change they desire. We believe we are in a continous learning and interactive path with people and communities within our work, which nourishes our state of discovery, experimentation, learning, acquisition and on-going development.

In light of this came our interest and welcome to join Women Now and Elbarlament to prepare and develop the online training manual based on the participants' learning in "Women Take the Lead" program, on our experiences and that of others in the field of online training and interactive facilitation, in addition to relying on credible sources and references in our learning.

We especially thank Intrac for their support, by offering Intrac's online training manual published in 2018, as a research reference to develop this manual.

The Story of this Manual

In light of the challenges the covid-19 pandemic left on the world, including regions of the program, both Women Now and elbarlament organizations have had to change their course of activities in the implementation areas of "Women Take the Lead" program, particularly the ones based on face-to-face training, which is essential in capacity building. The enthusiasm of the women participating in the program and their willingness to continue the trainings by whatever means possible was the main drive to shift to online trainings, as Women Now and elbarlament found that these women who are leaders and actors in the society were always keen to learn and participate in the political and social life, despite – or perhaps due to – them being on the front lines in the face of any crisis whether it's the covid-19 repercussions or the reality and impact of war, like the circumstances they experienced over the past years.

Both organizations had as ultimate goal, and put all their efforts, into preventing the deviation of the objectives of the program as a result of this sudden change. Yet, the success of the online training encouraged them to extract and document what they learned from this experience, be it successes and opportunities or failures and challenges. This was done in the hopes for the manual to be a helpful reference to organizing, implementing and participating entities when replicating this experience, as well as an open guide for those who wish to carry out trainings, meetings or activities online.

Steps was entrusted to document this experience, share the expertise and develop the manual; thus, the journey of this manual as one of the program's outputs began. Steps team prepared and conducted the feedback process with this program's participants, organizers and trainers who participated in online trainings, in order to deduct learning points to be added to the manual, in addition to other points set by the team based on its experience in preparing and conducting online and face-to-face trainings, including those carried out within the program of "Women Take the Lead".

Since Steps team was one of the partners in conducting a significant number of the program's activities and trainings, we can say that this guide was developed based on the experience and the expertise of everyone who participated in "Women Take the Lead" program of 2020.

We put the conclusion of the experience in the hands of whoever wishes to dive into online learning and training, to benefit from it, draw upon it, and develop what meets the needs and backgrounds of people and the context in which they are living. We do not claim in any way that this manual is a comprehensive reference for everything concerning online training, rather, it is an honest effort based on the results of experiences, setbacks and achievements we thought were useful to share, provided that new experiences that enrich the Arabic content on online learning would be added later.

“Women Take the Lead”

The program was launched in 2017, starting with a strong partnership between Women Now and elbarlament, who worked side by side in all the stages of development, planning and implementation, up to evaluation and the creation of our program in 2020. Since the main inspiration is supporting and empowering the political participation of Syrian women in order for them to be able to influence the reality and the future of Syria, the program continued and evolved significantly over the past three years, and it was able to adapt to the context and to the participants’ needs consistently.

Objectives

“Women Take the Lead” 2020 program aims at promoting the sustainability and confidence of political and social women leadership between Syrian refugee and Lebanese women, while focusing on reducing intolerance and deepening reconciliation and coexistence between host and refugee communities.

The 2020 program is a continuation of the 2019 program.

Additionally, the program aims at supporting integration between host and refugee communities and the integration of refugees in local communities when they return to Syria through empowerment and capacity building.

Activities

“Women Take the Lead” 2020-2021 program is distributed over two units, each one year long. Every unit consists of 14 interdependent workshops in a comprehensive curriculum that provides women with training to adopt and enhance their effective role in society.

Trainings and initiatives

Two groups, 23 women each, participate in the program. The program consists of a series of consecutive intensive workshops, each workshop being on the span of 3 days.

The training is offered by experts from Syria and Lebanon, in addition to international experts. The priority is given to female experts and trainers in order to provide positive models to the participants, which ensures effective synergy and exchange of best practices between local and international expertise, providing a unique approach to training.

Workshops implemented in 2020

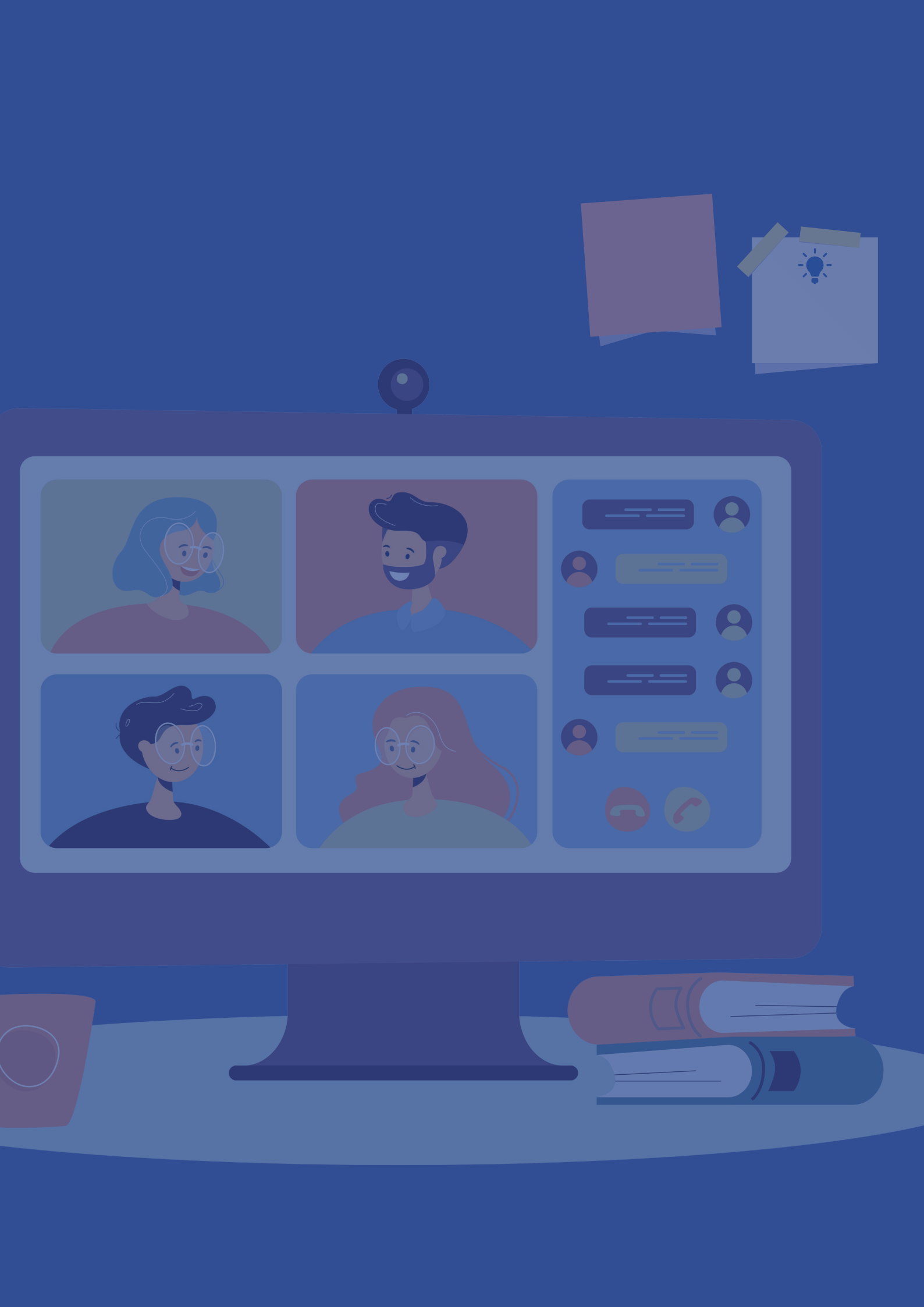
- Team Building and Transformative Leadership
- Negotiation and Conflict Resolution
- Women's Rights, Gender and Feminism
- Political Participation
- The State and Democratic Systems
- Communication
- Advocacy and Campaigning
- Transitional Justice
- Training of Trainers
- Initiatives

At the end of the workshops, participants submitted ideas for initiatives to obtain funding. Six initiatives were jointly planned and implemented.

These initiatives were carried out in the community center of Women Now.

Alumni network, follow up and mentorship program

A two-day workshop was organized for former leadership trainees and new participants, with the aim of creating a network and initiating an orientation scheme provided by alumnus to the new participants. The first day of the workshop focused on communication skills and team building, while the second day pivoted around the efficiency of cultural and social networking.



What is Online Training?

I.

This section discusses the general knowledge about online training: its concept, types, uses, lessons learned from "Women Take the Lead" program, especially in regards to the challenges and opportunities of online training in comparison to face-to-face training.

Online Training vs Face-to-Face Training

1. Online Training

A means of empowerment and learning which can be an alternative when face-to-face trainings cannot be carried out. Aside from live sessions (communication sessions between the training team and participants), it offers complementary assignments as part of the sessions, discussion hubs, and surveys.

