

Draft Women's Campaign Manual
UN Women
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Acknowledgements

Introduction

This manual and the training program it supports specifically focuses on helping to increase the pool of women who are willing to seek and serve in elective office from the local to regional and national levels. This manual has been created to support trainers to build capacities of women to campaign. It contains five training modules complete with training tools and activities covering key campaign skill areas. The manual also offers guidance on understanding the training context, hiring appropriate trainers and holding a successful training program.

Women often do not run for elective office out of fear - not of losing, but of the unknown. This training program seeks to demystify the political process. It is designed to serve both women starting out their political careers and more experienced women who wish to hone their skills. The manual is written for trainers, but it can also be used directly by women who are thinking about seeking elected office and want to learn more, women candidates actively running or campaign workers or staff. Altogether, the training materials strive to provide three equally important foundations for potential women candidates:

- Knowledge: The materials provide key information about candidate selection and electoral processes, roles and responsibilities of elected officials, parts of a campaign election plan and how to work with media. Importantly, it also demonstrates key information about women's representation in elected positions, the institutional and attitudinal factors that limit women's advancement in the political sphere and the supporting factors in place to increase women's representation. This knowledge will give women aspirants power and confidence.
- Skills: Creating a campaign message and public speaking, responding to media's questions, targeting voters, raising funds and managing a campaign – these are all important skills for navigating the electoral process and to be a successful candidate.
- Confidence: The intention of this manual is to ensure that participants understand that they are transformational leaders, it is their right to be a candidate, their voice and their opinion is important and valued. Most importantly, the manual seeks to ensure equal women's voice in political discourse brings about better policies, laws and processes for the benefit of entire community.

Transformational leadership paragraph

How to use this manual

This training manual contains five modules: Preparation, Communications, Voter Contact, Fundraising and Campaign Management. Within those modules there are 18 training sessions,

which altogether can be used for a comprehensive five-day training with over 20 hours of training content, including knowledge to be imparted by trainers, suggested activities with handouts and guiding questions for group discussions. Template PowerPoint presentations accompany each session to provide visual aids if desired.

These materials have been created to be delivered in full, in the order presented, with each session designed to build on others, culminating in the exercise of the candidate developing her comprehensive campaign plan. However, the manual is designed in such a way that modules can be mixed and matched, omitted or expanded upon to suit needs of those being trained. The training sessions can be utilized for women thinking about running for office, campaign staff who are working on women's campaigns or for declared candidates. There is a difference between training women who have decided to run and those who are thinking about it. One is more skills focused; the other is more inspirational. There are sample agendas included for workshops from one to five days.

In addition to the manual itself, the training modules which include presentations, activities, and handouts, this set of materials also includes guidance on holding a successful training and understanding the political context of the workshop location. The annex contains a full suite of tools to support the training organization and delivery, including a template for pre-training research that participants can complete, sample training program concept notes, sample trainer terms of reference document (TOR), a training checklist, sample ground rules and sample evaluations forms.

To get the most out of this manual, take the following steps:

- Look through the "Holding a Successful Training Section" to determine the needs and timing of the training program;
- Complete the background paper to understand the political context;
- Read the content of the training manual; and then
- Build your agenda, using the modules and sessions herein as your guide, adapting as you see fit based on training participants' needs/context.

UN Women's role

This manual is aligned with UN Women's Strategic Plan 2018-2021, which outlines the organization's strategic direction, objectives and approaches to support efforts to achieve gender equality and empower all women and girls by 2030. The Strategic Plan builds on UN Women's past work and recommendations from the 20-year review and appraisal of the Beijing Declaration and Platform for Action. It also highlights UN Women's contribution to the gender-responsive implementation of the 2030 Agenda for Sustainable development and spells out

how UN Women intends to leverage its comparative and collaborative advantages to accelerate the achievement of results for women and girls. [1]

UN Women's Strategic Plan prioritizes five outcomes and a set of thematic outputs. Each output is designed to translate norms into results for women and girls, in collaboration with the UN system and its partners. Of the five, this project falls under Outcome 2 which focuses on political participation: *Women lead, participate in and benefit equally from governance systems*. Specifically, UN Women is focused on increasing the number of women of all ages fully participating, leading and engaging in political institutions and processes; it also is focused on increasing the participation and leadership of young women, indigenous women and women with disabilities. This includes support for political decision-making bodies (including parliaments, local governments, political parties) and electoral management bodies to be inclusive, gender-balanced and gender-sensitive; women's networks; addressing stereotypes that work against women's leadership, including through the engagement of men and boys. Achieving gender equality and women's empowerment demands transformative shifts and innovative solutions to removing structural barriers. Therefore, this training program is one contribution towards the goal that more women of all ages to fully participate, lead and engage in political institutions and processes. Achieving this goal requires sustained action on multiple fronts:

- Reforming legal frameworks such as national constitutions, gender equality and elections laws or party statutes, and reforming political institutions such as political parties, parliaments, elections bodies, and other government entities involved with the elections and governing processes that serve as barriers to women's participation and leadership.
- Training women about the elections process with a goal to increase the number of women who are willing to participate as voters, political party members and leaders, campaign workers, poll watchers, candidates and officeholders and build connections with supportive civil society organizations.
- Creating positive attitudes about women's role in public life and leadership. Often, men and women do not believe that women can or should serve in political office. Some programs work to change those attitudes through media campaigns, television shows, public fora, etc.
- Supporting the work of women leaders and highlighting the constructive contributions they make to the functioning of political institutions, the increased gender-sensitivity of those institutions, the range of issues addressed, and solutions provided and public attitudes about women in public life.

Holding a successful training

Once a training is being planned for women aspirants or candidates, it is important to take certain steps so that the event is successful.

Before the training

- Understand the context - Recognize that women's participation in politics does not exist in a vacuum; rather it affects, and it is affected by many environmental factors. Obstacles to women's candidacies are varied and may include cultural and social issues, traditional political structures, access to resources, discriminatory legislation, educational and economic barriers and gender-based violence. Since circumstances affecting women's political participation are complex and often specific to a country or region, it is important to adapt an approach for the context in which the program is taking place, including the electoral system, the level of the election (national vs. local), the timing of the electoral calendar, and the needs and opportunities at the time of implementation. For instance, a training between election cycles could focus more on how to make the decision to run while a program closer to the election could engage already identified candidates as they write their campaign plans. A background paper creates a picture of the current, political situation and can be used to refine the training modules to be more country-specific and provide guidance to those delivering the training sessions. It can also help inform the training sessions to raise awareness among women candidates and aspirants of their rights and important elements of the political process.

NOTE: A background paper template is included in this training manual.

- Determine the objectives and create an appropriate agenda - For a training program, the objectives should include the transfer of practical knowledge and skills to participants. The objectives should be specific to what can be accomplished during the timeframe of the training program and should further the overall program objectives. It is important that from the beginning of the planning process, that the program time and budget include activities that will take place **after** the training ends. As previously stated, training organizers should assess whether other kinds of programming might be more effective or necessary to complement the training program. Consider, too, the most appropriate kind of learning based on the participants' levels of education and experience. Once training objectives have been drafted, share them with others involved in the outcome of the program and confirm with them that the training content will be useful and timely for participants. This will depend on the program and country. In addition, solicit feedback from past program participants or past candidates who can often offer the most pertinent advice

and critiques. As the agenda evolves, ensure that each session relates to and builds on the others, and that each session contributes to the overall workshop objectives.

NOTE: *Sample agendas and concept notes are included in the training manual Annex.*

- Assemble a training team - Putting on a training is a multi-person effort. Although there may be a limited number of staff available, many tasks must be completed for a successful training so thought should be given to who will fill all the necessary roles. To begin, who is the training workshop manager (regardless of actual title) that will manage the day-to-day work, make decisions and oversee the overall organization? Who will handle the recruitment, application process and ongoing communications with participants? Who will identify, recruit, prepare and communicate with the trainers? Who will handle the training workshop logistics, procurement, financial aspects? And finally, who will complete administrative duties, take care of audio/visual and translation needs during the workshop, take photos, serve as rapporteurs, work directly with the training venue, and so forth?
- Identify and prepare trainers - Quality trainers are key to the conduct of a successful program. As the agenda is put together, create a list of needed trainers with desired subject matter expertise, personal experience, language skills and knowledge of the country or region, and prioritize the importance of each. An effective trainer combines strong communication and listening skills with a flexible and adaptable approach that can adjust to difficult situations in real time. When possible, engage trainers with relevant experience to share, such as women who have previously run for and served in elected office. Because this is a candidate training program, it is imperative that the trainers are politically impartial in the country.

NOTE: *A sample trainer terms of reference is included in the training manual Annex.*

- Select participants - Creating a set of clear criteria for participants in consultation with the organizing team will ensure that the training program is relevant for the participants and suitable for their knowledge level. Some training may be more beneficial for a very specific target group, such as orientation sessions aimed at elected members of parliament or training workshops tailored for local-level candidates in advance of municipal elections. In other situations, mixing participants may support a different objective, such as connecting candidates from across the country or engaging young women to build their leadership skills. Local organizations, including political parties and civil society groups, can be a key source of identifying a diverse groups of appropriate training participants, including women of different ages, minority groups and physical abilities. However, a competitive application process may help participants feel more invested in the training program and expand the diversity of the applicant pool. It is up to your team to determine the most appropriate

criteria and selection process based on the context. In general, the nature of the application or selection process should correspond with the scope of the training program -- the more extensive the training program, the more comprehensive the selection process. Program organizers must display impartiality and thus pay attention to the partisan mix of training participants. Participant invitations should be sent to all parties, or if limited, clear criteria must be established, e.g. all parties represented in parliament. If participant parity is not possible, it is important that the process is documented to demonstrate that an impartial approach was used in the selection process.

- Design training content and materials - Ensuring that the content of the training is relevant, timely and culturally appropriate is one of the most important factors of a successful training program. This training manual and associated materials, including the presentations themselves and handouts, have been created to serve as the framework for a successful training, but the creation of a brief background paper (template included in these materials) will help the planners understand the political context and additional, local and relevant resources and sample campaign materials should be added. Overall, the background paper, information about the participants, the timing of the training within the electoral calendar, the political level of the seats being sought, and the broader political climate should all be considered as the training program is shaped. In addition, using the right format to ensure that participants learn is critical. Most training agendas includes some combination of theory and practice, presentations and activities: *visual learners* can be bored by lectures so consider including visual aids such as presentations, drawings, videos/movie clips, and content-filled handouts; *auditory learners* may find reading long documents and notetaking tedious, so summarizing key points at end of sessions and allowing time for questions should be included; *kinesthetic learners* need more hands-on work, so use the group activities and role play sessions. The language and literacy levels of the participants, as well as the partisan environment, must be considered as materials are revised and collected.
- Manage logistics - The logistics of a training program, including the length, timing (take local holidays into account) and location, accessibility of the space, the cost, the training schedule, and the feel of the room, can all have a huge impact on the efficacy of the workshop. These issues must be considered. Other factors to consider are the need for language translation (which can take weeks), specific requirements for persons with disabilities, training “ground rules”, office supplies and IT equipment. It is important to consider providing for child care needs, such as a separate room for breastfeeding, at workshops, facilitating the travel of participants to and from the meeting venue, and covering transportation costs, especially when the attendance of participants will depend on one or more of these factors.

NOTE: A training checklist is included in the Annex of this training manual.

- Plan for feedback and evaluation - To facilitate feedback from the training participants, it may be useful to have a rapporteur each day to record the proceedings of the training. Rather than a recording of everything that is said and done during the training, the rapporteur should track the keys ideas and issues from sessions, the main recommendations arising from the presentations and any topics that were missed. Trainers, training organizers and the rapporteur should discuss each evening of the training if any changes need to be made to the next day's sessions. Moreover, an evaluation form should be prepared in advance. All participants should fill out an evaluation form to evaluate the content, understanding and logistics daily, and another one at the end of the training when they reflect on their entire learning experience. These evaluations should be used to identify points of weakness in the workshop as it progresses and to make recommendations for improvements to future trainings.

NOTE: Sample evaluations forms are included in the Annex of this training manual.

During the training

- Set the stage - As the training program begins, it is important that the trainers establish ground rules. These behavior guidelines should be co-created with the participants and ensure learning and constructive group behavior. Through the program, participants will learn both knowledge and skills but also a lot about themselves. In addition, the training agenda and location need to create an environment that allows the participants to get to know each other and feel safe and comfortable to express their ideas. As this is a political training with a diverse group of participants, trainers should be prepared to encounter tension and bridge divides across parties or ideologies by sharing what participants have in common. As the training sessions progress, the trainers and staff should pay attention to the physical aspects of the training room, ensuring that the lighting, room set-up (tables, chairs) and cleanliness support ongoing learning. SET ASIDE ENOUGH TIME AT THE BEGINNING TO GO OVER THE FULL AGENDA, THE PROVIDED MATERIALS AND THE OVERALL GOAL OF THE TRAINING.
- Meet the participants - Trainers should plan a few short activities that help the participants learn about each other and gain confidence, break the initial tension that exists, and enjoy the training. Activities may include short songs and games and can be used before the start of a session, immediately before or after breaks or lunch, or just before the end of the day's session. Training organizers should make sure that participants have name badges or name plates in front of them to encourage them to get to know each other.

NOTE: Ice breaker activity examples are included in the training manual Annex.

- Manage the training - Trainers should be flexible and able to adjust the agenda and content as needed. Regardless of the preparations made, some changes should be expected. Trainers should make sure that participants understand the objectives of each session and activity as well as the political terms and jargon that may be used. If the training goes on for several hours or days, program planners may want to consider multiple trainers - facilitators, women in politics, experts in more particular module - to vary the voice and style of the presentations. Where possible and appropriate, including trainers from different countries with cultural similarities (or differences) can be enriching, ensure impartiality and demonstrate commonalities among women in politics across diverse contexts. Again, trainers should try to include activities, discussions and media materials, such as videos, to deepen the participants' understanding of the concepts introduced.
- Hold the participants accountable - Throughout the training refer to the ground rules to ensure that they're being followed. Additionally, when possible, have individuals or groups report out to the larger group in some way after activities or exercises.
- Recognize their achievement - At the end of the training, acknowledge the participants' efforts with certificates, a ceremony or other context appropriate activity. Organizers may want to invite the press, political party leaders, government representatives and/or someone from the donor organization that paid for the training

After the training

- Stay in touch - A training program will have a larger, and more lasting, impact if it is part of a greater program and set of activities. As previously indicated, it is important that from the beginning of the planning process, that the program time and budget include activities that will take place after the training ends. These activities could include making the connection between the training participants and the organizations that would benefit from their new knowledge and skills - candidates and political parties, campaign staff to campaigns, advocates to civil society groups. In addition, it is almost always useful to keep the training participants in contact with each other, so that they can support each other and learn from each other on a continual basis. This could be done online, with a follow up event or individual consultations after several months to continue to build skills or address issues that might have come up.
- Connect with other women in politics - In addition to the women in this training, the participants might want to meet, learn and share their experiences with women in other

countries. The International Knowledge Network of Women in Politics (www.iknowpolitics.org) is an online platform acts as a one-stop shop for experts in women's political participation, as well as others engaged in promoting women's political participation.

- Keep track of training participants - If possible, build onto an existing or create a new database of all the training participants. These women are current or future candidates, office holders and political staff and are a measure of the program's success; they can play a role in future training activities and engage in other programs.
- Consider a post-election gathering - Win or lose, it is important to analyze the election results to understand what happened and plan for future programs. A meeting of the training participants after the campaign allows for a celebration for the winners and a discussion about the additional knowledge and skills needed by those who were not successful. Much could also be learned about factors outside of the women's campaigns such as the voters' attitudes about women in political leadership, the parties' willingness to support the candidates, the media's coverage of the candidates and the existence of violence directed towards women during the campaign period.
- ● Consider a training for newly-elected office holders - To ensure that the women elected to Parliament, local council or other office are successful in their new post, often it is necessary to hold a follow-on training for them and their staff. Topics that might be covered include communicating with constituents, building coalitions, managing your office, etc.

Brief background paper template

In preparation for a training program targeting aspirants, candidates or newly-elected office holders, it is important that trainers understand the political context within which it will take place. This template can be used to create a complete picture of the political situation in the country where the training will take place; focus on questions most appropriate to the relevant elections to make the training appropriate and impactful. It can be used to refine the training modules to be more country-specific and provide guidance to those delivering the training sessions. It can also help inform the training sessions to raise awareness among women candidates and aspirants of their rights and important elements of the political process. There are several sessions within the Preparation module that are based on the information collected here.

QUESTIONS for the program planner:

- Has your country ratified CEDAW?
- If so, countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations. You can use the most recent country report to find out what actions have been taken to increase women's political participation.
- Some countries created a Beijing+20 report in 2015 to document progress on the Beijing Platform. Did your country submit one?
- As the SDGs are implemented, many countries have designated a government ministry and/or a coalition of civil society organizations to track their country's progress towards the global goals. What structures exist in your country to track gender equality and women's empowerment for the SDGs? This information can help you understand the role of women in government and civil society. Those collecting the data might share information regarding Goal 5 implementation.

NOTE: *At the regional level there may also be regional frameworks and institutions regarding gender equality and women's empowerment that exist and of which trainers should be aware.*

Current data

Through the country's gender or women's ministry, or through the Sustainable Development Goals (SDG) process described previously, there exists information on the status of women in politics in the country where the program will take place. Data points to research include **if possible:**

- The number of women serving in executive branch (head of state, government, ministers, civil servants)
- The number and proportion of women serving in the national parliament (*check IPU for latest data: <http://archive.ipu.org/wmn-e/classif.htm>*)
- The number and proportion of women serving in intermediary/provincial governments (where relevant)
- The number and proportion of women serving in local government as mayors or on local councils
- The number and proportion of women registered to vote; the number and proportion of women that voted in the last election
- The number of women candidates that have run previously in the relevant races and the number and proportion that won those campaigns
- Is there other relevant data that disaggregates this data based on age, ethnicity, region, religion, ability, etc.?

Data can be collected and presented in a table such as this example if desired:

	Current Level	Previous Election	Previous Election
Parliament	Number/Percentage		
State/regional bodies			
Local office			

Political system

Within the country where the program will take place, there are laws, policies, institutions and systems that will impact a candidate's campaign and political life. It is important for trainers to be knowledgeable about these for the campaign training to be relevant and impactful.

List relevant NATIONAL LAWS regarding

- Gender equality - are there temporary special measures, such as quota laws, that impact women's political participation?
- Elections - who can call an election, when will elections at various levels (presidential, parliamentary, state and local) take place, what is the length of the election period from when the elections are called, to the creation of the candidate list to election day? Is the electoral system a parliamentary one? Do candidates run on party lists? How are the winners determined (majority, plurality, etc.)?
- Financing - what do the laws stipulate regarding the campaign and candidate funding How are campaigns funded? Who can give and how much?
- Violence - are there specific prohibitions against campaign violence towards candidates and voters? Is gender-based violence in politics addressed?

List relevant POLITICAL INSTITUTIONS and specific details regarding

- Political parties - what are the major parties, who are the political leaders of each, what is their public platform? Which parties have women's wings or other structures focused on female party members? Is the party manifesto available to the public? What is each party's candidate nomination process? What is the registration process for political parties?
- Government structures, national and local - what role do these entities play in the election for which you are training aspirants? Have there been any reforms since the last election?

- Parliament
- Government (executive branch)
- Electoral management bodies
- Independent commission for complaints regarding campaign actions and results
- Intermediary/provincial/state government (where relevant)
- Local councils (where relevant)
- Civil society - what are the major civil society organizations that focus on relevant issues such as voters' rights, the elections process or gender equality more broadly?

MODULE 1: Preparation

This module is designed to help women who are considering running for office (or would like to help other women run for office) understand her leadership potential and how her life experiences contribute to this potential. It will also help women understand who she would represent when elected to office, what the responsibilities are of the office, the relevant electoral laws, and the role of political parties. For participants that have not yet decided to run, this module could take more training agenda and time. For those who have decided to seek political office, these sessions can be shortened, but the concepts can still be included and reviewed.

There are six sessions within this module:

1. Transformative leadership
2. The decision to run
3. Your story-why are you seeking office and why should people vote for you?
4. The district, the political landscape, office, and electoral laws
5. Political parties
6. Running as a woman

Total time: 8-9 hours

Session: Transformative leadership

Objectives:

- To facilitate a candidate's understanding of transformative leadership
- To create a shared vocabulary around gender issues
- To assess one's own empowerment and leadership
- To better understand a life in politics

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Sticky notes
- Large sheets of white paper or a white/chalk board
- HANDOUT: Personal empowerment
- HANDOUT: Leadership skills

Notes:

This session is focused on building the needed *confidence* to ensure that training participants understand that they can be transformational leaders, that it is their right to run for office, and that their voices and opinions are important, valued, and important to the policy debate. This session is designed for participants of all ages and experience levels; it can be delivered to aspirants, new candidates, or as a refresher leadership session for women in politics. This session can be included in the training program at any stage of the electoral cycle, however, the earlier it is presented, the better to impact candidates' messages and voter contact plans.

Activities:

- Word association
- Personal empowerment
- Leadership skills
- Introductions

Additional reading:

Content:

Leadership starts with you: you must lead yourself before you can lead others. Transformative leadership is a visionary process that starts with individual transformation and transcends the personal to express itself at the group and institutional levels. This process leads to the redefinition of gender and power relations and the strengthening of bold and innovative leadership, building on the talent and skills of women and men in society. Transformative leadership is grounded in the principles and values of equity, equality, democracy, justice, caring, non-violence and cooperation.

To redefine gender and power relations, let's define a few key concepts:

- Sex refers to the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc.
- Gender is a social and/or cultural construct, which results in the behavioral characteristics assigned to men and women in different societies.
- Gender also refers to what a society believes are the appropriate roles, duties, rights, responsibilities, accepted behaviors, opportunities and status of women and men in relation to one another. Society and culture determine what is considered "masculine" and "feminine" in a given time and place. These definitions differ across societies and over time and are passed on from birth. These constructed roles are hierarchical and most often privilege one group (often men) over another and lead to unequal power relations between the sexes.
- Gender equality refers to the goal of achieving equal rights, responsibilities and opportunities of women and men and boys and girls.
- Patriarchy is a social, political, cultural and economic system defined and ruled by men. When the gender order privileges men, the social acceptance of male domination and female subordination may be sustained by many formal and informal institutions and practices.
- Gender norms are often explained as values, traditions and practices that influence and shape women's and men's respective roles, responsibilities and relationships. Gender norms generally are not explicitly prescribed by law or regulation, although laws can reflect these norms. These norms are transferred to succeeding generations through the socialization process and make up the unwritten 'rules' as to how females and males should behave. ^[3]

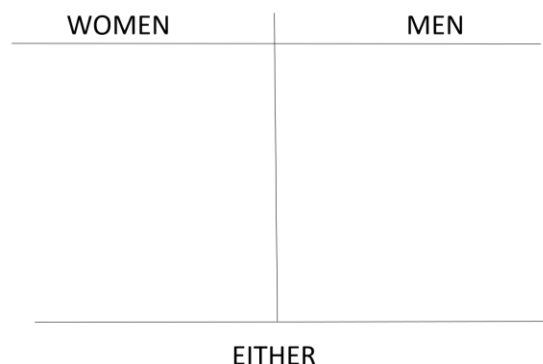
Empowerment is the process of giving a person or group of people power and control, especially over one's own life and over their rights. Through this process, individuals or a group of people become stronger and more confident, especially with respect to making their own

decisions. As we empower women to run for office, we will look at four aspects of empowerment:

1. Acquiring an understanding of gender relations and the ways in which these relations can be changed;
2. Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's own life;
3. Gaining the ability to generate choices and exercise bargaining power; and,
4. Developing the ability to organize and influence the direction of social change to create a more just social and economic order, nationally and internationally.

ACTIVITY: Word association (15-20 minutes)

The trainer can ask participants to discuss words that are usually associated with masculinity and femininity to create a shared understanding of gender and social norms. Each participant should have access to small pieces of paper or "sticky notes". At the front of the room there should be three large pieces of paper - one with "Men" written on it; one with "Women" written on it; and one with "Both/Neither". Without much conversation, participants can take 3-5 minutes and write down words or pictures they associate with men and women.



As they complete writing their words down privately, they can come to the front of the room and put their paper (with tape if necessary) on the large paper that best fits their words. Often, "strong" will be posted under "Men" and "take care of children" will be posted under "Women". After everyone has posted her words in the front of the room, the group can discuss what words are on each page/in each category - these words are associated with gender norms. Then discuss how these gender roles are different in different parts of the world, or even different parts of the country, and how they can be reinterpreted. For instance, "strong" might be instinctively put under "Men", but you can point out the strength it takes to carry water for miles or give birth.

The goal is for the participants to discuss, encourage each other and give examples about how social norms are fluid. Also, are the norms different for young women? Those in the rural areas of the country? As they (hopefully) come to see that men can take care of children and women can be firefighters, for example, the trainer should move as many of the small pieces of paper as possible from “Men” and “Women” to “Both/Either”. Because really, giving birth to a child is the only thing that both cannot do. The trainer can refer to the key concepts defined earlier in this session as needed.

ACTIVITY: Personal empowerment (30 minutes)

Moving from the theoretical to the personal, this activity helps participants measure the level of empowerment that they feel they have in key areas of their life. The goal of this activity is to help the participants realize areas of their lives where they have power and where they need more control. There are no right or wrong answers.

HANDOUT: Personal empowerment, allow the participants 10-15 minutes to fill it out and about 15 minutes for discussion.

NOTE: *The trainer should be sensitive that the responses to this activity may be too personal and that participants may not feel like sharing them with the group, which is OK.*

DISCUSSION QUESTIONS:

- In what aspects of your life do you have power?
- Where do you want more?
- Has the power you have changed over your lifetime?
- Do you need knowledge, skills and/or confidence?
- How can this training help?

ACTIVITY: Leadership skills (30 minutes)

This activity helps participants define what leadership means to them personally and demonstrates how they have already been leaders in their own lives. The goal of this activity is to help the participants move from empowerment to leadership and start to think about what they want to do as a political leader. There are no right or wrong answers.

HANDOUT: Leadership skills, allow the participants 10-15 minutes to fill it out and about 15 minutes for discussion.

DISCUSSION QUESTIONS:

- Was this activity hard or easy?
- What question was the most difficult to answer?
- Why?

ACTIVITY: Introductions (30-45 minutes depending on the size of the group)

Now the participants will work on introducing themselves based on the discussions previously held during this session. They can work on their own for 10-15 minutes, then have each person introduce herself to the group with the following script:

- My name is
- My purpose in life is
- My contribution will be....by....
- You can count on me for....

HANDOUT: Personal empowerment

LEVELS OF EMPOWERMENT ^[4]

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

Rank from 1-10: 10 = feel fully empowered 0 = not at all

*There are no right or wrong answers.

Your body (including decisions about family size and childbearing time) _____

Decisions (big and small) in the home _____

Equality with men in the household _____

Setting goals for yourself (planning and carrying out plans for life) _____

Ability to represent yourself and stand up for yourself _____

Influence over what goes on in community _____

Influence over what goes on in country _____

Education (knowing things) _____

Skills (knowing how to do things) _____

Problem-solving experience _____

Self-confidence (confidence in yourself) _____

Self-reliance (ability to look after yourself) _____

Access to resources such as people and money _____

HANDOUT: Leadership skills

YOUR LEADERSHIP ^[5]

Complete the questions about leadership skills. There are no right or wrong answers.

What are the character traits and personal values that are most important to me?

What is my main motivation in life? (Write a sentence.)

What have I already done to make life better for others?

What are the three qualities or talents unique to me?

What do I want to accomplish? (Be as specific as you can -- what is a measurable contribution within a specific amount of time.)

Session: The decision to run

Objectives:

- To facilitate a candidate's understanding of the commitment needed to run for office
- To introduce the range of issues that need to be addressed
- To assess one's own capacity to run for office now

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: Questionnaire
- Former candidate or office holder as a guest speaker

Notes:

This session is focused on building the needed *confidence* as session participants will think more specifically about making the decision to run for political office or consider a political life. This session builds on the ***Transformative leadership*** session in this module. This session is designed for participants of all ages and experience levels but focused on aspirants. This session should be included in a training program that occurs near the beginning of the electoral cycle.

Activities:

- Questionnaire
- Guest speaker

Additional reading:

Content:

Running for political office is a significant undertaking – one that requires a level of commitment only outweighed by the benefits of helping to shape policies in your community and your country. It also requires significant mental and emotional preparation, and internal reflection of self, family, community/country and political party.

ACTIVITY: Questionnaire (45-60 minutes)

Now that the participants have thought about their empowerment and what kind of leader they've been and want to be, this activity focuses on political leadership. These questions are more specific. The trainer can distribute HANDOUT: Questionnaire, review the questions with the participants, allow them 15-30 minutes to fill it out and about 30 minutes for discussion.

- Why do you want to seek political office? Is there a local issue that has spurred you to action? Are you concerned about the direction of the country? Understanding your own motivations will help you decide if pursuing a political life is right for you and will help define your candidacy and your message as your campaign gets underway.
- What experience do you bring to the table? Are you seeking the office that is both the most appropriate political opportunity and the most relevant to your abilities and ideological concerns? Being able to articulate your qualifications is the first step in developing a clear and compelling message and making your candidacy relevant to voters.
- What are your strengths and weaknesses? What aspects of a campaign do you love and hate? Do you have a compelling message, but dread speaking in public? Examine and assess the positives and negatives of your candidacy and make decisions early that will help capitalize on your strengths and compensate for, or help you overcome, your weaknesses.
- Are you prepared? A thoughtful evaluation of your personal circumstances can help you determine if the decision – and the timing – are right for you. Consider the following:
 - Does your family support your decision to run? Can they help you?
 - Are you able to take time off from work?
 - Are you in good physical health?
 - Do you have a realistic understanding of what it will take to win and are you willing to make the necessary commitment?
- Examine the external resources you have at your disposal:
 - Are you on solid financial footing? Do you have personal savings?
 - Who could you bring together to act as an informal group of advisors or “kitchen cabinet”?
 - Are you willing to ask friends and family for help and money? Do you know how?
 - Have you ever gathered people or volunteers to work around a project or cause?
 - Who are the key people/associations you know who could help you?
 - Do you have alliances with other women and men in your political party who can support you?