It consists of various activities and interactions (not limited to sessions only):

Live Sessions (group discussions):

An online virtual interactive training that provides the opportunity to engage and participate effectively through audio, video, writing and drawing.

Live sessions aim at:

- Stimulating and activating the learning process
- Exchanging expertise
- Discussing ideas, meanings, and asking questions
- Building a connection and communication between participants and the training team

Learning tasks:

These are tasks the training team requests from the participants for deeper learning, analysis and reflection, by applying knowledge, skills or tools provided during the training. These tasks maybe given before, in between or after live sessions.

Examples of learning tasks:

- Reading material
- Articles
- Case studies
- Watching video clips or photos
- Participating in an online discussion forum by answering and commenting
- Sharing achievements and exchanging them among participants

To ensure the success of home tasks, the request should be clarified and defined by sharing instructions and clear questions about the assignment: time allotted for completion, flexible deadlines, instructions or models for submission, and the mechanism for presenting the work if requested (group or individual presentations).

Surveys and Tests:

A set of questions are presented to the participants to answer; these surveys are analyzed to be built upon in several areas of the training. Surveys and tests include:

- Knowledge assessment surveys: pre and post evaluations to determine the knowledge of participants on the workshop's topics, to be used to monitor accumulative knowledge development throughout the workshop.
- Training needs assessment survey: to extract subjects required for participants.
- Evaluation: to determine the overall satisfaction of the workshop's participants from several aspects.

Discussion hubs:
A discussion space to express thoughts and positions, and to share experiences of all walks of life. The forum focuses on asking the participants a periodic exploratory question (bi-weekly, weekly, bi-monthly…) that they respond to, then comment on each other's participations.

Is there a specific model to combine these tools or focus on a specific one?

The training or facilitation process is governed by determinants that must be balanced, and which form what is known by facilitation pyramid:

- People and relationships: participants and their relationship with each other and with the trainers.
- Objectives and intended outputs of the training.
- Procedures and method by which these outputs will be achieved

The success of the training lies in the ability to balance between these determinants.
It is possible to incorporate additional tools, as long as it achieves the required balance between the aforementioned facilitation determinants.

Furthermore, online training can complement face-to-face training, which is the ideal scenario to benefit from the perks of both trainings while also eliminating the drawbacks. Online training could be the space to accomplish the requested assignments in between face-to-face sessions, which would form a fun in-depth learning journey. This offers the space and time for participants to learn, achieve and interact throughout the training (submitting a research paper or a critique study, a personal business plan, a project plan or an initiative plan, etc.)

2. Online Training Compared to Face-to-Face Training

Online training evaluation cannot be isolated from face-to-face training, especially in recent times, when online meetings increased to compensate the inability to do face to face training, due to covid-19 and the need to adhere to social distancing measures.

The following are the most prominent challenges and opportunities that accompany online training in comparison with face-to-face training; the goal of that is to draw attention to these points in order to help confront challenges, find helpful alternatives, and invest in the opportunities provided by online training to remind of their uses, to install them, and to try to transfer them to face-to-face trainings.

3. Challenges

Relationships

Communicating from behind screens might not help in building strong connections between participants or with the training and organizing teams, and communication could be limited to the duration of live sessions.

Privacy

Most online training participations take place remotely from homes. This entails supporting factors, but also disruptive ones where there is no safe space to engage in discussions, exercises and games; other individuals present with the participant might interfere, ridicule or object to what is at hand, in addition to other pressures at home.

Preparations and Services

It is not possible to conduct an online training or participate in one without the availability of means of communication, primarily those associated with the availability of electricity and internet connection; particularly when working with marginalized groups whose resources do not allow them access to these services or auxiliary devices. Online training also requires organizers, training team and participants to have a threshold of technical experience.

Other challenges might rise throughout the training, such as translation and getting the necessary documents and papers to implement or organize the training.

Learning Process

The aforementioned challenges also contribute in reducing the efficiency of learning, as supporting factors that increase learning efficacy might be absent in online trainings, such as stimulating motor activities that aim at learning and activation, especially with the types of workshops where evaluation and feedback are taken from body language and nonverbal signs.

On the other hand, distracting factors might occur, such as getting involved with other tasks while attending an online training. The lack of experience in online training of some trainers might also reduce the efficiency of learning.

4. Opportunities

Protection and Comfort

The main reason for this significant widespread of online trainings and meetings is the covid-19 pandemic that rendered face-to-face gatherings dangerous, while online training provides the needed protection by avoiding gatherings and going outdoors. In light of home confinement that was imposed in most countries around the world; online training came to provide the opportunity to keep up and learn without breaching quarantine; and it also acted as a psychological support means in the face of quarantine stress and implications.

Besides, participating from home is supported by a reassuring environment, such as parents being close to their children during training, or the physical comfort that comes with being at home, whether it is clothes or comfortable sitting positions, factors that might not be available in face-to-face trainings.

Integration of Other Groups

Online training has no closed doors; its live content could reach anyone sitting around the participants, listening to discussions and presentations. While this point was challenging for participants, it has also created an opportunity for them and the ones around them to share knowledge and tools presented in the training. To avoid compromising the safety of the participants, the organizing team and other participants should be informed of the presence of neighbors, sisters, daughters, parents, or husbands and sons at women empowerment workshops.

Learning

Online training could be utilized to encourage research, preparation, and reading before, after or during live sessions, increasing the chances of progressive learning. Although the lack of technical knowledge might be challenging, improving it might be an indirect result of online training.

Cost and Flexibility

The cost is reduced compared to face-to-face trainings that require hotel reservations, transportation, accommodation and other costs. That cost reduction reflects in a flexible schedule, more convenient times for participants whether in continuous or separate sessions, morning or evening and other adjustable factors as long as it does not affect the learning process. This flexibility is convenient for participants who lack the freedom to leave the house at certain times.

Software Used in Online Training

Recently, many communication programs have been widely deployed, offering a chance to execute virtual activities, such as teaching, training and meetings. One advantage of these programs is that they don't require high-tech expertise; in fact, developers compete over user friendliness, where a basic knowledge could be acquired with a simple tryout of the program. This knowledge is not exclusive to the training and organizing teams but should be available to every participant, while the required knowledge varies according to the role.

Furthermore, since online training raises a primary challenge, which is the effectiveness of the learning process, interaction, enthusiasm and stimulation, it has become urgent to introduce programs or applications that support interaction, that can be used in online training.

There's also no harm in using previously used or simple applications, as long as they are familiar and participant friendly. Pilot sessions can be conducted before the training if needed. It is necessary to define the features and options that facilitate the process and reduce the above-mentioned drawbacks that come with online training.

The following is a presentation of the main features and similarities that should be provided by any communication or interaction program used in online training to raise the levels of participation, engagement and security, which in turn elevates the quality of learning:

- Screen sharing to present visual content, or written notes for all participants to see live. In addition to streaming videos, picture slides and audio files (music).
- Break-out rooms which allow the distribution of participants into work groups (same as face-to-face trainings). Depending on the software, it can be possible to divide the groups before or during the training, they can be assembled randomly or specifically.
- Clear, user friendly main options menu: mute, unmute, turn off/on camera.
- Participants are able to share their reaction and interact (like, dislike, heart, smiling face…)
- Chat section where participants can ask questions, share opinions or interact in general.
- The ability to "visit" without the need to create a personal account, which facilitates the participation skipping another confusing layer of creating an account solely to join a training.

- Recording the training to be sent to participants who were unable to attend. It is essential to obtain the consent of attending participants before recording.
- Allows collective and individual work on the interactive whiteboard, as if participants are all in a real training hall.
- Digital sticky notes, drawing and writing are features that enable participants to share their thoughts and notes.

To view the **list and briefing on the programs used**, kindly go to Annex 1, and Annex 2 for the **applications**.

Various Tools for Facilitation/ Interactive Learning

The level of engagement in an online training can be improved through preparation, adapting interactive tools commonly used in face-to-face training, and investing in the features available in communication and interaction software to the greatest extent possible. As the annexes mention the major features that increase interaction, it is useful to reiterate the engagement tools for the training team to take into account when choosing software for online trainings.

The following is a table of the main active learning tools used in physical trainings, adapted for online sessions and time-bound use.

Tools	Time	General Comments	Software and Applications Used
• **Ice breaker** • **Trust-building Exercises** • **Games**	5-10 mins.	Fast, requires participants to draw, move, write, sing, watch a clip or a slideshow of photos… and share them	Mural Miro
• **Case Study** • **Exercises**	15-20 mins.	Sent several days before the session for participants to work on (to read, analyze, conclude results, answer questions)	Google Doc
Brainstorming	5-7 mins.	Use slides or any other application to give space for participants to comment simultaneously	Mural Miro
Reflection exercises	1-3 mins.	Encourage self-reflection and deductive reasoning	Screen and audio sharing

Tools	Time	General Comments	Software and Applications Used
Group Work	15-20 mins.	• Share clear and concise instructions (20 mins – 20 lines) and ask the groups to write the discussion's outputs on a google doc or other similar apps. • Choose one group to share the outputs, ask to share an experience or to share examples and experiences as a training team. Or ask the participant to look into the conclusions of the groups for a few minutes, then share general impressions in a main discussion, or have them present group by group. This is decided based on the objective of the group work, the time, or the participants.	Zoom Google Doc Miro Mural
Films or pictures	10-20 mins.	Raise a certain subject and follow with deductive reasoning questions	Screen sharing
Listening to music	2-4 mins.	During breaks and reflection exercises	Audio sharing
Self-learning Methodologies	1-3 mins.	After every activity or at the end of each session by giving some time to write down the self-learning	Google Doc Audio Sharing

Preparation

II.