DISCUSSION QUESTIONS:

- Was this questionnaire more difficult to complete than the ones earlier? Why?
- Do you need additional knowledge, skills and/or confidence?
- How can this training help?
- What are other resources that might be helpful?

ACTIVITY: Win-Lose Matrix

ACTIVITY: Guest speaker (30-60 minutes)

This is a great opportunity to bring in a woman who has run for office. She can share her personal story and the participants can ask questions based on the discussions held during the training so far.

HANDOUT: Questionnaire

POLITICAL LEADERSHIP

Complete the questions about leadership skills. There are no right or wrong answers.

Why do you want to seek political office? (e.g. Is there a local issue that has spurred you to action? Are you concerned about the direction of the country?)

What experience do you bring to the table? (e.g. Are you seeking the office that is both the most appropriate political opportunity and the most relevant to your abilities and ideological concerns?)

What are your strengths and weaknesses? (e.g. What aspects of a campaign do you love and hate? Do you have a compelling message, but dread speaking in public?)

Are you prepared? Consider the following:

- Does your family support your decision to run? Do you have friends, family?
- Are you able to take time off from work? Is your boss supportive?
- Are there any medical issues that would impact your campaign?
- Do you have a realistic understanding of what it will take to win and are you willing to make the necessary commitment?

What external resources do you have at your disposal?

- Are you on solid financial footing? Do you have personal savings?
- Who could you bring together to act as an informal group of advisors or “kitchen cabinet”?
- Are you willing to ask friends and family for help and money? Do you know how?
- Have you ever gathered people or volunteers to work around a project or cause?
- Who are the key people/associations you know who could help you?

SET OF QUESTIONS ABOUT POLITICAL PARTIES

Am I going to run with a party or as an independent?

HANDOUT: Win-Lose Matrix

What do I win if I win?

What do I win if I lose?

What do I lose if I win?

What do I lose if I lose?

Session: Your story

Objectives:

- To create an initial candidate message
- To explore motivations about running for office

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: Questionnaire

Notes:

This session is focused on building *confidence* as session participants answer the question “Why am I running for office?” The work this session - participants’ stories - will not be shared with the public or the media; rather they are to be kept internally to help the candidate and guide the creation of the campaign message. The participants’ stories should inform how their campaigns and the candidate herself communicates to voters why the candidate is running for office and why voters should choose that person. The candidate’s campaign message that is developed must answer the questions: Why? Why care? Why act? A later session discusses political party communications.

Activities:

- Questionnaire

Content:

There are certain basic assumptions to explore as aspirants begin making public statements and grow into the role of candidate. The candidate’s beliefs are by far the most important guiding factor in message development, but how the campaign presents these beliefs is crucial to developing a consistent message and image.

ACTIVITY: Questionnaire (45-60 minutes)

Now that the participants have thought about personal and political leadership, this activity puts those ideas into a campaign structure. These questions guide early message development.

While the training participants probably will not have precise answers to many of these questions, they can begin building a picture of themselves as candidates.

HANDOUT: Questionnaire, review the questions with the participants, allow them 15-30 minutes to fill it out and about 30 minutes for discussion.

- Why are you running?
- What do you want to accomplish in elected office? What issues do you feel are the most important? What do you want to change?
- How do you answer the question -- “Why should I vote for you?”
- Do you think voters also care about these issues? Are there some that you think they care about more than others? Which do you think they are?
- Are there specific plans you want to champion?
- Who are the voters that you expect will support you? What do they care about? What issues can move them?
- Beyond issues, who are you as a candidate? What image do you want to project? How can you project that image in the campaign?

DISCUSSION QUESTIONS:

- Do you feel like you know enough about what elected officials do? If not, how can you learn more?
- Do you feel like you know enough about what voters care about? If not, how can you learn more?
- Think about the gender norms we discussed. How do they work for or against you?
- What images have other candidates chosen to project? What did you like about them? Are the images for women and men candidates different based on gender/social roles (verbal and non-verbal cues)?
- How can you show that you are a transformational leader in telling your story?
- How will this knowledge prepare you to run?

HANDOUT: Questionnaire

YOUR STORY

Complete the questions about you. There are no right or wrong answers.

Why are you running?

What do you want to accomplish in elected office? (e.g. What issues do you feel are the most important? What do you want to change?)

How do you answer the question -- "Why should I vote for you?"

Do you think voters also care about these issues? Are there some that you think they care about more than others? Which do you think they are?

Are there specific plans you want to champion?

Who are the voters that you expect will support you? (e.g. What do they care about? What issues can move them?)

Beyond issues, who are you as a candidate? What image do you want to project? How can you project that image in the campaign?

Session: The district, the political landscape, the office, and electoral laws

Objectives:

- To create an understanding of the district in which the candidate will run
- To understand the political landscape in which she will run
- To facilitate a candidate's understanding of the responsibilities of the office

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Information about the districts/constituencies, political landscape from background paper
- Pre-training research from participants (if assigned)
- HANDOUT: District questionnaire
- HANDOUT: Office roles and responsibilities
- HANDOUT: Electoral laws
- Local electoral law expert (if possible)

Notes:

This session is focused on *knowledge*. While previous sections focused on the personal, now the session is moving towards the political institutions. Just as important as an assessment of the aspirants' personal story and resources is a complete review of the political district and environment in which their campaign will be run. Accurately reviewing the landscape will help the participants make an informed decision and determine the strategy that will guide their campaign.

NOTE: *While each training participant needs to bring some information to the training, it is important that UN Women staff and/or consultants also research this information to make this session useful. Reference the background paper written for the training for the political context. If appropriate, a local electoral law expert can be brought in to conduct this portion of the training.*

Activities:

- District questionnaire

- Group discussion about the district
- Group discussion about roles and responsibilities
- Group discussion about electoral laws

Additional reading:

Content:

As the training moves from the theoretical towards an actual campaign, each aspirant needs to understand the district where she will run and represent after she is elected.

ACTIVITY: Questionnaire (30 minutes)

This questionnaire builds an understanding of the district including the geography, the voters, and the political landscape. While the training participants may not have precise answers to these questions, UN Women staff and/or consultants should have on hand this information to make this session useful. If the training participants do not yet know what office they are running for, this exercise could be done in groups for various scenarios (e.g. mayor, MP on a party list, independent candidate, etc.)

HANDOUT: District questionnaire, review the questions with the participants, allow them 10-15 minutes to fill it out and about 15 minutes for discussion.

NOTE: *Trainers should be aware of the political affiliations of the participants during this discussion.*

DISCUSSION QUESTIONS:

- How does the political landscape look nationwide?
- How will it vary by district/constituency?
- How will this knowledge prepare a candidate to run?

ACTIVITY: Group discussion about roles and responsibilities (15-30 minutes)

As part of the preparation process, it is important for the candidate to understand the responsibilities of the position she seeks. Her campaign will be more successful if the issues that she wants to address are in the purview of the office that she is seeking.

NOTE: *While each training participant needs to bring some information to the training, it is important that UN Women staff and/or consultants also research this information to make this session useful.*

HANDOUT: Office roles and responsibilities, review the questions with the participants and allow about 15-30 minutes for discussion.

- Is the position at the local, regional or national level? The amount of money and time needed to run, win and serve and the issues that will be addressed will vary greatly depending on the level of the position sought.
- How many seats are open in this election? Is this a single member district or a multi-member one? These questions are important for the campaign put also for the work to be done once the training participants are in office. Who will they serve with and under what circumstances?
- Will you be running alone or as part of a team? As with the previous questions, knowing the structure of the position and institution is valuable information.
- What are the roles and responsibilities of the office for which you are running?
 - Legal qualifications
 - Stated job description
 - Informal roles and responsibilities

DISCUSSION QUESTIONS:

- How are the roles and responsibilities of the office you want to run for similar or different than other positions you have held previously?
- How will the roles and responsibilities of the office impact your personal and professional lives?
- How do your strengths and weaknesses match up to the role?
- What will you do outside of the formal description of the office to help transform the community or country in which you serve?

ACTIVITY: Group discussion about electoral laws (15-30 minutes)

Similarly, there are laws that cover every aspect of a campaign from the electoral system broadly, to candidate qualifications, to the way money can be raised and spent.

NOTE: *If the training participants are running for the same office, UN Women should consider a complete, separate session at this point in the training. If the participants are from various locations or running for various positions, this can be included in this district/political landscape session.*

NOTE: *While each training participant needs to bring some information to the training, it is important that UN Women staff and/or consultants also research this information to make this session useful.*

HANDOUT: Electoral laws, review the questions with the participants and allow about 15-30 minutes for discussion.

NOTE: *The trainer could answer the questions on the handout in advance to create a fact sheet for the participants or have the participants fill it out themselves during this session.*

Alternatively, participants can be asked to try and gather this information prior to the training and then discuss during the training.

DISCUSSION QUESTIONS:

- Was this questionnaire more difficult to complete than the ones earlier? Why?
- Do you need additional knowledge, skills and/or confidence?
- How can this training help?
- What are other resources that might be helpful?

HANDOUT: District questionnaire

YOUR DISTRICT

How big is the district/constituency?

Is a map of the district/constituency available?

What are the physical characteristics of the district/constituency? Is it rural or urban? Flat or mountainous? Heavily populated or sparsely populated?

Where do people in the district/constituency live? In large apartment buildings, small houses, spread-out neighborhoods, or family farms?

The voters:

What is the voting population of the district?

What is the approximate level of support for specific political parties in the district based on previous election results?

What is the demographic makeup of the voters? What are their income levels? Level of education? Professions? Ethnic backgrounds and race? Religions? Ages?

What are your potential supporters like?

The last election:

Who ran for this position in past elections?

What were the results for this position in past elections?

Who voted in past elections?

YOUR DISTRICT (cont.)

Has/have the district/constituency/voters changed much since the last election?

The political landscape:

Who are the important political, civic and business leaders in the district/constituency?

Who are the important political players outside the district who play an important role?

What is the situation with the local, regional or national political parties?

What issues are important to voters?

What motivates citizens to vote?

How do voters feel about political parties?

What other races will be on the ballot in this election and how does their presence impact this race?

Who are the potential opponents?

HANDOUT: Office roles and responsibilities

YOUR OFFICE

Is the position that you are seeking at the local, regional or national level?

How many seats are open in this election? Is this a single member district or a multi-member one?

Will you be running alone or as part of a team?

What are the roles and responsibilities of the office for which you are running?

- Legal qualifications

- Stated job description

- Informal roles and responsibilities

ELECTORAL LAWS

What electoral system is used? First-past-the-post? Party list proportional representation?

What is required to win the election? A simple plurality? A majority of the votes cast?

How many seats are open in this election? Is this a single member district or a multi-member one?

When is election day? What hours are the polls open? Can people vote early?

Will you be running alone or as part of a team?

What are the filing deadlines for candidates?

What are the legal requirements for candidates? Age? Residency? Education?

Are there limits to the contributions that one individual/organization can make to a campaign?

What kind of money or support can a candidate/campaign receive? Money from business? Money from individuals? Money from foreign contributors?

Are monetary contributions treated differently than contributions of campaign supplies?

Are there laws outlining what you can and cannot say/write about yourself or your opponent and how you can communicate with voters?

Beyond election day and the candidate filing deadline, what are other important dates to know?

MOVE TO BEFORE “YOUR STORY”?

Training Module: Preparation
Session: *Political parties (1 hour)*

Session: Political parties

Objectives:

- To generally understand how political parties can support women’s political participation
- To understand how the candidate’s political party can support women’s political participation

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Information about the political parties from background paper
- HANDOUT: Party questionnaire

Notes:

This session is focused on *knowledge*. While there are laws and rules about the role political parties can play in candidates’ campaign, there are also many informal processes that determine how/if the candidates are supported by their political parties. If the training involves aspirants from different locations and/or from several political parties, the training organizers must determine the best way to lead this session. Regardless of the makeup of the group, however, this is an important session so that the participants are fully prepared as they make the decision to run for political office and start their campaigns.

NOTE: *While each training participant needs to bring some information to the training, it is important that UN Women staff and/or consultants also research this information to make this session useful.*

Activities:

- Political party questionnaire
- Group discussion

Content:

Political parties are the primary and most direct vehicle through which women (and men) can access elected office and political leadership. Therefore, the structures, policies, practices and values of political parties have a profound impact on the level of women’s participation in the political life of their country. Political parties are key to participation in politics, as it is political

parties that recruit and select candidates for elections and that determine a country's policy agenda. However, within political parties, women tend to be overrepresented at the grassroots level or in supporting roles and underrepresented in positions of power. Women need to understand their political party, its structure and decision-making processes, so that they can be competitive in this arena. ^[6]

There are targeted strategies that political parties can take to increase women's political participation in their internal organization and at different times during the electoral cycle. Looking at a party's organizational structure, the official documents and statements of a political party can be important for providing a gender equality framework. They provide a vision of the party but also entrench the rules for achieving that vision. Other specific actions that political parties can take:

- Gender equality addressed in the party's legal framework
- Measures, including internal quotas, that ensure women's participation on governing boards and decision-making processes
- Targets for participation in party conventions
- Women's wings or sections within parties that are formally integrated into the party structure, with defined roles and responsibilities and appropriate funding
- Gender included in all the party's policies
- Codes of conduct or sanctions against gender-based violence
- Party leadership's public support for gender equality and women's empowerment

Beyond the policies of the party, women's political participation can be addressed in the electoral cycle. In the pre-electoral period, recruiting and nominating candidates is probably the most crucial process for ensuring that women participate in politics. The gender gap widens significantly as candidates for political office move from being eligible to becoming aspirants to finally being nominated by the party. It is important for parties to incorporate rules that guarantee women's representation. Actions that political parties can take:

- Gender candidate quotas in the party statutes
- Guidelines for candidate recruitment in party nomination committees
- Women candidates placed in winning seats
- Expanded pool of women candidates and party training for women candidates
- Codes of conduct on zero tolerance for violence against women in elections

During the electoral period, while candidates are campaigning and communicating with their constituencies, political parties can help educate voters about the rights of women to

participate in politics and the importance of gender equality. Actions that parties can take during this period include:

- Work with other political parties, the electoral management body, civil society and the media to address the issue of violence against women in politics
- Training of women candidates in such skills as fundraising, message development, media relations and communicating with voters
- Training and promotion of women in campaign leadership positions
- Women's visibility in the campaign by providing additional media exposure
- Party positions that are priorities for women
- Monitoring of elections, including the recruitment of women as party agents to be present at polling stations, particularly if those polling stations are allocated for women only
- Information provided to voters that includes specific messages highlighting the importance of women's votes and women's right to vote as equal members of society

Even after the elections are over, political parties continue to play a central role in encouraging women's participation in politics. Actions that parties can take in the post-electoral period include:

- An assessment of the level of gender equality within the party
- An assessment of how male and female candidates were supported by the party during the most recent elections
- Gender-disaggregated data collected about voter turnout, votes and opinions about candidates
- Gender-sensitive reforms to other political institutions, such as parliaments
- Gender and women's empowerment issues included in party policies or platforms
- Support for a cross-party network of women and women's parliamentary caucuses
- Support for elected women serving in leadership roles

Now, let's look at the major political parties that exist in this country - who they are, what do they stand for and how women are involved in their structures and processes?