Preparing for online trainings/meetings
Since online training is affected by several variables, thoroughly preparing for it could be more time consuming than face-to-face training.

The required preparations are distributed between the organizers and the implementing party (training team). The organizers are responsible for the technical preparations, which does not eliminate the need for the training team to have a general knowledge about the programs and tools used and how to address general recurring issues that might come up during a workshop.

It is crucial to have a facilitator (either from the organizers or the training team) to at least follow up technical matters related to connection, and to be in constant communication with participants during workshops.

Below is a collection of steps and measures that help preparing an effective online training, these steps are the result observed in this guide which can be enriched and adjusted with every implementation of this kind of work. We are all still learning and acquiring work and online training experience.

Preparation Phase

For the organizing team

Objectives and course of training:	In the preparation phase, the organizers start by setting general and specific targets of the training or meeting, to clarify them to the training team. Next, they provide the team with background about the participants (age, education level, experience, interests, work, affiliations... etc.) Programs and tools set to use in the training are discussed and confirmed in collaboration with the training team. The organizers should verify whether the services applied in the suggested software or tools are free or paid.
Ensure preparedness:	Based on the agreement with the training team, the organizers should confirm the preparedness of participants to use the suggested software and tools, that they possess the knowledge to use them, and should provide equipment and logistic supplies (remuneration for internet, auxiliary devices such as headphones, mobile phones, computers, and routers, and assistance in downloading software), then hold rehearsal sessions on the tools to ensure full preparedness.
Task allocation:	The organizers should assign one or more personnel to coordinate between the training team and the participants, and another one or more personnel to manage technological tasks consistent with the context and the needs of training.
Introduction session:	It would be useful to hold an introduction session for participants and the training team to get acquainted.

Safe environment: Organizers should verify that the participants are in a safe, adequate space, keeping a list of contact information of each participant and assign a contact number in case of any problem.

After verifying all the logistics (the location of participants, what they can and can't do), invites should be sent, schedules of workshops and sessions, as well as information to the participants regarding preparations requested from them for the sessions.

For the training team

Agree on a training track: The training team and the organizers communicate to clarify the goals of the training, outputs needed, number of days, the length of the training day, and to agree on the tools and software suggested for the training. Close attention must be paid to programs and platforms adopted by governmental and non-governmental entities.

Content Preparation: The team prepares the content for the sessions, and individual or collective tasks based on the objectives and the background of the participants. The team also adapts the sessions' content to fit the chosen tools and applications, and prepares an alternative for every proposed activity and exercise in case any possible variables, as well as prepares a detailed agenda including the sessions, time, objectives and materials needed.

The content and prepared material must be sent to the organizers, and to participants if needed, on top of preparing a list of any required preparations from the organizers or participants (pens, papers…).

Logistic and technical readiness: The team should update their devices (one computer and one phone at least):
1) download required applications and software,
2) make sure they are fully charged,
3) confirm auxiliary devices are available (earphones, microphones, camera…) and
4) ensure a good internet connection while trying to provide an alternative internet access.

It would also be helpful to prepare a list of the participants' names to follow up on participation during the session, to have the sessions' instructions and written on the shared screen, and to have all visual displays for the subject ready.

Furthermore, the training team should vary the tools to increase benefit and participation. It is essential to send the reading material beforehand to prepare the participants for the topic of the workshop/meeting, and to practice on the soft wares and platforms in use. It would also be helpful to have a demo session with the participants.

A checklist of the required steps from organizers and training teams in Annex 3.

Implementation III.

For the organizing team

Regulators should assign technical tasks to one or more staff members; this person should:

- Sound check with participants at the beginning of sessions.
- Check in with participants throughout sessions, and notify the training team should any issues arise.
- Prepare and divide work groups.
- Assist the training team in time management.
- Record sessions, and share recordings with participants. Participants' consent to recording must be obtained prior to sessions.
- Share feedback with the training team after sessions.

For the training/facilitation team

Preparation

- Log in 20 minutes prior to sessions.
- Prepare the content on printed sheets or on a separate screen.
- Maintain a list of participants to ensure constant participation.
- In case language interpretation is needed, save time by coordinating with interpreter(s) prior to sessions.

Opening

- Welcome participants.
- Share your screen through the used software for easier access for participants.
- Start with a 5-10–minute activity to welcome participants and break the ice.

Suggestions for ice breakers

Like in face-to-face training, it's essential in online training to allow space for every participant to introduce themselves at the beginning, and to have informal conversations with others throughout the training, which boosts participants' feelings of safety, trust, and comfort. This can be done through:

- Sharing stories about the participants' surroundings (e.g., talking about an item in the room that has a funny story or a special memory, or talking about the view outside the window).
- Asking each participant to show a picture that means something to them and tell the group about it.
- Asking questions at the beginning of sessions to be answered in the chat section. These can include:
    - What is a recent thing that made you laugh?
    - What do you do to relax?
    - If you were a plant, animal, object, place, month, color, or food (based on the context); what would you be? And why?
    - What is the most pleasant smell, taste, scene, or sound you came across during last week?
- Asking each participant to think of a food, drink, animal, place, sport, or any other thing they like that has the same initial as their name (e.g., Sarah – Spaghetti), and share it with the group.

- Asking each participant to draw a shape, symbol, or picture that represents their personality, feelings, thoughts, or dreams, then share it with the group and talk about it for 1 minute.
- Finish the story: start a story with a sentence, each participant then adds one sentence to the story until it ends with the last participant.

Some interactive applications, like Miro and Mural (Annex. 2), include **templates for online training ice breakers**, these can be adapted to context, needs, and objectives. An example of an ice breaker from Mural templates can be found in page 35.

Sharing the session agenda
Examples of agenda templates can be found in pages 31 and 36.

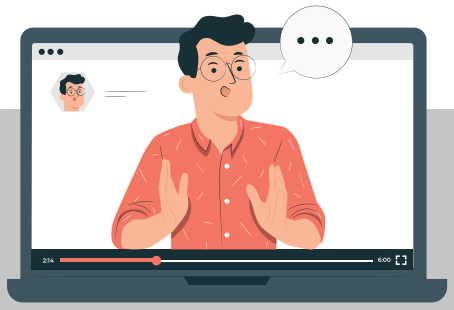
Code of conduct
Ask participants to suggest rules that ensure a safe and useful participatory environment. Suggestions are proposed to the group, and unopposed suggestions are maintained as terms of the code of conduct.

Useful softwares: Mural, Miro, Jamboard, and Zoom's whiteboard feature.

Content and interaction
- Present content through videos, pictures, and slideshows. Ask open questions to provoke thinking and analysis.
- Prepare case studies and share them with participants beforehand; this allows participants to read, analyze, and reflect on case studies before discussing them during sessions.
- Assign work groups (one group work exercise per session). Group work exercises should not exceed 20 minutes.
- Hold plenary sessions to cultivate learning and draw conclusions from group work.
- Close session.

Closing online sessions
- Before ending the session, leave a margin of 5 to 10 minutes for participants to log out and ask any individual or collective questions.
- End the session. Make sure to log out for the security of all attendees.
- Save recordings and pictures in predesignated safe storages, and delete all recordings and pictures from the used software.
- Remind participants to contact the organizer(s) regarding any issues that result from attending the training. This can help avoid the recurrence of these issues.

Steps that Worked for Us



Below is a list of steps and measures that have proven successful in "Women Take the Lead" program:

- Assign a team for technical follow up and assistance for participants.
- Document the training content or record sessions for later reference for trainers and participants.
- Acquaintance among participants contributes to building trust and to creating a comfortable interactive environment in the sessions.
- Pay attention to the sensitivity of topics, and consider the appropriateness of any idea prior to sharing. This is to avoid issues when for example other family members might be listening to the session.

Important Steps

Below is a list of important and useful steps to any training, concluded from our experience:

- Try to create as many options as possible to increase the engagement of participants and maintain their enthusiasm for the training (e.g. Ask participants to draw on paper or record videos and share with the training team).
- It is useful to open video cameras for trainers and participants to see each other. If this option is not possible, trainers can keep their cameras open, and each participant can open their camera as they speak.
- Activate chat features, and encourage participants to use chat to participate when they're not speaking.
- Repeat instructions for activities.
- Create a free space for creativity.
- Maintain a space for entertainment during sessions.
- Play music at the beginning and during sessions.
- Diversify training methods and tools.
- Maintain a changing interactive tone.
- When possible, include movement in activities.
- Acknowledge the stress and anxiety participants might experience with their first online training, and try to mitigate it through encouraging engagement without pressure or embarrassment.
- Always be prepared for any unwanted sudden incidents (e.g., accidental activation of video or audio by participants, and network interruptions).