NOTE: *Content here comes from the background paper:*

Major political parties

Political leaders of each

Major points from the public platforms of the parties

Information about the parties' women's wings or other structures focused on female party members and their leaders

ACTIVITY: Political party questionnaire (30 minutes)

Each of you now can think about your own political party.

HANDOUT: Party questionnaire, review the questions with the participants, allow them 15 minutes to fill it out and about 15 minutes for discussion.

NOTE: *The trainer could answer the questions on the handout in advance to create a fact sheet for the participants or have the participants fill it out themselves during this session.*

DISCUSSION QUESTIONS:

- Was this questionnaire difficult to complete? Why?
- Do you need to know more about your political party?
- If you are a young woman, does your party have a youth wing?
- How are the parties similar in their support to women candidates?
- Do you know if your party has addressed the issue of violence against women in politics?
- What challenges do you expect to face in your party as you continue your campaign?

HANDOUT: Party questionnaire

YOUR POLITICAL PARTY

What is your party's name?

What is your party's mission? What are its fundamental principles and values?

Do the party's core documents address the issue of gender equality or outline mechanisms to promote women's political participation?

Does the party have a particular ideology? If so, what is it?

Are there criteria for becoming a member of the party? What are they? What are the rights and responsibilities of members of the party?

What is the leadership structure of the party? Are women present in leadership positions?

What are the party's policies and platforms?

If the party has a women's wing, what are its roles and responsibilities?

How are candidates selected by the party? How is the order of the candidate list determined?

Are resources from the party available to candidates? Does the party communicate to voters on behalf of its candidates?

How has the party supported women candidate's in previous campaigns?

Who are the party leaders who make the important decisions regarding the candidate list, campaign resources?

MOVE TO AFTER “YOUR STORY”?

Training Module: Preparation

Session: Running as a woman (1½ hours)

Session: Running as a woman

Objectives:

- To understand the realities about what it’s like to run for office as a woman
- To share strategies for overcoming barriers
- To build a strong network of women candidates

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Former candidate or office holder as a guest speaker/inspirational video

Notes:

This session is focused on *knowledge*. It is important for program planners to be knowledgeable about laws and policies on the conduct of campaigns in each country, as well as barriers that make it challenging for women to run for office and win. Knowing both the written and unwritten rules helps the campaign training to be practical and realistic. While there are no simple answers for any of these challenges, being aware of them and even discussing them during the training can provide the space for women to share their own strategies and understand how other candidates have succeeded.

Activities:

- Small group discussions
- Group discussion
- Guest speaker

Additional reading:

Content:

This session reviews some of the challenges that women candidates around the world have faced during their campaigns. There are official laws and policies that determine how politics, and specifically campaigns, are run in each country. Outside of those regulations, there are unofficial barriers that keep women from seeking and winning political positions. Women who

are young or from marginalized communities often face additional challenges. Today, we're going to have an open discussion about these challenges or issues. While there are no simple answers for any of these, being aware of them and discussing them will allow us to share our own strategies and understand how others have succeeded.

Start with a brief description of the issues. Then, break into small groups for more detailed conversations before coming back together and sharing some highlights.

- Family - Candidates should expect their family lives to be disrupted. When they are involved in politics, the personal becomes political. Little in their lives - or in their family members' lives - will be private anymore. The best way to manage this issue is to be prepared. Depending on what is appropriate, aspirants should talk about the idea of a campaign through with each family member individually, and then together as a group. Be realistic about the changes that will take place in their household. If a candidate is a mother, she can expect both sincere and malicious concern about the welfare of her children. If a candidate is single or childless, there may be curiosity about this, too. Expect that some in your family won't support you. Be aware if there are some things you DON'T want to change about your family, for example, attending church every week.
- Political party processes - While political parties have written rules, there is often a set of unwritten rules that govern decision-making around campaigns. These unwritten rules can guide who and where names appear on the candidate list, and who receives party support (such as funding, visibility, speaking at events, appearing on posters or other written materials). If a party's internal organization is weak and the rules for recruitment are unclear, decisions tend to be made by a limited number of elites, usually men.
- Time - Aspirants to political office need to be aware that women running for office around the world struggle to find the time needed to be a candidate. Often women are charged with the majority of household work, including the cooking, cleaning and care of children and elders. In addition, many women work outside the home in formal or informal sectors to earn income for family expenses. Seeking elective office adds a "third shift" to many women candidates' lives.
- Social norms - There are women serving in leadership and political positions in most countries; however, public polling often shows that many men *and women* do not believe it is appropriate for women to have those positions.

NOTE: *The social norms about the “appropriate” roles of women in society will be very specific to the country. If trainers can find recent, public opinion polling on the issue, it’s good to discuss it. But even without it, participants will likely be aware of the social norms that will play a role in making the decision to run, communications and fundraising.*

- Violence - Women candidates are not responsible for ending gender-based violence against women in politics but they should be aware that it is a reality in every country. It exists in many different forms of physical, psychological and sexual violence. Women aspirants need to be aware that violence encompasses voter intimidation, and outright physical attacks against women candidates. Sometimes it is subtle, sometimes it’s not. It has existed for many years, but now organizations like UN Women are creating resources to address it. Politics can be perceived as a career that comes with certain risks, but violence against women in politics is something specific and which targets women because of their gender. ADD RESOURCES HERE

NOTE: *Throughout the training, trainers and participants should not shy away from these issues and should think proactively about how to work with political parties, civil society organizations, the media, electoral management bodies, friends and family to prevent and respond to violence against women in elections.*

- Technology - The forms of technology, from laptop computers to mobile phones, from social media platforms to apps, that are available differ from country to country. The ability to use technology may also differ based on gender or sex as well as level of income, literacy, age and ability. Technology has become omnipresent in our lives and it causes/allows us to be in communication 24 hours a day. We’re all constantly in touch and it’s two-way communications. It can be used against you.

NOTE: *If trainers can find information about women’s access to technology in the country, it would be good to know for sessions on communications, fundraising, voter contact and management.*

- Intersectionality - Just as in life outside of politics, if a candidate is marginalized by age, ethnicity, religion, education level, economic status, ability or other characteristic, she will face greater challenges as a candidate. It is important to be aware of these additional challenges and discuss specific strategies and tactics that can be utilized successfully. Many differences exist and layer on one another. As a trainer it is important to be aware of them.

ACTIVITY: Small group discussions (20 minutes)

The trainer can break up the larger group into smaller ones of 3-5 people and give them about 20 minutes for discussion to answer the following questions:

- Which of these issues have you encountered?
- What strategies have you used?
- What other issues concern you?

Don't focus on the negative but what are the realities of running as a woman and what are the strategies you've seen work? For example, child care costs during a campaign can be expensive. In the U.S., the federal election ruled in early 2018 that campaign funds can be used to cover these costs.

ACTIVITY: Group discussion (15-30 minutes)

The trainer can bring the group back together and focus on the following questions (and try not to revisit every detail from each of the small group discussions):

- What issues came up that weren't discussed initially?
- Where there any questions that came up during the small group discussions?
- What successful strategies and resources were discussed that we should share with the whole group?

ACTIVITY: Guest speaker (30 minutes)

This is a great opportunity to bring in a woman who has run for office. She can share "what I wish I'd known" and specifically address some of the issues discussed in this session.

Alternatively, news stories, testimonies and videos of women in politics can be shared here.

MODULE 2: Communications

Communication is a key aspect of leadership because, apart from generating innovative ideas, a transformational leader must create a common understanding of the issues, share her ideas, and convince voters to join her campaign efforts. This module is designed to help women who are considering running for office (or would like to help other women run for office) decide what to say about herself and her opponent(s), how to become good at public speaking, what tools can be used to communicate her campaign message, and how to communicate as part of a political party team.

There are five sessions within this module:

1. Creating a message
2. Public speaking
3. Creating a communications plan
4. Promoting the interests of your political party
5. Talking about gender equality and women's empowerment

Total time: 4 hours

Session: Creating a message

Objectives:

- To facilitate a candidate's understanding of her strengths and weaknesses as a candidate
- To understand what comprises a good campaign message
- To create a first campaign message
- To discuss examples of other campaign messages

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis
- HANDOUT: Four basic questions
- HANDOUT: Campaign message
- Examples of campaign messages, international, national and local

Notes:

This session is focused on *confidence*, building on the **Your story** session in the Preparation module. The campaign message must answer the questions: Why are you running? Why should I care? Why should I vote for you, or support you?

Activities:

- SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis
- Four basic questions
- First draft of message

Content:

Communication is the process of sharing information, ideas, and feelings. It involves not only the spoken and written word, but also body language, personal mannerisms, and style – anything that adds meaning to a message. Communication is a two-way process through which people can share information using symbols, words, pictures, figures, and so forth, and it is integral to leadership. Leaders communicate to 1) share their vision with others, 2) inspire and motivate them to strive towards the vision, and 3) build the values and trust that enable effective working relationships to accomplish goals.

Within a campaign context, a message must explain what is valued and what is at risk, and it must align the candidate with others who share the candidate's values and concerns. A

message must be short, simple and repeated (often) to be heard. To be effective, a message must be included in every campaign communication - written and oral - and used across all the campaign's free and paid media. A message must clearly state the candidate's values and vision and align itself with the concerns of most citizens.

There are four steps in creating a message:

- Start with you: know yourself and your political values
- Know your voters: what they want and need, their values
- Create a preliminary message
- Deliver your message (and refine it)

Step 1: Start with you: know yourself and your political values

ACTIVITY: SWOT Analysis (20 minutes)

To start, participants should conduct a SWOT analysis of themselves. A SWOT analysis involves brainstorming and recording the candidate's strengths, weaknesses, opportunities and threats. The analysis considers internal resources and capabilities (strengths and weaknesses) and those that are external (opportunities and threats).

HANDOUT: SWOT Analysis, go over key questions with the participants and allow them 15 minutes to complete.

To carry out a SWOT analysis, training participants should write down answers to the following questions (or similar ones):

Strengths

- What are your advantages?
- What do you do well?
- What do other people see as your strengths?

Weaknesses

- What could you improve?
- What do you do badly?
- Is there anything that can be used against you?
- What should you avoid?

Consider these from an internal and external basis. Do other people perceive weaknesses that you do not see? It is best to be realistic now and face any unpleasant truths. Some opponents and voters may try to paint personal characteristics as weaknesses, be it gender, age, race, class, ethnicity, geographic origin, disabilities. How might a candidate address these characteristics head-on in her message?

Opportunities

- Where are the good opportunities facing you?
- What are the interesting trends you are aware of?

Useful opportunities can come from things such as changes in government policy, changes in social patterns and population profiles, and local events.

Threats

- What obstacles do you face?
- Is there a history of violence against women in politics in your country?
- Who is your competition?
- How much support do they have?
- What are they competition doing?

Step 2: Know your voters: what they want and need, their values

Step two in creating a message is knowing your voters: what they want and need and what their values are, so participants can think about the issues that they want to, and can, address in the position they seek to hold. Moreover, if running as a member of a political party, the participant should review the party's platform to see how the issues she prioritizes, and solutions she champions, line up with those taken by her party and constituency. This build on two sessions from the Preparation Module: ***The district, the political landscape, office, and electoral laws*** and ***Political Parties*** sessions.

Potential candidates need to find connections between themselves and voters^[7]:

- Where do your values and your voters' values coincide?
- Have you worked on, or been affected by, issues that are important to voters in your district?
- What can you say that captures their interest?
- How can you grab their attention and hold it?
- What do they need?
- What can you offer?

[Short-hand notes from an example given at the training of a message for a woman considered inexperienced]:

"I am a woman, a mother. I have been staying at home for 10 years and I want better healthcare for children. My child got sick, I was scared, went from doctor to doctor and no one could help...I'm running for office because...

“...I’ve experienced the medical system first hand. My opponent has been in the parliament for 20 years and done nothing for children...”

Trainers can review these questions then discuss with the participants possible answers for each.

REMEMBER: In this training, the goal is transformative leadership, the candidate’s message must be part of her effort to visualize, organize and influence the direction of social change to create a more just social and economic order.

Step 3: Create a preliminary message

To put all the research in a usable format, many candidates and campaigns answer four basic questions:

1. What does your campaign or candidate want to say about itself?
2. What does your campaign or candidate want to say about its opponent(s)?
3. What does the opponent’s campaign say about itself? and
4. What does your opponent say about your campaign or candidate?

ACTIVITY: Four basic questions (15 minutes)

HANDOUT: Four basic questions and then give the training participants a set amount of time to list 3-5 points for each question. Then, depending on the size of the group, they can each share their responses with a partner or a select number can share their ideas with the entire group.

ACTIVITY: First draft of message (15 minutes)

For the third step of the process, training participants can draft a preliminary message. They should make sure that their messages reflect not only the things they care about, but the issues that the voters care about. Who is the candidate trying to reach? What is their primary concern? What about the candidate’s background or experience makes them a believable person to advocate for solutions to the problems voters face? The message should help a voter decide why this candidate is best suited to address the issues critical in that community.

HANDOUT: Campaign message and then go over the general structure of a campaign message:

- Why are you running?
- What problem are you seeking to solve?
- What are your experiences with this problem?
- What creative solutions do you offer?
- What’s standing in the way? Opponent? Apathy? Lack of information?
- What are you asking for?

After the participants have written a message, it should be tested against the Seven C's^[8]. At the heart of any effective messaging is this checklist:

1. Clear: Is it easy for folks to understand and interpret.
2. Concise: Are you saying a lot with a little. Be brief but comprehensive.
3. Credible: It's believable. It's likely. Possibly backed up by fact.
4. Compelling: You are convincing in a powerful, plausible way.
5. Connected: Does it resonate with your audience and your overall race.
6. Consistent: Don't deviate from other messages or contradict yourself.
7. Creative: Include language that evokes an image. Inspiring!