Tips for Better Facilitation

Below is a list of practical suggestions, drawn from the experience of trainers and facilitators with online training in 2020:

- For close-ended questions, provide the desired answer method with the question. This is to avoid confusion between different answering methods.
  Example: When asking "Do you believe that women, like men, should have the right to pass their nationality?", ask participants to answer with "yes" or "no", use icons, or type in the chat section. After receiving answers, it's possible to elaborate by asking those who answered yes for justification.

- Some applications, like Zoom for examples, feature nonverbal feedback icons like raise hand, yes, no, like, dislike, I want coffee, go faster. Encourage participants to use these icons as they help the training team collect answers more quickly and provide more time and space for participation.

- Allow time for answers. It's useful to remind participants how to access feedback icons.

- If participants cannot open their cameras, agree on ways to identify speakers (codes, nicknames, sounds that participants choose to be identified as).

- For smaller groups (maximum of 8 participants), give participants the option to unmute their devices at any time to share. For larger groups, agree on a participation mechanism, like raising hand features or texting to ask to speak.

- Make sure that each participant participates at least once in each session. This can be done at the beginning for example (reflections from the previous session, self-reflections, or answering a question) or at the end (reflections on the session, recommendations, and questions).

- Take notes during discussions and share them on the screen using creative tools to encourage participants. We recommend using the applications listed in this manual (Annex 2) or any applicable software.

- Use the vote feature included in some applications. This feature is particularly useful to collect feedback, identify priorities, and make group decisions. For voting, use close-ended questions with specific options, or pictures.

- Provide the technical team with information on work groups. This includes number of groups, group composition (random or preset), worksheets, duration, and whether the trainer(s) wants to visit groups.
- Ask each group to use Google Docs or any similar tool to share the outputs of group work. Make sure that the document is shared with participants and is open for editing, and remind participants that they can work simultaneously on the same document.
- Participants have a higher attention during the first 15 – 20 minutes of sessions. Hence, the training team should focus on grabbing the participant's attention and concentrate on content from the beginning.
- During sessions, interact with participants every 3 – 5 minutes.
- Change the content shown on the shared screen every 60 – 90 seconds.
- Include one idea per slide.
- Provide individual and collective feedback on participants' inputs and use of tools and software.
- Ask participants about the environment in which they are attending the training, and about any support they might need.
- Show empathy and support to the participants.
- Assist participants in adapting thinking and learning strategies (help them identify their actual needs to remain on the right track) and in sharing the responsibility of work.

Things to Avoid

a) In the online training session:

Based on the experience of numerous trainers and facilitators with training and online training, we compiled a list of things that are important to avoid, as they might result into disturbance, obstacles, harm, or undesired repercussions. **Don't:**

Force participants to speak and/or mention their names
It's essential in a safe space that participants do not feel forced into speaking or participating. The participants' freedom to express their thoughts –or not– must be respected, in addition to the personal spaces of others. Our role is to encourage participation, not to enforce it, otherwise it would not be authentic, comfortable, nor useful for participants.

Exceed the duration of 90 minutes for the session
Participants lose attention in longer sessions, especially that prolonged use of computers or cellphones can be exhausting.

Insist on participants to open their cameras
Some participants might be uncomfortable with opening their cameras for personal reasons, reasons related to their surroundings, or because of slow connections.

Speak fast
Sound might be the only means of communication in online training, and sometimes it can be difficult to hear sounds clearly for reasons related to internet connection or certain equipment.

Have distractions in the background
Items or individuals behind/around the trainers might distract participants or send unintended messages. This can also be a violation of the privacy of those unknowingly appearing on the screen.

Turn off the trainer(s)' cameras
Visual communication, especially in online training, is essential for learning and building connection with participants.

Out-speak participants
This is important in any interactive participatory session, but it's particularly important in online training in order to maintain the attention of participants and ensure their engagement.

Exceed the 15 minutes time for interactive content presentations
This is to ensure the participants' attention and engagement with the presented content. When listening to ideas, information, or skills, attention span is generally limited to 15 consecutive minutes, and learning requires analysis and discussion.

Show more than 20 consecutive PowerPoint slides
This is to avoid exceeding the attention span of 15 minutes.

Include lots of text and words in one slide
This is to ensure that the visual content is accessible and comprehensible, especially for participants attending the training through smaller phone screens.

b) For digital safety:

Organizers and trainers share the responsibility of the data and information entrusted to them by participants. In the digital world, there are risks of hacks and privacy violations, especially when the basic knowledge in dealing with such challenges is lacking. Hence to ensure the safety of all those involved, and to make access to digital platforms safer and easier, organizers and trainers should follow certain measures and encourage participants to follow them. These include:

Links shared by the training team must be secure
This is to ensure the safety and protection of participants' devices and data.

Participants should use web cameras with caution
This is to protect the participants' privacy and space.

The training team and participants must be notified before granting access to new individuals to presentations and discussions
This is to obtain the consent of attendees and notify them that the shared information and views are accessible to additional people.

Constant follow up with participants, and addressing any rising issue
This is to ensure a smooth and easy participation for everyone, and to maintain attention and engagement.

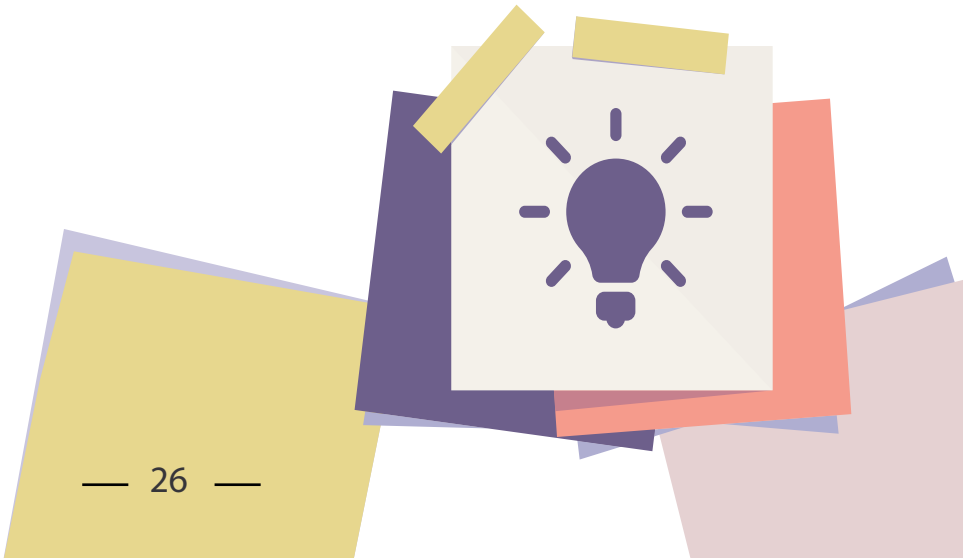
The consent of individual participants and trainers must be obtained prior to taking and sharing any pictures or contact information
This is to protect privacy, personal spaces, and security.

In case more information on cyber security risks is needed, please consult entities specialized in cybersecurity.

Tips for Participants

** This list is addressed to any participant in any online session/training. The purpose is to help achieve the goals of sessions in a safe useful environment. This list can be printed or scanned and shared with participants to help them prepare for sessions, or can be reviewed with participants by organizers or trainers.*

- When using a Wi-Fi connection to attend sessions – it is recommended to minimize the number of devices connected to the same network, place the used device as close as possible to the router, and remove any obstacles that might disrupt the router's signal.
- When using a mobile network (3G, 4G, 5G) to attend sessions, it is recommended to sit in a spot with good network reception and limit movement during the session.
- If possible, it's better to use a computer for a smoother experience with different software.
- If possible, it's better to use earphones to attend sessions. Using earphones improves sound quality and minimizes echoes.
- Close all other applications on your phone or computer.
- Use a name of your choice when joining sessions for easier communication with other participants and trainers.
- Keep your microphone muted during the session, and only unmute it when you want to speak.
- Notify the organizers regarding any issues or lack in equipment (earphones, phone, computer, etc.)
- Download the applications and software required for sessions.
- Notify the organizers or trainers if others around you are listening to the session.
- Recharge phones, make technical preparations, and consider alternatives for electricity and internet.



Examples of Visual Aid Slides

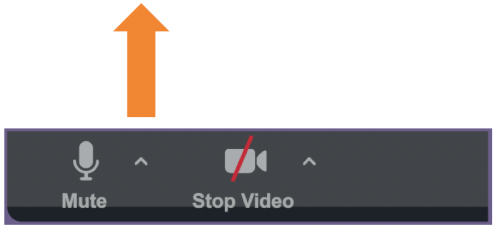
They can be prepared beforehand using PowerPoint for example. The below have been made with PowerPoint.