NOTE: *It would be good for trainers to share a few good examples from well-known campaigns, both internationally and locally. It's helpful to discuss as a group what THEY think are effective messages and why, given their political context.*

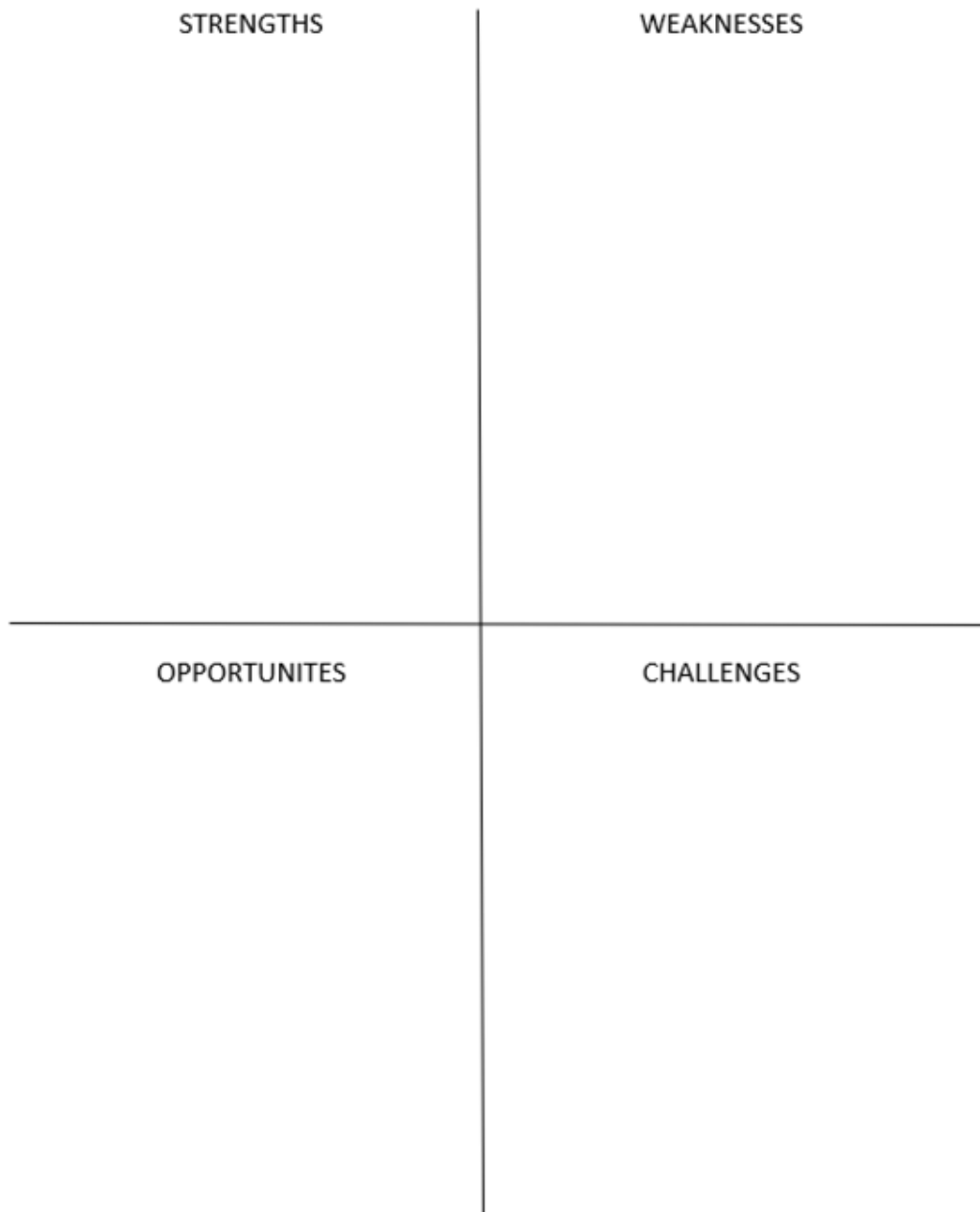
International example: Clinton vs. Trump

- Clinton: I am the most qualified person ever to seek the office of the presidency. I have served as First Lady, U.S. Senator and Secretary of State. I have a full range of policy proposals to address the pressing issues of our time including good jobs, opportunity for all Americans, and security at home and abroad.
- Trump: I have never worked or lived in Washington. I'm a successful businessman from outside the political system which only benefits politicians. I will work for those Americans that have been forgotten. I will bring back the greatness of this country, including good paying jobs, and drain the corrupt politics of Washington.

DISCUSSION QUESTIONS:

- What worked and did not work with these messages?
- Did Hillary Clinton understand her voters? Did she offer solutions they wanted?
- Was she believable?
- Did Donald Trump understand his voters? Did he offer solutions they wanted?
- Was he believable?

HANDOUT: SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis



HANDOUT: Four basic questions

FOUR QUESTIONS

What does your campaign or candidate want to say about itself?

What does your campaign or candidate want to say about its opponent(s)?

What does the opponent's campaign say about itself? and

What does your opponent say about your campaign or candidate?

HANDOUT: Campaign message

YOUR MESSAGE

Why are you running?

What problem are you seeking to solve?

What are your experiences with this problem?

What creative solutions do you offer?

What's standing in the way? Opponent? Apathy? Lack of information?

What are you asking for?

Draft message:

Session: Public speaking

Objectives:

- To understand the characteristics of a good campaign “stump speech” [9]
- To create a draft “stump speech”
- To understand how to speak effectively in public, and how to feel comfortable doing so
- To practice delivering their “stump speech”

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Local stump speech example
- HANDOUT: Stump speech

Notes:

This session focuses on *skills* and builds on the ***Creating a message*** session in this module. Once a candidate has created a message, she must be prepared to communicate that message. For this session, there should be a lot of practice time built into the training.

Activities:

- Stump speech
- Public speaking

Additional reading:

Content:

Once a candidate has created a message, she must be prepared to communicate that message repeatedly to individuals and groups, large and small. While some candidates become frustrated with repetition (see “Consistent” from 7 Cs), it is very effective to give the same or a similar speech repeatedly. This consistency ensures that the message is internalized by voters, and if the candidate is nervous or uncomfortable about public speaking, to help bolster her comfort level. To address all the above, candidates should create a short “stump speech” which is a brief speech with your campaign message and key points. The candidate should then practice the speech and become very comfortable delivering it.

The following points are helpful in developing a persuasive political speech. ^[10]

NOTE: Trainers may want to adapt the example here to a local context.

- Establish a connection with the audience by demonstrating a shared concern. For example,

“Hello. My name is [NAME] and I am a candidate for the local council. I would like to talk to you about problems that I can work to solve if you elect me. One of the concerns I share with you is our village’s financial problem. Every day I see my friends having a difficult time finding the money to buy oil or salt in the market...”

- State the problem, how it affects the audience, and support it with evidence.

“I have observed a great number of people who are having trouble finding a job to have enough money to survive. The people of this village do not have good opportunities for making money. Many voters have shared with me their frustrations about this important issue...”

- State your position on the issue.

“I believe that we must help people find jobs or start their own businesses as our top priority. If I win this election, I promise to improve our village by bringing more income generating opportunities here. I will work to increase economic opportunities for villagers...”

- Give your solution and show how it benefits the voters.

“If I am elected I will work to involve more people in new enterprises or jobs by developing a strong focus on what vocational skills are needed for the types of jobs in this area. As a result, their financial standing will improve...”

- Show the voters how the village would be if this problem were solved.

“In closing, I want you to imagine what our village could be like if I am elected. There will be income generation projects, including new businesses and jobs, providing villagers the extra money they need to supplement their farming. People will be able to develop needed skills to get better jobs and opportunities, and not be struggling just to meet their basic needs. Please vote for me so that I can make this vision of a wealthier, happier village come true...”

- Ask for their support and their vote.

“Lastly, I would like to say that your valuable vote would provide me an opportunity to work for the development of our village. To help me improve our village’s economic situation, I request that you vote for me, [NAME]. Thank you.”

ACTIVITY: Stump speech (15 minutes)

HANDOUT: Stump speech, spend 15 minutes writing a short, two-minute “stump speech” based on the message and these guidelines. For this session the focus is not as much on the content of the speech (that will continue to be refined), but on how it is delivered. After providing a few more general, helpful hints about public speaking, each person will have the opportunity to give her speech.

Public speaking

Now that we have what we want to say, we need to think about how we’re going to say it. To start, remember that while the words used in the speech are important, they are only part of what voters take in. Studies^[11] have shown that [when talking about feelings/values?]:

- 7% of any message is communicated with words
- 38% is relayed by voice (tone, accent, volume, rhythm)
- 55% is communicated by non-verbal body language

Speakers should understand how voice can be used to their advantage. There are three characteristics of a powerful voice. In public speaking, most of us need to focus on our voice literally being:

- **Lower:** Lower the pitch of your voice. People generally don’t respond well to high-pitched or sharp voices. The word “shrill” is generally used as a gender stereotype against women’s voices. Focus instead on your voice being friendly, expressive and controlled.
- **Louder:** Project your voice to the back of the room. Practice on the microphone prior to speaking and remember to position it correctly. Remember to articulate clearly and do not slur your words together. To be heard, hold your head up and speak from the diaphragm. Open your mouth wide.
- **Slower:** Don’t forget to breathe, pause and add emphasis where needed. Most of us tend to speed up when we get nervous. You are probably speaking more quickly than you think.

Also, remember that a speaker’s voice is their best tool. Listeners like to hear enthusiasm and energy in a candidate’s voice, but not too much. So, speakers should use vocal variety:

- Vary the speed of your comments.
- Mix long and short sentences.
- Change the tone and volume of your voice.
- Don’t be afraid to use silence. Even brief moments of silence can be useful in adding emphasis and holding your audience’s attention.
- Keep your voice steady. Raise it at appropriate times – when you ARE asking a question or when you want to emphasize a specific word.
 - Arms/hands are important, they complete your message, so need to be used in a way that helps you communicate it, not distract others from hearing it.

Physical appearance

A campaign audience will also take cues from the candidate's physical presence and how she carries herself. It is important to be sensitive and aware of the image you present. Overall, every candidate needs to project confidence. Candidates need to keep energy high when speaking in public, appear glad to be there, and excited to communicate with the audience. By the end of the speech, the audience should be enthusiastic about the campaign.

NOTE: *Often candidates will ask advice about clothing, jewelry, makeup, hair and other aspects of their appearance. This is very context specific, even within one country. The general rule should be: when a candidate attends an event, gives a speech or appears on television, the focus should be on the content of her message. If the audience was distracted by any aspect of her appearance, it should be changed.*

Finally, public speakers should be sure to communicate and make contact with their eyes – they reveal sincerity and strength and signal a candidate's accessibility and approachability. When a person won't look you in the eye, she may seem untrustworthy or disinterested or she may seem to lack confidence. While practicing public speaking, the training participants can practice making eye contact with one person at a time, holding it for about five seconds before moving to the next person, and slowly making their way across the room. When speaking in public, if the speaker is too nervous to look people in the eye, she should try and identify a few pairs of "friendly eyes" – people who seem to be sending her encouragement and appreciating her views. If the speaker is still too nervous, she could also look at their foreheads or just above their heads, which can give the impression of looking people in the eye.

NOTE: *Cultural context is important here. There are some cultures where eye contact is rude or even forbidden, but eyes can still be used to communicate and express even without direct eye contact with others.*

A few final tips for both the content and the presentation: ^[12]

- It's not what you say but what the audience hears. So be clear and stick to a few points.
- The bigger your audience, the simpler you should be. Use clear language and short sentences
- Public speaking is a conversation. You can ask questions that people can answer in their heads. You can pause. If it's going well, you can tell that the audience is listening.
- Give an action, engage, educate. Tell the audience to "do this." Then tell them how. For example: "Join me in this campaign...", "or come down with me to the town hall this week to..."

ACTIVITY: Public Speaking (30 minutes)

The trainer can give the training participants the opportunity to give their short speech several times -- (1) to a partner, (2) to a small group and (3) to the entire group, if possible. Each time, feedback should be given based on content set forth here. Alternatively, allow the speaker to give the first feedback, saying one thing she liked, one thing she didn't like and what she would do differently. Then ask two other participants to give feedback along the same lines. Feedback should be truthful but encouraging. If available and appropriate, a great way to train candidates in public speaking is by recording a video or audio of them and playing their speech back. This is done in a one-on-one setting, or with the group. Self and peer feedback can be a powerful exercise for assessing and improving public speaking.

HANDOUT: Stump speech

YOUR STUMP SPEECH

Establish a connection with the audience by demonstrating a shared concern.

State the problem, how it affects the audience, and support it with evidence.

State your position on the issue.

Give your solution and show how it benefits the voters.

Show the voters how the village would be if this problem were solved.

Ask for their support and their vote.

Session: Creating a communications plan

Objectives:

- To understand different tools of communications and types of media
- To understand the positive and negative aspects of types of media
- To understand how women voters, use media
- To understand what types of media are most often used in your current context

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: Communications plan
- HANDOUT: Gender-based violence online factsheet
- Research on media within this country or area
- Research on technology gender gap within this country

Notes:

This session is focused on *skills* but should be very context-driven because the types of media used can vary greatly by country. Moreover, the extent to which, and the way that, media is used within political campaigns has been changing quickly between electoral cycles.

Activities:

- Media use discussion
- Communications plan
- Gender and technology discussion
- Social media plan

Content:

The media plays an important role in the electoral process by informing citizens about the competing political parties, candidates, and their programs, and contributes greatly in shaping the perceptions and opinions of voters. While learning about the kinds of media, participants should think about the cost of each, the time that it would take to engage and who on the campaign team would be responsible for the media engagement.

There are four main categories of media: print, electronic, new/social and informal. ^[13]

Print: Newspapers are still one of the most common forms of print media. Most papers are based in large cities, but many smaller communities publish papers focused on local news. Newspapers have daily or weekly deadlines depending on how often they are published. Different newspapers target different audiences.

There are several ways to use newspapers to convey your message. You can send press releases. You can write a letter to the editor. You can pay for an advertisement in the newspaper. Magazines are rarely used on campaigns but can have a national distribution. A magazine may be interested in doing a story on you or your issue if it is relevant to their audience. Many organizations publish newsletters to keep their membership informed about activities and issues.

Electronic media: Television and radio. Radio programs often seek news all day long and report on events minutes after they've taken place. Radio may be more local and provides opportunities for one-on-one interviews. Television stations may require more time to cover a story, partly because they must get video cameras out to the location. Their stories often only include a "sound bite" (a short statement or part of a statement) from politicians. They may only broadcast the news at certain, set times of the day, usually in the morning and the evening.

New/social media: Online communications include websites, social media, and interactive apps that empower people to collaborate, share information and communicate more broadly. Social media can get your message out to many people very efficiently and quickly and often at low or no cost. Much of the content we see online is user-generated. While that content may be more dynamic, it is also out of the campaign's control. Social media may include platforms like Facebook, Twitter, What's App, Instagram, Snapchat, among others.

Informal media: There are other less formal ways to get your message out. They work particularly well in areas where there isn't much access to formal media. Examples of informal media include:

- Word of Mouth. You can get your message out by sharing it with community leaders, religious leaders, teachers, etc.
- Pamphlets, flyers and bulletins can provide information on your campaign. Remember to make them clear, short and easy to read.
- Loudspeakers, often driven around on cars, can be used to publicize events and meetings.
- Events that attract a lot of people on a specific day are an effective way to get your message out. Community meetings are a good way to reach out to people.
- Walkabouts (simply walking around and talking to people you see) or going door-to-door are other effective ways of getting out and communicating your message directly to your constituents.

ACTIVITY: Media use discussion (5 minutes)

The trainer can lead a discussion about what media the participants use daily and how they learn about local politics and candidates and make a list on a large piece of paper or whiteboard at the front of the room of the specific print, electronic, social and informal media sources discussed.

NOTE: *While each training participant needs to bring some information to the training, it is important that the trainer also research this information to make this session useful. Media specialists could be brought in to facilitate and/or expand on the content.*

ACTIVITY: Communications plan (15 minutes)

Based on where the candidate is running and what office she is seeking, the communications plan will vary drastically.

HANDOUT: Communications plan, go over the different parts of the communications plan and then allow 15 minutes for the participants to fill in their own, personal plan:

- Brief strategic summary: How are you going to generate press coverage of your campaign based on who you are, the office you're seeking, and the resources, including previous relationships, you bring to the campaign?
- List of media sources and key reporters: What newspapers, magazines, television and radio stations cover politics in your constituency? Who are the reporters who cover politics and campaigns?
- Planned press and visibility events: What events are being planned by other organizations and individuals that you can attend? What events can your campaign plan include to highlight your candidacy or a specific issue?
- Outreach to reporters, editorial boards and specialty press: How can you build a relationship with key members of the press to get greater visibility for your campaign and have more people hear your campaign message? If you're running on a party list, how can the party help? Don't forget social media "influencers" - those who have many followers on social media.
- List of people who can speak for the candidate: When the candidate cannot attend an event, who can go and speak on your behalf? Often family members, close friends or political party colleagues can represent your campaign, but you will need to prepare them to understand your campaign message and ensure that they can deliver it convincingly.