WORKSHOP AGENDA

Time	Session
9.30 – 11.00	**What are the Essentials of human rights? Concept intro**
11.00 - 11.30	Coffee Break
11.30 – 1.00	**International Bill of Human Rights, Universal Declaration of Human Rights**
1.00 – 2.00	Lunch Break
2.00 – 3.30	**The International Convent on Civil and Political Rights**
3.30 – 3.45	Coffee Break
3.45 – 5.00	**Democracy as a concept and its relation with Human Rights**

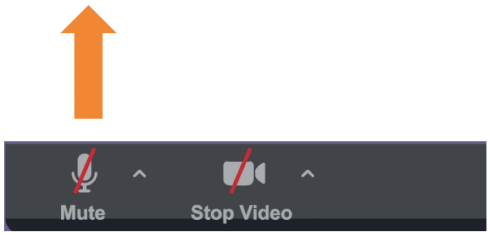
LET'S GET TO KNOW SOME OF ZOOM'S FEATURES THAT WE CAN USE TOGETHER

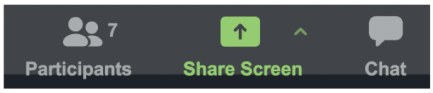
Click over the arrow present next to the microphone
Then choose sound
Then click on **audio testing** to complete the check-up



Once the audio testing is done, mute it by clicking over the **mute** icon

Make sure to click over the **video** icon if you prefer not to open your camera





Here you find the participant list

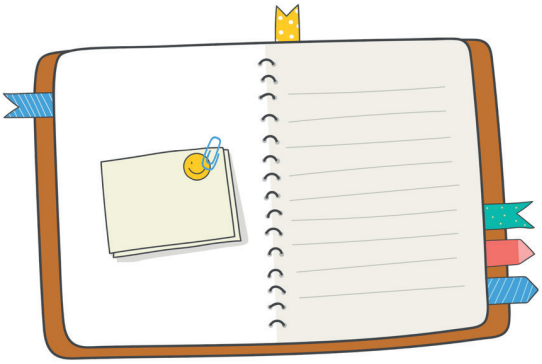
Here you find the chat space

HEART CONTRACT

What makes us comfortable and enjoying the communication and learning with each other in the next few days?

OUR JOURNALS

Writing our reflections, ideas, and learning journey on a daily basis on our own notebook.



10 MINUTE COFFEE BREAK

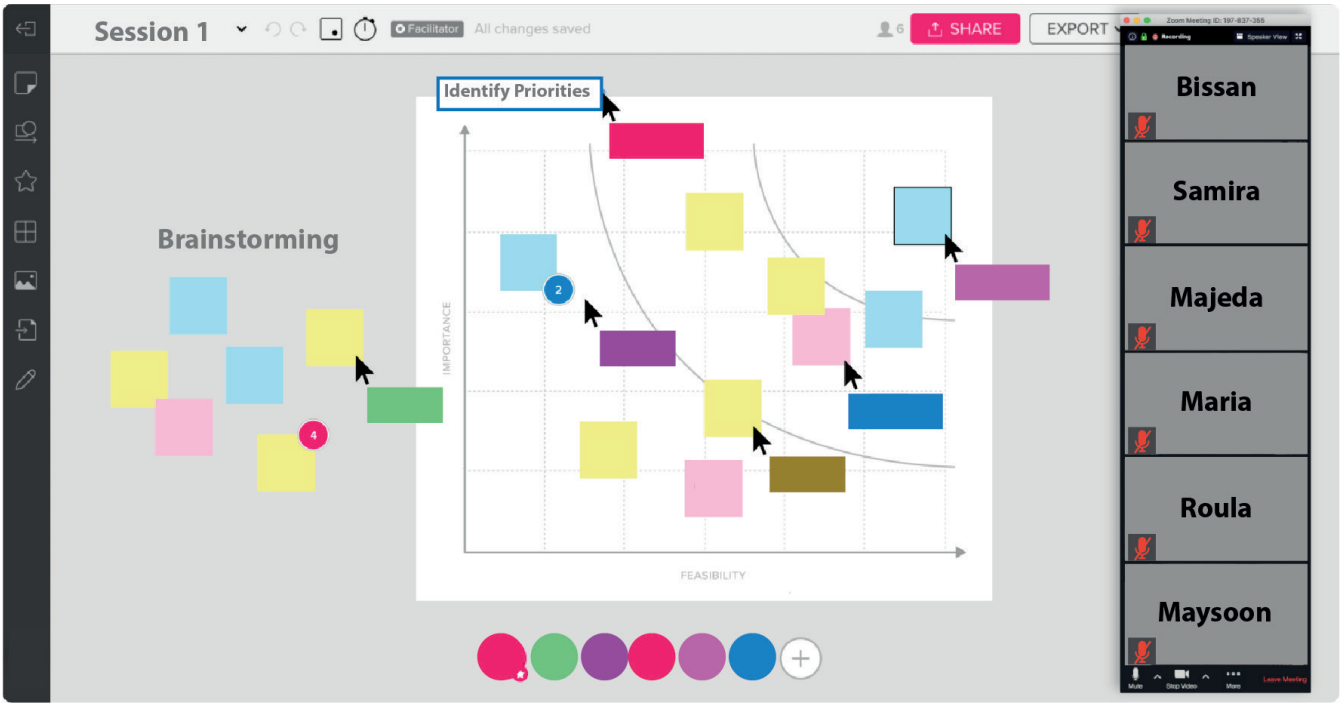
GROUP WORK

- What is our general reflection?
- What are some ideas that come to our mind?
- What are the advantages and disadvantages?