DISCUSSION QUESTIONS:

- Will your communications plan reach your targeted voters?
- How does your plan use different kinds of media to reach separate groups of voters?
- Who on the campaign will lead these efforts?

Gender bias in the media

As a wise woman once said, “Women in politics is a reasonable, not a radical, concept”; however, potential candidates should know that gender discrimination and sexism continue to be widespread in the media. There are two main ways that gender bias exists in the media: the coverage of male and female candidates is different and the amount of coverage that male candidates receive often exceeds that of his female opponent.

According to Gloria Steinem,
the co-founder of the
Women’s Media Center:

*“The most workable definition
of equality for journalists is
reversibility. Don't mention her
young children unless you
would also mention his, or
describe her clothes unless you
would describe his, or say she's
shrill or attractive unless the
same adjectives would be
applied to a man. Don't say
she's had facial surgery unless
you say he dyes his hair. Don't
say she's just out of graduate
school but he's a rising star.
Don't say she has no
professional training but he
worked his way up. Don't ask
her if she's running as a
women's candidate unless you
ask him if he's running as a
men's candidate; ask both*

about the gender gap, the women's vote."

Journalists tend to cover male and female candidates differently reporting on a woman candidate's clothing, emotional states, and physical appearance while focusing on the substance of what a male candidate is saying, for example. To determine whether coverage is biased, the "reversibility" [14] test can be used. We need to be aware when there is bias in the media and point it out.

Second, there is gender bias in terms of the amount of coverage women candidates receive. In some countries, women candidates and/or women's issues do not receive an equal amount of time on television, the radio or the same number of stories in the newspaper. For political campaigns, consider the media regulations in your country so that you can take advantage of free air time if it is provided and know the rules and requirements. It is critical to explain why your issues, your platform, your campaign, etc. matter (to men and women!).^[15]

DISCUSSION QUESTIONS:

- Does media bias exist here? Examples?
- What can women candidates, their supporters and others do to fight the bias?

NOTE: *If social media is not a major part of campaigns in your country, skip this section of this session.*

Social media

While traditional media will probably play a role in your campaign, the use of social media has increased dramatically in recent years. The potential positive uses of social media within a political campaign:

- It can increase the outreach and visibility of a campaign at little to no cost.
- It can be used to mobilize and engage voters.

- It can provide a forum for policy debates that allows for wide input from voters and political activists. Campaigns can use it to get feedback and gauge support for its policies, proposals and platforms.
- It facilitates networking and the development of professional relationships.
- It can be used to increase awareness of specific issues.

However, there are potential drawbacks:

- Political opponents can use your social media platform to leave negative comments about your candidate/campaign. Beyond negative comments, threats of physical and sexual violence are commonly made using social media. Women bear the brunt of gender-based violence perpetrated against public figures online. [16] These online attacks can have offline consequences, from psychological and emotional harm to offline attacks.
- It can be very hard to manage the campaign's message when there are many supporters are speaking on the campaign's behalf.
- It can be hard to translate online activism into real life action. It can be relatively easy to get someone to "like" your Facebook photo or retweet the campaign's tweet. It is much harder to get this same person to show up at a campaign event.
- There are often generational, geographic and even socio-economic divides. Older people tend to be less familiar with social media, sometimes are more suspicious of it and less likely to use it. Not everyone may have access to internet or mobile phones throughout the country. Different groups might prefer one app like Instagram or Snapchat over Facebook or Twitter

ACTIVITY: Social media use discussion (5 minutes)

The trainer can lead a discussion about how the training participants use social media in their private lives, how they've seen it used in politics and how they might use it in their campaigns. Address differences that might exist within the group of training participants, i.e. do younger women use social media differently than older participants? Neither is "correct".

NOTE: *While each training participant needs to bring some information to the training, it is important that trainers also research this information to make this session useful.*

HANDOUT: Gender-based violence online factsheet

ACTIVITY: Social media plan (20 minutes)

The trainer can go over different aspects of a social media plan and then allow 15 minutes for the participants to fill in their own, personal plan. This should include the platforms to be used (Twitter, Facebook, Instagram, MeetUp, LinkedIn, website, other). Who uses each type of social

media? How would that form of social media amplify the candidate's message? After working on their individual plans, have a few participants share their plans with the group.

HANDOUT: Communications plan

YOUR COMMUNICATIONS PLAN ^[17]

Brief strategic summary, including the people, time and money implications

List of media sources and key reporters

Planned press and visibility events (when in the campaign?)

Outreach to reporters, editorial boards and specialty press (who will do this?)

List of people who can speak for the candidate

Gender-based violence online background paper^[18]

Globally, about 43 percent of people had online access in 2015. Over 80 percent of people in developed markets had access, and only 35 percent of people in developing countries have access. In general, about 46 percent of men and boys had online access in 2015, and 41 percent of women and girls. In the U.S., there is a smaller difference: 89 percent of men, and 86 percent of women, had access to the internet in 2016. [19] There are extreme gender and poverty inequalities in digital empowerment. In urban poor areas, women were 50 percent less likely than men to be online, and 30-50 percent less likely to use the internet for economic and political empowerment. Women with internet access said they valued the internet as a safe space to access and share ideas and information of any kind and express themselves without fear. [20]

A 2015 GSMA report, *Connected Women*, found that women are 14 percent less likely to own a mobile phone than men, translating into 200 million fewer women than men owning mobile phones. Even when women own mobile phones, there is a significant gender gap in usage. Security and harassment are among the top barriers to mobile phone ownership and usage and are a key concern for women. [21]

47 percent of U.S. internet users have experienced online harassment or abuse. Men and women are equally likely to face harassment, but women experience a wider variety of abuse and more serious violations. Women were almost three times as likely as men to say harassment made them scared, and twice as likely to say it made them worried. [22] Young women are more likely to experience “more severe” harassment, such as stalking and sexual harassment. Among female internet users aged 18-24, 26 percent have been stalked online and 25 percent have been sexually harassed. [23]

Defining Harassment

Harassment encompasses a wide range of unwanted contact creating an intimidating, annoying, frightening, or hostile environment for the victim. (Cyberbullying.org) Online harassment is generally recognized as this type of contact using digital means. It can be brief or sustained; the perpetrator(s) might be intimately known to the victim, or a stranger in another state or country. Online harassment is defined less by the specific behavior than its intended effect on and the way it is experienced by its target. A Pew survey defined online harassment as having had at least one of six incidents personally occur to someone: name-calling, efforts to be purposefully embarrassed, physical threats, harassment over a sustained period, sexual harassment, and stalking. [24]

Online/Offline Statistics

- One in three women globally experiences domestic violence. Nearly 90 percent of domestic abuse shelters and programs in the U.S. report that abusers have spied, intimidated and made threats using electronic media;
- 75 percent of programs in the U.S. report abusers using a victim's social media and online accounts without consent;
- Ten percent of intimate partners threaten an ex with non-consensual sharing of sexual images;
- 60 percent of those who threaten to share nonconsensual images carry out their threats. [25]

A UN Women survey found that only 26 percent of law enforcement agencies in the 86 countries surveyed are taking appropriate action. [26]

Interesting point:

When asked about where their most recent incident with online harassment occurred, 66 percent cited social media websites and apps. 22 percent noted the comments section of a website, while 16 percent each noted online gaming or personal email accounts. 10 percent said it occurred on a discussion site like reddit, while just 6 percent noted online dating sites and apps.

Google/YouTube Stats:

YouTube has over 1.5 billion monthly active users (almost one-third of internet users); 62 percent are men. A billion hours of YouTube content is watched each day. Users spend an average of 40 minutes on YouTube, in contrast to Facebook (35 minutes), Snapchat (25 minutes), Instagram (15 minutes) or Twitter (1 minute). People and blogs are the kind of content with the highest volume of uploads (as opposed to gaming, entertainment and sports). Music is the most searched term on YouTube. [27]

Session: Promoting your political party

Objectives:

- To understand how candidates can include political parties in messaging
- To create a political party strategy for the candidate's campaign
- To create a strategy for marshaling your party's strengths to your campaign's benefit.

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Public information on political party platforms

Notes:

This session is focused on *skills* but is very specific to candidates who are running as a member of a political party and who are on the party's candidate list. This session builds on the ***Political party*** session from the Preparation module and the ***Creating a message*** session.

Activities:

- Message review
- Political party strategy

Additional reading:

Content:

Elections are about winning and highlighting that women candidates and officeholders can energize sectors of the electorate. Women candidates have constituencies and skills that are helpful in campaigns, but frequently are unrecognized and underutilized. Women are often absent from a political party's campaign materials and communication platforms, as priority is given to party leaders and current office holders with greater name recognition, who tend to be men. Political parties can promote the visibility and name recognition of women candidates by actively promoting their inclusion in party materials such television advertisements and campaign posters, or by appointing women as party spokespersons. At the same time, parties that identify women's policy priorities in party platforms, and elevate women candidates can win the support of women voters and can help parties win.

For women aspirants and candidates to become an integral part of their party's campaign strategy, they need to meet, and get to know, the local and district political party leaders, making sure that the leaders know who they are and know their name. In building a relationship, candidates should tell party leaders their political ambitions and how they can mobilize voters for the party. It should be clear to the party leaders that the women candidates support the party and will encourage other people to support the party. While it is important to build alliances with other women in the party, women should not limit themselves to the activities of the women's organization/wing or youth wing of the political party; before and during the campaign but should get involved in the main body of the party. (The real power lies within the party structure where the men occupy the party positions.)

Further, a candidate must know the history, manifesto or platform, and campaign message of her political party and understand how it complements what she is saying on the campaign trail. She should review the party's platform to see if the issues it prioritizes and solutions it champions are in line with her campaign. To make these party messages useful, the training participants can take the manifesto/platform's important points, reduce them into four or five main principles, and "translate" them into language that is comfortable for the candidate and relevant for the voters.

NOTE: *The above exercise can be done in a large group if reviewing on political party's platform or multiple groups can be formed if there are multiple parties represented at the training.*

ACTIVITY: Message review (5-10 minutes)

Having reviewed the political party materials, participants should work individually and review the initial draft of the campaign message they have created. Does the message need to be edited to take the party's priorities into account?

DISCUSSION QUESTIONS:

- How did your message change based on your political party's platform?
- Are there instances where you do not agree with your party's message? How will you handle that during the campaign?
- Are there issues that you think are important that you will urge your party to include in their platform in the future?

Beyond your campaign message, there are other, concrete ways that you can help and be helped by your political party.

Ways that a candidate can promote her political party:

- Reach out to groups underrepresented by the party (young women, business women, etc.)
- List party affiliation on campaign materials

- Include the party's stance on women's policy priorities in speeches and materials
- Use social media to promote party events, leaders

Ways that a political party can support a candidate:

- Include her high on the candidate list
- Promote her candidacy as part of the party's campaign, and utilize her as a campaign spokesperson
- Include her in party materials such as advertisements and posters, and in social media

ACTIVITY: Political party strategy (15 minutes)

Participants should work in small groups, by political party affiliation, to create a strategy for reaching out, building a relationship with and coordinating with the party during the campaign.

Session: Talking about gender equality and women's empowerment

Objectives:

- To understand key international frameworks
- To understand gender equality concepts
 - To consider the choice of running a campaign with messages on gender equality

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: Key international frameworks on women's empowerment and gender equality

Notes:

This session is focused on *knowledge*. As transformational leaders, training participants can use their campaigns and time in political office to transcend the personal to empower citizens, transform institutions and remove structural barriers to gender equality. Many women candidates also run to champion equality and women's issues. To include gender equality and women's empowerment issues within campaign messaging, this session provides information on key international frameworks and gender equality concepts.

Activities:

- Message review

Additional reading:

Content:

Campaigning for office is not gender-blind. When women or men candidates talk about the same issues, it will be heard differently by voters. There is no 1 right way to run a campaign, but it's a choice for the candidate whether she wants to talk about the unfairness of government or policy along gender lines. If we want to be transformational, do we talk about gender equality? Think in terms of win-win: if we talk about gender equality, but lose the election, did we gain something?

Transformational leadership is grounded in the principles and values of equality. This session will introduce key international frameworks and concepts that can be a part of the training participants' campaigns and political lives.

International frameworks

- It is a human right to live a life free from discrimination and violence. The Universal Declaration of Human Rights (UDHR) enshrines the principles of non-discrimination and equal enjoyment of political rights, including the right of women and men to take part in the government of their country. It was proclaimed by the United Nations General Assembly on December 10, 1948.
- All women have the right to take part in political life. The International Covenant on Civil and Political Rights (ICCPR), adopted December 19, 1966, is a key international human rights treaty, providing a range of protections for civil and political rights. Article 25 provides that every citizen has the equal right to participate in public affairs, vote and be elected through universal and equal suffrage, and to have equal access to public services.
- The State has an obligation to create laws and policies that do not discriminate against women citizens. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is the international women's rights treaty. It sets the standards in international law for achieving gender equality, both normatively, and practically, in terms of setting out the concrete steps governments need to take to eliminate discrimination against women in their countries. CEDAW was adopted by the United Nations General Assembly in 1979 and has achieved near universal endorsement. To date, 187 UN Member States have ratified CEDAW. The States that have not ratified CEDAW are Iran, Palau, Sudan, South Sudan, Somalia, Tonga and the U.S.

NOTE: *While training participants may bring some information to the training, it is important that trainers research recent CEDAW country reports to make this session useful.*

- All States have committed to work towards goals that eradicate poverty in all its forms and dimensions. The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, and peace and justice. The goals are interconnected, as the key to success on one issue will often involve tackling other issues. Goal 5 is the stand-alone goal focused on achieving gender equality and empowering all women and girls. Goal 5 has nine targets, spanning the need to end discrimination against women and girls and gender-based

violence, to ensure equal access to education, and equal participation in public and economic life. One of the targets is to *ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.*

Key concepts

- Gender responsive governance: Good governance has evolved from a concept that focused on civil service reform to one that stresses participation, decentralization, accountability and governmental responsiveness as important dimensions along with social equity and justice. Responsiveness assumes that the interests of all citizens are well-protected, and the citizens take part in the process of governance. Efforts to develop a means of understanding gendered governance must consider not only the formal institutional, political and administrative structures, but also recognize how frameworks of gender norms and rights impact processes and outcomes of governance.

NOTE: *The concept of gender responsiveness must go beyond expecting women to shoulder this work and must engage men to change institutional structures so that everyone participates actively and equally.* ^[28]

- Gender responsive budgeting: Government budgets impact women and men differently because of the different socially determined roles played in the economy and society. Government budgets often reinforce gender-based disadvantages faced by women unless special measures are taken, for example by funding teachers and books, but not funding infrastructure (such as restrooms) that can keep girls in school after puberty. Budget-making is not merely a financial matter. Budgets are at the heart of the policy agenda, reflecting and then determining actual priorities including which groups get what, where and when. As is often said “follow the money.”