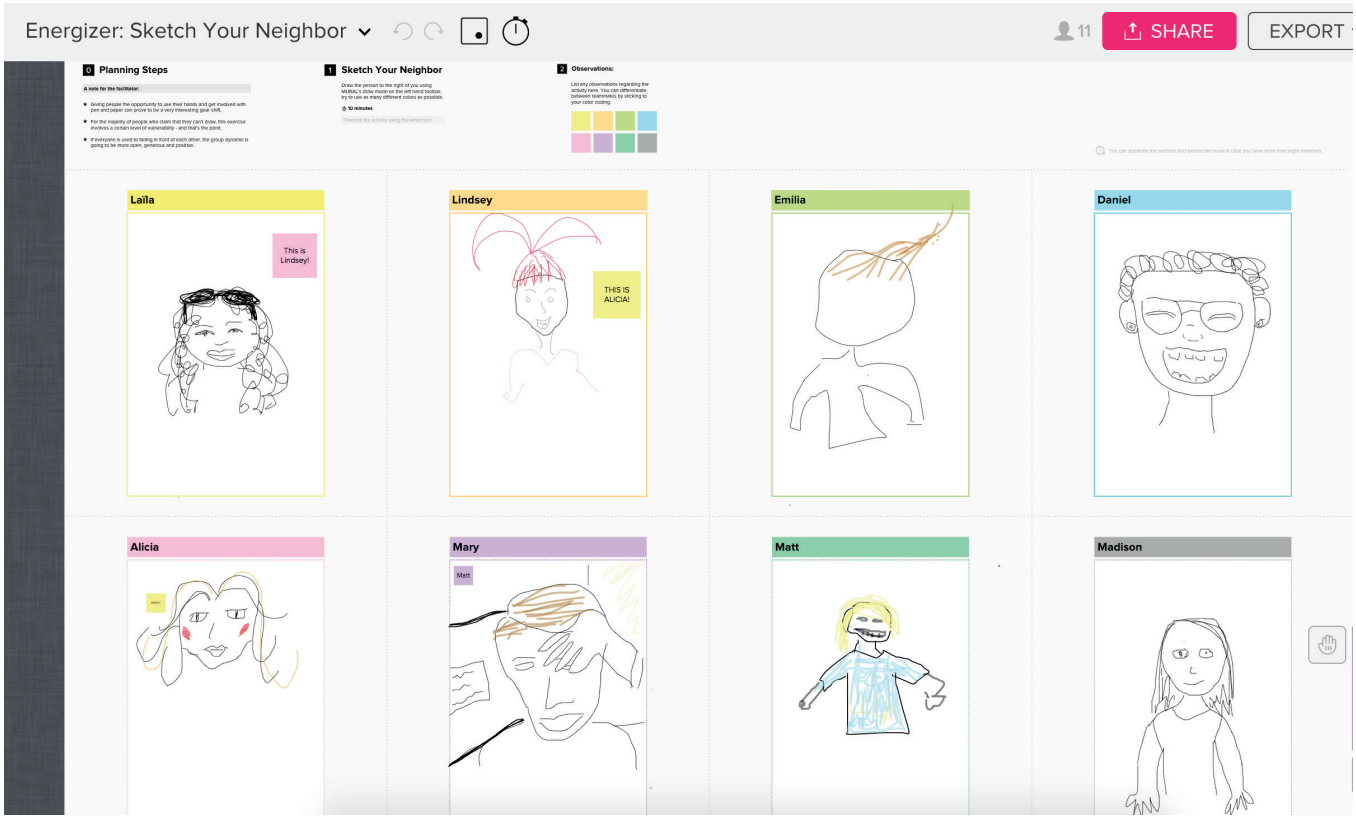
30 MINUTES

Examples from the Applications

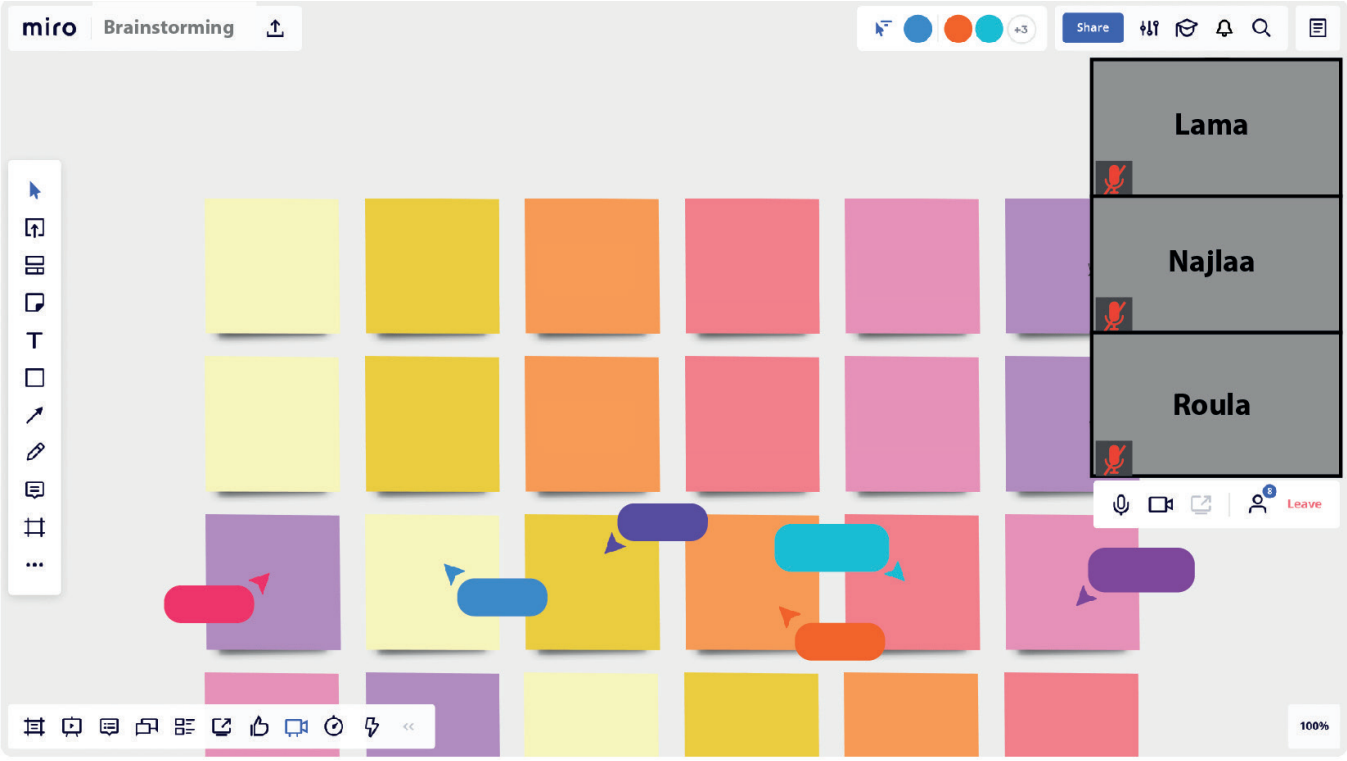
Example of voting that can be used with Mural.



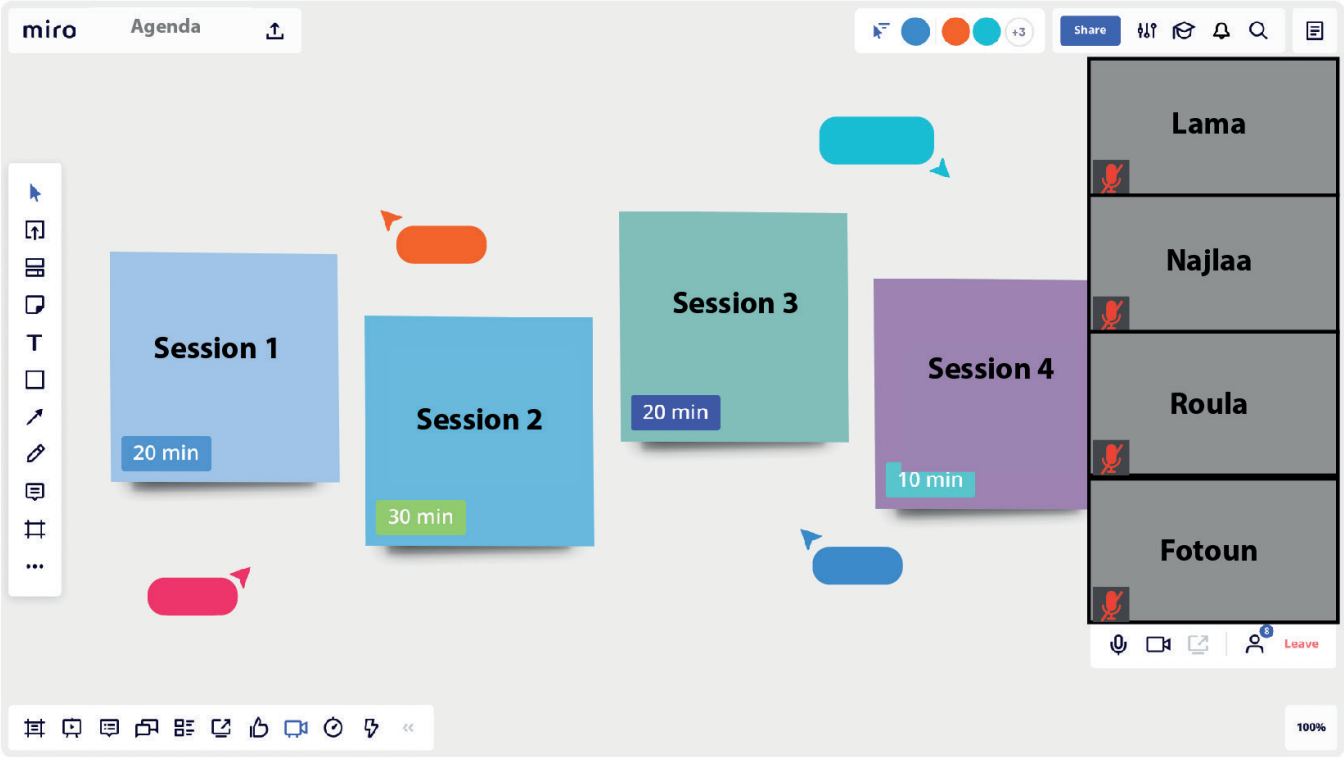
Example of an icebreaker activity that can be used with Mural.



Example of brainstorming that can be used with Miro.



Example of sharing agenda that can be used with Miro.



Monitoring and Evaluation

IV.

Like in face-to-face training, the monitoring and evaluation phase in online training begins before the actual training and continues after its completion, and aims to ensure the quality of implementation and the achievement of the intended impact. This phase is particularly important due to its contribution in storing and archiving information and views, and in documenting the learning and feedback in a manner that serves the implementation and impact measurement, while taking into consideration the challenges participants face with communication and access to the internet.

Below is a list of tools and procedures based on "Women Take the Lead" project and on the experience of the training team:

- Create follow up groups on WhatsApp or other software. This helps in individual and collective communication.
- Use pre and post questionnaires to measure the participants' views, expectations, knowledge, and learning before and after the training (use Google Forms).
- Follow up on the process of filling forms through WhatsApp or other software. This helps in individual and collective communication.
- Hold regular meetings with participants to collect reflections and feedback.
- Follow up on participants' weekly individual and collective assignments.
- Use evaluation forms after each training (Annex 5).
- Hold focus discussion groups with participants to evaluate the training content and delivery.
- Hold individual interviews for participants with organizers and trainers.

The following can be also used:

- Training needs assessment (prior to the training).
- Prepare individual or collective orientation programs or sessions for participants to ensure the quality of learning.
- Use interactive softwares like Mentimeter and Poll Everywhere, or Zoom's poll feature.

General Recommendations

V.

At the end of this manual, we share with you a list of general recommendations, drawn from our work on preparing the manual and from research on best online training practices.

- Online training and facilitation are similar in essence to face-to-face training. Hence, the training team should base the planning and preparation on goals, interest of participants, and on achieving the goals with them (goals, relations, and procedure).

- Similarly, to face-to-face training, focus on content, tools, and methods; learning takes place through methods and tools.

- In online training, dedicate more time to prepare training material, as online training depends mainly on visual material and interactive software, meaning more preparation time needs to be allocated for that.

- The training team must be always prepared to change or replace any activity that does not engage participants, and must remember that the method of delivering the content is as important as the content itself.

Annexes VI.

Annex 1. Software for Online Sessions

Annex 2. Tools for Interaction and Group work

Annex 3. Preparation Checklist

Annex 4. Pre-questionnaire Template (can be prepared on Google Forms)

Annex 5. Workshop Assessment Template

Annex 6. Workshop Agendas

- Non-violent Communication and Public Speaking Workshop
- Democratic State Workshop
- Political Participation Workshop
- Gender and Feminism Workshop
- Negotiation, Dialogue, and Conflict Management Workshop
- Initiatives Workshop

Annex 1. Software for Online Sessions

Software	Software Description	Features	User's Tips
Zoom	Zoom is a software for **video and voice calls.** One host has host privileges that are sharable with other attendees. Number of call participants can exceed 100 (for Zoom Pro and Business accounts). Call participants have the option to share their phone or computer screen, and comment on it using audio or chat. In addition, Zoom resembles a conference room in which everyone can participate and interact. It is designed to fit any cloud meeting including online trainings, lectures, meetings, webinars, or any other session that requires participation and interaction. [1]	According to the manufacturers, Zoom features the following: • HD Video • HD Audio, and audio detection. • Full screen, and multi-screen viewing. • Simultaneous video sending and receiving. • Rich and reliable mobile app for Android and iOS. • Create and join rooms. • Audience only feature. • Dial in. • Access to content for late participants. • Webinar interpretation. • Polls, and Q&A.	Zoom website Wesleyan University Training
Whereby	Whereby is a meeting software designed for use directly from phone or computer internet browsers. No downloads are needed.	Whereby features the following: • Chat and reactions. • Synchronization with Miro. • Screen sharing. • Compatibility with other software like Google Docs.	Whereby website
Microsoft Teams	Microsoft Teams is a system that combines between constant workplaces chat, video meetings, file storage (and collaborative editing), and software synchronization. It's a part of Microsoft Office accounts.	Microsoft Teams features the following: • Chat and reactions. • Channels setup. • Screen and content sharing. • File management. • Note taking. • Work groups.	Microsoft Teams website

Software	Software Description	Features	User's Tips
Google Meet	Google, as a part of G Suite, offers the feature of video meetings for workplaces. Anyone with a Google account can create an online meeting with up to 100 participants for a duration up to 60 minutes. Businesses, educational facilities, and other institutions can benefit from advanced features, including hosting meetings with up to 250 internal and external participants, and livestream for up to 100,000 accounts. [2] The free version of Hangouts supports video calls with up to 25 participants. [3]	According to the manufacturers, Google Meet features the following: • Requires a Google Account. • Audio and video testing. • Host control buttons (e.g., Mute/unmute) • Text chat. • Screen sharing. • Unlimited number of participants (varies depending on the host's subscription plan) • Compatible app with all devices. • Auto transcription (for English only).	**Google Meet website** **User training and support** **Using requirements**
Jitsi Meet	Jitsi is a **free, open source, and safe software** that features audio and video calls and text chats. Jitsi is available on Windows, Mac, Linux, and Android. It supports numerous chat service protocols including Google, Yahoo, Facebook, SIP, XMPP, and Jitsi, the latter features encrypted video calls. Jitsi also features group calls. [4]	Jitsi features the following: • Encrypted calls. • Anonymity (does not require sign up nor any personal information). • Can be used directly from internet browsers. An app is also available for computers and Android and iOS phones. [5]	**Jitsi Meet website**

Annex 2. Tools for Interaction and Group Work

Please visit the software websites to identify the appropriate subscription plans.

Software	Software Description	Features	User's Tips
Miro	Miro is a collaborative work platform (collaborative whiteboard) that allows groups to collaborate across formats, tools, and channels.	• Brainstorming. • Digital sticky notes. • Work planning and management. • Collaborative mind map creation. • Numerous ready-to-use templates. • Writing and drawing. • Adding pictures to whiteboard.	Miro website What is Miro
Mural	MURAL is a digital workspace for visual collaboration. Based in the cloud, MURAL provides shared, virtual whiteboards where teams can visually explore complex challenges and facilitate design thinking methods.	• Planning. • Evaluation. • Brainstorming. • Digital sticky notes. • Compatibility with preset activities (e.g., Planning, icebreakers, evaluation). • Writing and drawing. • Adding pictures to whiteboard.	Mural website Mural's features
Jamboard	Jamboard is an interactive collaborative whiteboard from Google.	• Writing and drawing. • Google search and compatibility with pictures and webpages. • Diagrams. • Digital sticky notes. • Brainstorming.	Jamboard website
Mentimeter	Mentimeter is used to create presentations and make meetings more interactive. It features live polls, quizzes, word clouds, Q&As and more to get real-time input - regardless if you're remote, hybrid or face-to-face.	• Fast live polls. • Fast live tests. • Word clouds. • Post-session assessment. • Does not require sign up, can be accessed through a link.	Mentimeter website

Software	Software Description	Features	User's Tips
Moodle	Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. It can be used on internet browsers or through a downloadable phone app.	• Shared storage for participants to access, download, and upload assignments. • Hub for discussions and interaction.	**Moodle website**

1 Arageek Website
What is Zoom, how to use and download

2 GoogleMeet Website
How to organize meetings using Google Meet

3 Al Mrsl Website
Description of Google Meet

4 Cyber Arabs Website
Jitsi service

5 Syrian Center for Media and Freedom of Speech
Communicating through Jitsi platform

Annex 3. Preparation Checklist

Checklist of preparation steps for the training team and organizers. This list can be printed and checked step by step to ensure training success.

Training Team	Check	Organizers
Set specific objectives based on the general goals required by the organizers.		Set general goals for the training/ meeting, and share them with the training team.
Explore the participants' backgrounds.		In coordination with the training team, identify the tools and software to be used.
In coordination with the organizers, set the duration of the training day. Make sure schedules are convenient for participants.		Check participants' knowledge and technical capacities related to the selected tools and software, and share results with the training team.
Prepare session content and individual and collective assignments.		Gather information on participants' backgrounds (age, education, experience, interests, work, affiliations, etc.)
In coordination with organizers, identify the tools and applications to be used.		If needed, provide financial and technical support; provide remuneration for internet and necessary equipment (earphones, cellphones, computers, routers, etc.)
Adapt content to the selected tools and applications.		Provide support for participants to download required applications.
Prepare an alternative plan for all proposed activities.		Hold rehearsal sessions to ensure accessibility and participation.
Prepare the agenda.		Assign coordination between the training team and participants to one or more team members.
Share content and prepared material for the session with the organizers, and with participants if needed.		Assign technical tasks to one or more team members.
Make a list of all the preparations needed from the organizers and participants (pens, paper, etc.)		Hold an introduction session for participants to meet each other and the training team.

(cont'd)

Training Team	Check	Organizers
Update the team's devices (one computer and one cellphone at least). Download required applications and software, and make sure devices are fully charged.		Check whether features of the selected software are free or paid.
Check equipment (earphones, microphone, camera, etc.)		Make sure that participants can be located in a safe and appropriate environment for them.
Make sure to have a reliable internet connection, and try to have an alternative connection.		Schedule the session and invite participants.
Maintain a list of participants' names.		Have a list of phone numbers and contact information for the participants.
Prepare instructions and share them on the screen.		Assigning a phone number and contact information in case you encounter any problem.
Prepare slideshows of the training content.		Checking for the logistics (where the participants are, what they can and cannot do).
Diversify tools to increase effectiveness and participation.		Send to the participants what is required from them for the session.
Share reading materials for participants prior to sessions.		
Rehearse selected software and platforms, and hold a rehearsal session with participants.		

Annex 4. Pre-questionnaire Template

Can be prepared on Google Forms.

Google Forms

Political Participation of Women Workshop

Pre-questionnaire

Name *

Your answer

What do you know about gender? *

Your answer

What is political participation? Does it differ for men and women? *

Your answer

What are the needed conditions to promote women's political participation? *

Your answer

What are the mechanisms that promote women's political participation? *

Your answer

What roles can women play in political parties? *

Your answer

What are the obstacles to women's political participation? *

Your answer

What are the "temporary measures" that support women's political participation? *

Your answer

Annex 5. Workshop Assessment Template

Can be prepared on Zoom - Polls

Evaluation Questions

1. Was the workshop useful?

- Not useful
- Useful
- Very useful

2. How difficult was the content?

- Easy
- Medium
- Difficult

3. Did you have fun while learning?

- No
- Some fun
- All the time

4. How was the facilitation?

- Weak
- Good
- Very good

5. How was the speed of the facilitators' speech and explanation?

- Slow
- Adequate
- Fast

6. Would you recommend this workshop to your colleagues?

- Yes
- No
- I don't know

Annex 6. Workshop Agendas

Non-violent Communication and Public Speaking Workshop

Day One

Time	Exercise
40 mins.	**Greeting** **Introduction** **Ice Breaker**
30 mins.	**Code of conduct** **Online training rules**
60 mins.	**"Let's talk!" exercise**
	Investment video Sent to participants after every session
10 mins.	**Prepare for the "Identity Collage" exercise for the next session**

Day Two

Time	Exercise
40 mins.	**"Positive Trait" exercise**
90 mins.	**"Identity Collage" exercise**
	Investment video Sent to participants after every session

Day Three

Time	Exercise
90 mins.	**"Non-Violent Communication"** 20 mins. group work
5 mins.	**The Blog**
30 mins.	**Display the model of "the non-violent giraffe" for non-violent communication**
	Investment video Sent to participants after every session