- Using a gender lens to address other issues: Beyond traditional “women’s issues” of health, education and governance generally, it is important to apply a gender framework to examine financial systems, foreign and military policy, the environment, etc. For example, in a country where very few young women go to college, if that country requires teachers to have an advanced degree, the pool of women who can teach school is small. This is important because in many places, families prefer their daughters to be taught by a woman, especially after puberty.

- Physical representation: This addresses the number of women in political party leadership, elected office, civil service, civil society, and across government. Often, it is the only indicator used to measure women’s political empowerment. One of the most effective

strategies for increasing the number of women in politics, and especially parliaments, is using temporary special measures (TSM), including quotas.

- Substantive representation: This concept refers to the substantial content of representation and goes beyond the numbers. An increased number of women in political institutions often impacts the political discourse, the culture of politics, the political parties, the range of issues discussed, the solutions provided and the political outcome.
- Transformative representation: This refers to turning a citizen into a leader, altering identity, changing how political and social systems function, altering attitudes about the appropriate roles for women and men in private and public life and making society more just.

ACTIVITY: Message review (5-10 minutes)

Having reviewed the international frameworks and concepts, participants should review their draft campaign message. Does the message need to be edited to take these concepts into account?

HANDOUT: Key international frameworks on women's empowerment and gender equality

Key International frameworks

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violence, to ensure equal access to education, and equal participation in public and economic life.

Training Module: Voter contact

MODULE 3: Voter Contact

This module is designed to help women who are thinking about running for office (or would like to help other women run for office) figure out who may vote for her and the best ways to engage with voters. This is one of the most important parts of the electoral process as this is an opportunity for the campaign to present its message directly to voters and to hear from voters about their concerns.

There are two sessions within this module:

1. Goal setting and targeting
2. Voter/constituent engagement

Total time: 2.5 hours

Session: Goal setting and targeting

Objectives:

- To facilitate a candidate's understanding of voter targeting
- To understand the concept of a "win number"
- To understand targeting using demographics or polling
- To create a targeting strategy for the campaign

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Maps of political constituencies
- Information about previous election results from background paper
- Pre-training research from participants (if assigned)
- HANDOUT: Win number
- HANDOUT: Voter profile
- HANDOUT: Targeting

Notes:

This session is focused on *skills*, building on the ***Creating a message*** session in the Communications module.

Activities:

- Win number
- Voter profile
- Campaign targeting

Additional reading:

Content:

As aspirants begin their planning to seek office, they need to understand the voters living in their constituency. In an ideal world, candidates would speak to every voter in her constituency. However, given the time pressures of an election cycle, there is not enough time to do that, so campaigns need to focus on those *most likely* to vote for their candidate. To start,

we will calculate the number of votes it takes to win and then find the voters who will make up that group.

“Win number”

To start, it is critical to calculate how many votes you need to win.

To make this calculation, the first information needed is about the political system, including the number of candidates, the threshold of votes (plurality or majority) needed to win, what constituency is being contested and the number of citizens who are registered to, and will, vote.

To collect this information, candidates should work with their political party or obtain the information from the appropriate government agency such as the electoral management body.

The information you need to calculate the number of votes you need to win your election:

- Total number of citizens in the constituency
- Total number of registered voters in the constituency
- Total expected vote/turnout
- Threshold needed to win (50%, 30%, majority, etc.)
- Number of candidates in the race

If you have this information you can find your win number. Here’s an example:

- 5,000 people live in the constituency
- 4,000 people are registered to vote (the rest are under the voting age)
- 3,500 people are expected to vote (minus people who are travelling, sick or otherwise prevented from voting)
- The threshold I need to win is 50% and there are two candidates in the race.
- Therefore $3,500 \div 2 = 1,750$. I need 1,751 votes to win.

Same scenario but the candidate needs a majority and there are three candidates in the race:

$$3,500 \div 3 = 1,166. \text{ Vote goal is } 1,167 \text{ votes.}$$

ACTIVITY: Win number (15 minutes)

HANDOUT: Win number, allow 10 minutes for the participants to find their win number and then allow 5 minutes for discussion.

NOTE: *While participants may know some information about their constituencies, it is important that trainers research this information to make this session useful.*

DISCUSSION QUESTIONS:

- Do you have all the information you need to calculate your win number?
- If not, where can you get it?
- Could anything cause this number to change?
- Do you feel like this is a realistic goal?

Targeting

Campaigns take place over a limited amount of time, so candidates need to focus efforts on a targeted group of voters, and campaigns or candidates cannot worry about pleasing everyone. There will be a group of voters that will support the campaign under any circumstances; there will also be a group that will NOT support the campaign under any circumstances. A good campaign will not focus its time or other resources on these groups, but instead on people that can be convinced to vote for the candidate.

There are three ways to target voters: demographically, geographically and by “persuadability”. If you are targeting voters using demographics, you are looking at voters’ personal characteristics such as sex, age, ethnicity or religion. For example, young people are likely to support a candidate who promotes subsidized university education for students while associations for retired people would likely be unhappy about the idea of their tax dollars supporting such a program.

If you are targeting voters geographically, you are looking at where they live. For example, voters who live in rural, agricultural areas would likely support a candidate who proposes to establish a minimum price for produce, but not urban voters who end up paying more for these products would not.

If you are targeting based on persuadability, you are considering how likely they are to support you and your policy proposals. The three ways to target voters will be used together when creating a voter outreach plan.

ACTIVITY: Voter profile (30-60 minutes)

This exercise will help training participants understand the people who live in the constituency in which they are running. To target *demographically*, you need to know the characteristics of the people who support you and then try to find more people with those characteristics who may not know about your campaign.

HANDOUT: Voter profile, review the questions with the participants, allow them 15-30 minutes to fill it out and allow about 30 minutes for discussion.

- What is the population of the constituency?
- What is the approximate level of support for different political parties in the district based on previous election results?
- What is the demographic makeup of the voters? What are their income levels? Level of education? Professions? Ethnic backgrounds and race? Religions? Ages?
- What were the electoral results for this position in past elections?
- Who voted in past elections?
- Have the boundaries or population of the district/constituency changed much since the last election?
- What are the demographic characteristics of the candidate’s supporters? What do they care about? What issues can move them?

- Where do the candidate's supporters live?

DISCUSSION QUESTIONS:

- Can you count on women supporting your candidacy because you are a woman? Why or why not?
- How can you break down "women" into different groups based on other demographic characteristics and geographic information?
- Do you need to know more about those that live in the constituency and are potential supporters?
- What resources might be helpful?
- Who can you speak with to learn more?

To target *geographically*, you need to know where your supporters live and then try to find more people who live or work near them, and who may not know about your campaign. If possible, get a detailed map of the area that you want to represent.

NOTE: *If possible, trainers should bring maps of the constituencies to make this session useful.*

Looking at the map, key questions to ask:

- What are my physical connections to different locations in the constituency?
 - Where do I live and work?
 - Was I born here?
 - Do members of my family live here?
- Where do other people live and work?
- How do people move around the constituency? What type of transportation do they use?
- Where can I physically find my supporters?

Finally, we are looking at the *persuadability* of the voters in your district. As previously stated, there will be a group of voters that will support the campaign under any circumstances; there will also be a group that will NOT support the campaign under any circumstances. A good campaign will not focus its time or other resources on these groups. Targeting focuses your resources on people that can be convinced to vote for the candidate, the undecided and/or neutral people in the middle. These "persuadables" should be a key target of the campaign. One way to find the "persuadable" voters is by using a professional poll. The chief goal of polling is to provide strategic planning information that is useful for conducting its political campaign. Specifically, a candidate would use polls to find out which demographic groups are most likely to be persuaded by the campaign message. The campaign should conduct a poll with a specific purpose: ^[29]

- Discover the attitudes and concerns of voters
- Discover the issues that move voters
- Discover the candidate's position
- Test messages
- Track trends

Polling can be very useful. It can also be very expensive because a professional poll will be done by an organization that is paid to do it. It is also not the only predictor of how people will vote. There are several other ways to learn about voters' concerns and attitudes. One way that candidates who cannot afford a professional poll can learn the same information is to keep track of their own data as they talk to voters. As the candidate or campaign staff interact with voters at speeches, events or activities, they can document voters' concerns and what they liked (or didn't like) when the candidate is speaking. Another way to get information is from a political party. Often a political party will conduct a poll and share the information with its candidates. While the data will not be specific to one campaign or constituency, it can still be useful. Sometimes public polling, conducted by a news organization like a newspaper, can also provide useful information about the issues that concern voters and their approval of various political parties.

Candidates should reflect on their campaign message when targeting voters. If the candidate is a first-time candidate who wants to "bring a new voice" to the city council or capitol, targeting younger or marginalized groups of voters can make sense. If the candidate has been in office for a long time, she might reach out to business people or older voters who value stability.

All these tools and techniques help the campaign decide where and how the candidate should spend her time during the campaign - in the rural or urban areas, with moms or business people, giving speeches or going door-to-door. With a limited amount of time, a candidate must be disciplined about who she is speaking with and what she is saying.

Targeting is not a precise science; even in the best of circumstances, definitions of groups are fuzzy and overlap with one another. They can be made more difficult by three factors:

- If there are many candidates running in a single race, this can force candidates to consider groups from which they will receive much less than half the vote.
- The lack of available, accurate demographic data.
- The undeveloped self-identification of individuals as having specific interests based on their demographic characteristics.^[30]

Nevertheless, it is important to do this exercise.

As transformational leaders, candidates should think beyond the "usual suspects" they think of targeting. As women candidates try to change the political institutions that were created by and

for men, they need to engage others who have been left out of the public discourse and find innovative ways to make them a part of the process. After completing the campaign targeting activity, training participants need to ask themselves “Who is being left out?”.

ACTIVITY: Campaign targeting (30 minutes)

HANDOUT: Targeting, review the questions with the participants, allow them 15 minutes to fill it out and allow about 15 minutes for discussion.

DISCUSSION QUESTIONS:

- Are there enough voters in your base to reach your win number?
- If not, how many persuadable voters will you need to convince to vote for you?

Another way to organize the voters in your district uses this matrix:

	Likely Voter	Potential Voter	Non-Voter
Likely Supporter	A	D	G
Potential Supporter	B	E	H
Unlikely to Support	C	F	I

- Group A: People who are most likely to vote and are most likely to support you are your base of support. You should, firstly, plan activities to solidify this support.
- Group B: Likely voters who are potential supporters are your number one target for your persuasion efforts. Spare no effort on these voters.
- Group C: Do not spend too much time on this group. In fact, your activities may make it more likely that they will go to the polls and vote for your opponents.
- Group D: Likely supporters who are only potential voters must be persuaded to vote. Target these people with motivational messages and a strong Election Day push to make sure as many of them as possible vote.
- Group E: Potential voters and supporters are important but not crucial. Focus on them only after you've communicated with Groups A and B.
- Group G: Possible target for motivational efforts. But do not spend scarce campaign resources here until you've thoroughly covered the boxes above or if you need these votes to win. Your time, money and people would be better spent above.
- Groups F, H, I: Do not waste efforts on these voters.

DISCUSSION QUESTIONS:

- How likely are your base voters to vote?

- Who are voters unlikely to vote for you? Why?

HANDOUT: Win number

YOUR WIN NUMBER

Total number of citizens

Total number of registered voters

Total expected vote/turnout

Threshold needed to win (50%, 30%, majority, etc.)

Number of candidates in the race

WIN NUMBER

HANDOUT: Voter profile

YOUR POTENTIAL VOTERS

What is the population of the constituency?

What is the approximate level of support for different political parties in the district based on previous election results?

What is the demographic makeup of the voters? What are their income levels? Level of education? Professions? Ethnic backgrounds and race? Religions? Ages?

What were the results for this position in past elections?

Who voted in past elections?

Has/have the district/constituency/voters changed much since the last election?

What are the characteristics of your supporters? What do they care about? What issues can move them? How do they match the characteristics of the people who live in the constituency?

Where do your supporters live?

HANDOUT: Targeting

YOUR VOTERS

YOUR BASE: People who are most likely to vote and are most likely to support you

What do they look like? (demographic)

Where do they live? (geographic)

What is your message?

PERSUADABLES: People who are likely to vote and are potential supporters

What do they look like? (demographic)

Where do they live? (geographic)

What is your message?

Session : Voter/constituent engagement

Objectives:

- To understand the activities that campaigns use to engage voters
- To create a first campaign outreach plan

Materials:

- Pens and paper for notes
- Session presentation
- Information about the use of technology in political campaigns from background paper
- HANDOUT: Voter contact
- HANDOUT: Voter contact plan

Notes:

This session is focused on *skills*, building on the ***Creating a message*** session in the communications module and the ***Goal setting and targeting*** session in the voter contact module.

Activities:

- Technology gap discussion
- Voter contact plan
- Door-to-door role play

Additional reading:

Content:

Once a candidate knows what voters she must reach, she must consider how to ensure that they can meet her, hear her message and join her team. Campaigning is not an exact science; voters are human beings, so it is important to campaign in a way that speaks to them. As a rule, the most effective voter contact is that which allows the candidate to reach voters in the most personal and interactive way possible. In an ideal world, the candidate would speak to each voter individually, but that is not possible with a limited amount of campaign time and resources. In this session, we will learn about a variety of voter contact tools.

There are three types of voter contact tools: indirect, direct and paid.

Indirect voter contact tools allow communication to flow one-way, from the campaign or candidate to voters.

Direct voter contact tools allow for two-way communications, an in-person or electronic discussion between the campaign or candidate and voters.

Paid voter contact uses the mail or other media to reach the largest number of voters, but it is expensive.

Indirect voter contact

Indirect voter contact allows the campaign to deliver its message directly to voters. The campaign may reach many voters using these tools, but the campaign will not know if and how the campaign message was received.

Examples include:

- Print and electronic media: campaigns can seek free campaign coverage by reaching out to the television and radio stations and print reporters using press releases, statements and/or telephone calls. It can be difficult to get covered by the news media unless the campaign has a compelling story.
- Signs, pamphlets, other printed materials: campaigns can distribute “literature” at bus stops, events or other places that voters gather; can reach many voters but it is not targeted.
- Loudspeakers: Attached to a moving car, campaigns can tell voters their message verbally as they drive through their neighborhood; this should be done in place where lots of people live (urban centers); however, it can be annoying and hard to understand.
- One-way online activities like Facebook posts, Tweets, Instagram photos: Campaigns can deliver their messages, post specifics about policy proposals and share photos of the candidate and campaign activities; this can be very effective if done well, but it can take a lot of time and is not targeted.
- Word of mouth, people who can speak for the candidate: Campaigns can empower others to speak for the campaign; community political and religious leaders, close friends and family members can all be trained and empowered to give the campaigns message. It is important to ensure that people who can speak for the candidate have consistent information and understand the importance of not going “off-script.”

Direct voter contact

Direct voter contact is the most important tool in a campaign’s toolbox. The candidate, who is the campaign’s best messenger, directly speaks to voters and hears from them. It is hard to

reach large numbers of voters with these tools, but the candidate can learn about the voters' issues and see how they react to her message.

- Door-to-door or walkabouts: This is the most personal way to reach your voters, meeting them at their homes or in their neighborhoods. It is also the most time-consuming. Candidates, campaign staff and volunteers that engage voters directly should be trained to take notes about the issues the voters care about.