Day Four

Time	Exercise
80 mins.	**"Prejudice"**
10 mins.	Break
60 mins.	**"Stereotyping"**
	Investment video Sent to participants after every session

Day Five

Time	Exercise
60 mins.	**"The Four Ears" exercise**
10 mins.	Break
60 mins.	**Active Listening in Communication**
	Investment video Sent to participants after every session

Day Six

Time	Exercise
90 mins.	**A short video on body language and communication**
10 mins.	Break
90 mins.	**Public Speaking**
	Investment video Sent to participants after every session

Democratic State Workshop

Day One

Time	Topics
9.30 - 11.00	**What are the essentials of Human Rights? Concept introduction**
11.00 - 11.30	Coffee Break
11:30-1.00	**International Bill of Human Rights, Universal Declaration of Human Rights**
1.00 - 2.00	Lunch Break
2.00 - 3.30	**The International Covenant on Civil and Political rights**
3.30 - 3.45	Break
3.45 - 5.00	**Democracy concept, and its relation with Human Rights**

Day Two

Time	Topics
9.30 - 10.30	**What is the concept of state, concept of the political system. The difference between a democratic state and an authoritarian state?** **Interactive session**
10.30 - 11.00	Coffee Break
11.00 - 12.30	**Separation of powers - what kind of powers should be separated?**
12.30 - 1.30	Lunch Break
1.30 - 3.00	**Different structures of democratic states. Differences between a presidential system and a parliamentary system and the mixed systems.** **Advantages - Disadvantages**
3.00 - 3.15	Coffee Break
3.15 - 5.00	**Reconstruction - Palestine example**

Day Three

Time	Topics
9.30 - 10.30	**The rule of law / constitution**
10.30 - 11.00	Coffee Break
11.00 - 12.30	**The role of the opposition in a democratic state** **Role play**
12.30 - 1.30	Lunch Break
1.30 - 3.00	**The role of civil society - participation of civil society - collaboration between CSOs and the Government / Parliament** **Role play**
3.00 - 3.30	Coffee Break
3.30 - 5.00	**Participation of women in building up a democratic administration**

Political Participation Workshop

Time	Sessioon Topics
Day 1	**Session 1 (60 minutes):** Introduction – Roles and political participation + conventional and nonconventional practices **Session 2 (60 minutes):** Political participation channels + exercise
Day 2	**Session 1 (60 minutes):** The importance of women's political participation. **Session 2 (60 minutes):** The conditions needed to promote women's political participation (exercise) A brief of mechanisms that promote women's political participation
Day 3	**Session 1 (60 minutes):** Women in political parties + exercise **Session 2 (60 minutes):** obstacles to women's political participation (case study) A brief of obstacles
Day 4	**Session 1 (60 minutes):** • The importance of empowerment in promoting women's political participation • "Temporary measures" that support women's political participation **Session 2 (60 minutes):** • Positive practices exercise • Quota exercise

Gender and Feminism Workshop

Time	Sessioon Topics
Day 1	**Session 1 (75 minutes):** Introduction (gender + gender roles), gender-based discrimination **Break** 15 minutes **Session 2 (75 minutes):** Gender-based violence; definition and types **Assignment:** Case studies + initiatives to consider from a gender lens /presenting Problems / Sharing Facts / Societal Incidents
Day 2	**Session 1 (60 minutes):** History of concepts related to women's rights (equality, justice, equity, changes in right movements and concepts), History of women rights in international covenants **Break** 15 minutes **Session 2:** Case studies + presentations (e.g., community initiatives) – 60 minutes Gender analysis – 30 minutes **Assignment:** Case studies (e.g., intersectionality, the personal is political, gender-based violence, etc.)
Day 3	**Session 1 (60 minutes):** The personal is political, concept of feminism **Session 2 (60 minutes):** Intersectionality and global feminism. **Break** 15 minutes **Session 3 (60 minutes):** Case study exercise

Negotiation, Dialogue and Conflict management Workshop

Day One

Time	Sessions
10.30 - 10.30	**Greeting**
10.30 - 11.30	**Session 1: Conflict, violence and negotiation**
11.30 - 11.45	Break
11.45 - 1.00	**Session 2: Effective communication**

Day Two

Time	Sessions
10.30 - 11.30	**Session 1: Effective coommunication (cont'd)**
11.30 - 11.45	Break
11.45 - 1.00	**Session 2: Negotiation skills 1: information and commitment**

Initiatives Workshop

Day One

Sessions	Description
Opening	Greeting, pre-assessment, expectations, code of conduct
Fingerprint exercise	Group Work
Project Cycle planning, implementation, reflection	Group work on the themes of a project cycle Group presentations Formulating the existing problem/challenge

Day Two

Sessions	Description
Review of Day 1	
General objective and identifying the societal issue	Formulating the existing issue/challenge in society into a general objective
Specific objective	Specific Objectives Criteria
Group presentations	Discussion of chosen issues
Case study	Model on the political participation of women in Jordan

Day Three

Sessions	Description
Review of Day 2	
Discussing the case study	
Implementation plan	Each group fills out a form and share it with other groups
Budget	Budget description and a budget model display to work on in the future
Networking	How to market for ideas to form initiatives team
Standards and terms of success	Initiatives' evaluation criteria
Wrap up and deadlines	Deadlines to submit the initiatives' proposal, plan and budget Communication and duration of the initiatives

Steps • civil company for change

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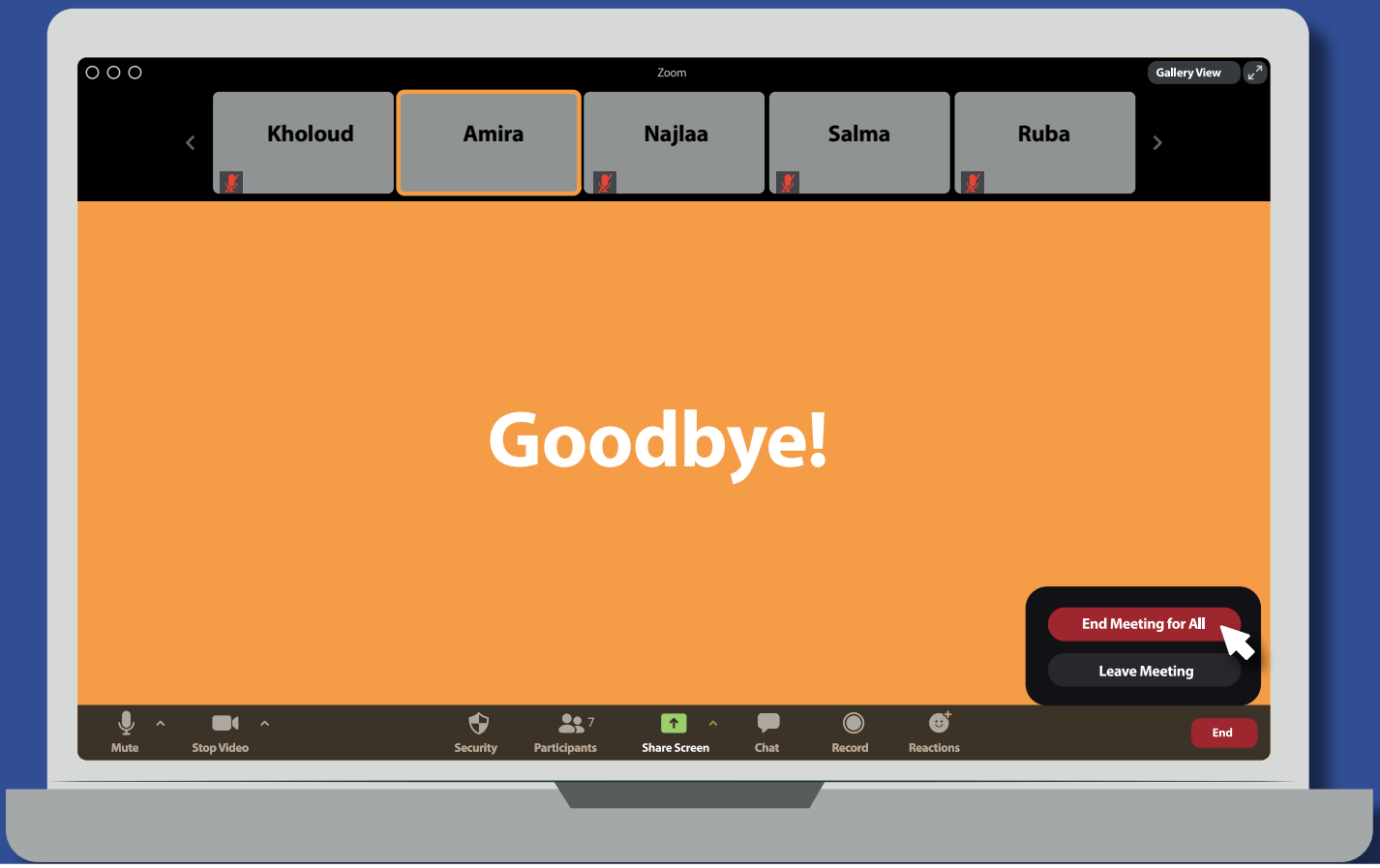
Online Training Manual