TIPS:

- Never go door-to-door alone. This includes the candidate and staff.
 - Never go into someone's home. It is unsafe and takes too much time.
 - Identify your team with matching pins or t-shirts.
 - Carry pens, paper and clipboard to take notes about what you see and hear while you're walking.
 - In an apartment building/block, start on the top floor, furthest apartment away, and work yourself closer to the first floor/entrance to be more efficient with time.
 - Secret tip: when people say they're with you and supporting you, ask them to do something for your campaign (e.g. volunteer, join the canvassing team, etc.); the way they react/whether they agree will show whether they are sincere.
 -
-
- Events: Meeting small groups of voters, often at a supporter's home, allows the candidate to give her standard stump speech but also to take questions from those in attendance. This is the next best activity after going door-to-door.
-
- Meetings: A small event, meeting voters in groups of 1-5 allows for a personal conversation between the candidate and those in attendance. Because of the time meetings can take, they should be reserved for important and influential members of the community.
-
- Phone calls: If telephones are present in most of the households in the constituency and telephone numbers are available publicly, phone calls can be an efficient way for the candidate to speak to individual voters very quickly. These are great in more rural areas. Volunteers can also call on behalf of the campaign.
-
- Two-way online activities: like Facebook posts where the campaign responds to comments, Tweet chats and other online activities that allow interaction between the campaign/candidate and voters can be useful, especially if young people are a targeted group

for the campaign. A downside is that the campaign cannot control what the public will post publicly.

Paid voter contact

- Television/radio/online ads: Campaigns can place paid advertisements on television, the radio, in print media such as newspapers or online; this can reach many voters but is not targeted and can be expensive,
- Mail: If mail is reliable and home addresses are publicly available, campaigns can send targeted messages via direct mail to specific groups of voters. This can be expensive but can be very targeted and does not take much of the candidate's time.

HANDOUT: Voter contact, shows how all the above-mentioned voter contact tactics can be analyzed based on five criteria: cost, number of people needed, time required, efficiency (average number of people reached at a time), and effectiveness (capacity to persuade an individual). Each of the tactics has been graded on a scale from 1 to 5 with 1 being the lowest and 5 being the highest. If a tactic receives a 5 for number of people needed, it means that it requires a lot of volunteers. If a tactic receives a 1 for cost, it means that it is inexpensive. Keep in mind that a 1 is the best score for cost, number of people needed, and time because the campaign wants to use as little of these resources as possible while a 5 is the best score for efficiency and effectiveness.

Using technology

New technologies including websites, mobile phones and apps can be used effectively in political campaigns, but campaigns need to be aware of potential technology “gaps”. A technology gap is when men and women do not have the same access to these tools or they might use them very differently.

ACTIVITY: Technology gap discussion (5 minutes)

Is there a technology “gender gap” in the country where the training is taking place? How might women access and use social media, mobile phones and computers differently than men? Who controls the technology at home? How might different sub-groups of women (rural vs. urban, religious vs. not, literate vs. illiterate, young vs. old) have access to information and communication technologies (ICTs)?

NOTE: *While each training participant needs to bring some information to the training, it is important that trainers also research this information to make this session useful.*

Voter contact plan

As stated previously, there are three types of voter contact tools: indirect, direct and paid. As a rule, the most effective voter contact is always that which allows the candidate to reach voters

in the most personal, and interactive, way possible. Your campaign will not be able to reach every voter in your constituency, so it is imperative that the campaign has a strategy to reach those voters most likely to vote – and most likely to vote for you – as often and with as much personal and interactive contact as possible. Your campaign plan should identify your targeted universe of voters (as covered in the previous session); outline the total number and type of contacts you will make with those voters over the course of the campaign (including phone calls, door-to-door contact and mail); and lay out a contact timeline. ^[31]

ACTIVITY: Voter contact plan (15 minutes)

Based on where the candidate is running and what office she is seeking, the voter contact plan will vary drastically.

HANDOUT: Voter contact plan, distribute and go over, then allow 15 minutes for the candidates to fill in their own, personal plan.

First, review which voters are in the candidate's base. These are the people who are most likely to vote and are most likely to support you. What is their demographic profile and where do they live? Based on this information, what are the best voter contact tactics to reach these voters? Training participants should do the same exercise for the "persuadables", people who are likely to vote and are potential supporters.

DISCUSSION QUESTIONS:

- How did you balance the direct and indirect voter contact activities? Why
- What was your easiest and hardest groups of voters to reach?
- Are there voter contact activities that women candidates may need to do differently than men in this country? Why?
- What resources might be helpful?
- Who can you speak with to learn more?

As candidates go door-to-door or engage with voters through direct voter contact, they must deliver their message effectively. Speaking with a voter in person is not like giving a speech. Candidates have less time, must make a connection and be able to answer questions.

ACTIVITY: Door-to-door role play (20 minutes)

Training participants can give their short pitch several times practicing with a partner. The partner can play three roles: 1) as a supporter; 2) as a persuadable voter and 3) as someone who is not supporting the candidate. Each time, the partner should ask the candidate at least one tough question. Allow the participants to give the first feedback, saying one thing she liked, one thing she did not like and what she would do differently. After working in pairs for 20 minutes, 1-2 of the pairs can do a role-play in front of the large group.

HANDOUT: Voter contact ^[32]

The following table presents voter contact tactics based on five criteria: *cost*, *number of people needed*, *time required*, *efficiency* (average number of people reached at a time), and *effectiveness* (capacity to persuade an individual). Each of the tactics has been graded on a scale from 1 to 5 with 1 being the lowest and 5 being the highest. Keep in mind that a 1 is the best score for cost, number of people needed, and time because the campaign wants to use as little of these resources as possible while a 5 is the best score for efficiency and effectiveness.

	Cost	Number of People	Time	Efficiency	Effectiveness
Press	1	1-2	2	5	2-3
Printed literature	3-5	1-3	1	4-5	1-2
Loudspeakers	3	1	3	3	3
Online 1-way	1	1	1	3	2
Other speakers	1	3	3	2	3
Door to door	1	5	5	1	5
In person events	1	2	2	4	2
Phone calls	3	5	4	3	3
Online 2-way	1	1	3	3	2
Paid ads	5	1	2	5	1
Mail	1-2	1	1	3	1-2

HANDOUT: Voter contact plan

ENGAGING YOUR VOTERS

YOUR BASE: People who are most likely to vote and are most likely to support you are your base.

What are the best voter contact tactics to reach these voters based on their demographic characteristics and where they live?

PERSUADABLES: People who are likely to vote and are potential supporters are a critical target.

What are the best voter contact tactics to reach these voters based on their demographic characteristics and where they live?

MODULE 4: Fundraising

This module is designed to help women who are considering running for office (or would like to help other women run for office) understand how to ask for the funds, and other resources, needed for a campaign and plan for how she will raise those resources. Money is a force that powers the engine of most political campaigns. Despite the importance of money in campaigns, raising money is often a candidate's least favorite part of the campaign.

There are three sessions within this module:

1. Finding donors and asking for money
2. Fundraising tools and plan
3. Women's fundraising networks

Total time: 4.5 hours

Session: Finding donors and asking for money

Objectives:

- To understand who gives and why, and how to identify donors for your campaign
- To understand the steps involved in asking for money

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Information about the local political fundraising laws from background paper
- HANDOUT: Donor targeting
- HANDOUT: Potential donor list
 - Guest speaker on political finance laws, rules, regulations, reporting requirements (i.e. rules for raising money and rules for spending money)

Notes:

The training materials provide three equally important foundations for potential women candidates: knowledge, skills and confidence. This session is focused on *skills*, building on the ***Creating a message*** session in the Communications module. In many countries, political fundraising is a fairly new activity. The laws regarding political fundraising may be unclear or non-existent. Moreover, it may not be considered socially acceptable, or the norm, for women candidates to ask people, especially ones they may not know well, for money. It is important that aspiring candidates and others involved in their campaigns understand the importance of funds and other resources for a successful campaign, and that raising funds is not “dirty politics” or corruption. While the country context is important, it is important for women candidates to understand how to raise money and become good at it. The skills offered in this session are useful for any kind of fundraising, even outside of a political campaign.

Activities:

- Potential donor list
- Asking for money role play

Additional reading: International IDEA political finance gender chapter.

Content: [33]

A competitive campaign needs a good candidate, skilled staff, research, a clearly articulated and consistent message, an effective media strategy, and the resources necessary to reach enough voters to win. These elements, alone and together, are vital, but none more so than fundraising. Without money, there is no office, no staff, no printed materials. Without money, a candidate cannot win. Around the world, campaigns are becoming increasingly monetized for better or for worse, including in developing countries. Political fundraising is the reality for anyone seeking office.

While everyone who is working on behalf of a candidate should think about how to bring resources into the campaign, the best person to raise funds is the candidate herself.

Identifying potential donors

The first step in raising funds for a campaign is to identify potential donors and donor groups. The most effective way to target donors is to understand what motivates people to give. Many people believe fundraising is another word for begging. This is perhaps the single greatest obstacle to successful fundraising and leads candidates to avoid the most critical and essential activity in the campaign: asking for money. A donor's contribution is not an act of kindness, nor is it a personal favor. People donate to a campaign because they want to. Their contribution serves their needs — not the candidate's. Donors contribute when the fundraiser has identified their needs and demonstrated how they will benefit if the candidate is elected.

Let's break down potential groups of donors - and think about how THEY will benefit by your election.

HANDOUT: Identifying potential donors

Personal circle

WHY: Donors in the Personal Circle give because they have a close relationship with the candidate. Loyalty to the candidate moves personal circle donors to look past differences in ideology and party affiliation and sustains their support regardless of the candidate's standing in the polls.

WHO: Personal Circle donors are family members, friends, and close professional colleagues of the candidate.

WHEN: Start with this circle of donors to raise the first operating costs of the campaign. Early support from this circle demonstrates viability to traditional donor sources, the media, community leaders, and other opinion-makers.

NOTE: Soliciting these donors is the critical first step in a fundraising campaign. This can be a tough ask for the candidate, but willingness to ask for money from her Personal Circle

demonstrates her commitment to running for office and your ability to build a winning campaign.

Ideological circle

WHY: Ideological donors give because the candidate has a similar ideology or belief structure. This circle includes donors who share the candidate's advocacy of a specific cause.

WHO: Ideological donors include political party members, women's rights advocates, environmentalists, good government activists, and others.

WHEN: Ideological donors take political risks and participate early to ensure the candidates they support have the strongest possible voice. Ideological donors tend to contribute early in the campaign.

NOTES: Ideological donors give to new candidates, challengers, and incumbents, but play a particularly important role in challenger and open seat races. Ideological donors understand the difficulties of an uphill battle, and many represent constituencies under-represented groups.

"Ax-to-Grind" circle

WHY: "Ax-to-Grind" donors give because the opponent's victory would adversely affect their interests or has already done so. They have tremendous incentive to weaken your opponent and strengthen your candidacy.

WHO: Anyone who strongly dislikes or fears your opponent.

WHEN: These donors, like those in the Personal and Ideological Circles, can provide early support.

NOTE: Donors in the Ax-to-Grind Circle give to new candidates, challengers, and incumbents.

Power circle

WHY: Donors in the Power Circle give to protect and advance their economic interests.

WHO: They include business interests, labor unions, and professional associations.

WHEN: Power donors should not be counted on to provide early support, unless the candidate is an incumbent, or a key leader in these circles. Power Circle donors tend to give once a candidate has demonstrated viability. The difficulty facing new candidates or challengers is that the Power Circle, which is often the largest source of money in politics, is generally unavailable until the end of the campaign.

NOTES: *Incumbents receive most of the Power Circle support. While new candidates can be a beneficiary, they are unlikely to receive Power Circle support until the candidate's competitiveness in the race is firmly established. Power Circle donors often contribute to several different political parties' candidates.*

How to find donors

The next step in campaign fundraising is thinking about how people you know fit into each of the circles.

Personal circle

Start by reaching out to the people who know you best: friends, family, co-workers, former classmates. These individuals will be interested in supporting you because they care about you. Starting with your closest connections will provide you with the base you need to solicit other donations. To make a list of these potential donors, you should review your personal materials and identify people you've met with and been in contact with in the past. Go over your contact list on your phone or computer, your calendar from the previous months, business cards, friends and followers on social media, club memberships, school or other networks, etc. Someone you haven't been in touch with for a few years is just as good to add to your list as someone you spoke with a couple months ago.

Ideological circle

The next audience to reach out to is those who align with you ideologically or hold the same values or stances on issues that you do. These people will donate if they think you will champion their priority issues after you get elected, or that you will make sure their issues are brought to the forefront of the debate during the campaign. Look for organizations like the ones in which you are a member and reach out to members and directors of similar groups. When you are going through your contact lists for your family and friend donors keep an eye out for anyone who may be a member of these groups and can act as a connection or champion for you with their members.

"Ax-to-Grind" circle

Finding donors from the "Ax-to-grind" circle requires some research. "Ax-to-grind" refers to someone who is angry over an issue or holds a grudge against an individual. Identify key issues where you and your opponent disagree and find groups who are opposed to your opponent's views. People who feel they have been negatively affected by your opponent's policies may also donate on the "Ax-to-grind" basis. For these donors, your message is that you are the better alternative.

Power circle

Members of the power circle are often key community leaders. Business owners and community organization heads fall into this category. You may already know them, and you can also reach out to them through your contacts from other circles. You want to emphasize that it

is in their interest to be with you when you win, do NOT offer them bribes in the form of powerful positions or handouts.

ACTIVITY: Potential donor list (30 minutes)

This exercise will help you understand who potential donors to your campaign are. Think about the circles of benefit and the specific people or groups of people that fit into each circle.

HANDOUT: Donor targeting, allow participants 20 minutes to fill it out and allow about 10 minutes for discussion.

DISCUSSION QUESTIONS:

- How do you feel about asking your friends and family for money for your campaign?
- Can you count on women supporting your candidacy because you are a woman? Why or why not?
- Are there women's organizations in your constituency that are potential donors?
- What other issues are important to you and your potential donors?
- Are there any ax-to-grind donors in your campaign?
- What power donors are important to this campaign?
- Who can you speak with to learn more?

Steps of fundraising

There are universal principles regarding the solicitation of donors, regardless of what type of political campaign you're raising money for or how you raise it.

1. Establish a personal connection

In asking for money, the first step is to establish a personal connection or rapport with the potential donor. Remember, it's about them and the issues you care about.

Knowing the donor is key to this

process. Conduct basic research. Refer to the information you've gathered about the donor as you develop your strategy.

Make sure you know the following:

- What does the potential donor do for a living?
- Where does she work?
- How does she pronounce her name?
- What's the donor's relationship with the candidate? Do they know each other? If so, how did they meet?
- Is it a close relationship?
- Is the relationship personal or professional?
- Is the donor a previous contributor? If so, how much did she contribute?

✓ A potential donor has a problem to fix or a cause to promote. Your solicitation is not about the candidate, an upcoming event, or the need for funds. It is about addressing the donor's need.

- If there is no prior relationship, what do the candidate and donor have in common? A similar position on issues? Membership in the same civic or professional associations? A common enemy?

While you build this rapport, focus on the donor's needs. As you begin the conversation, ask a lot of questions, listen carefully, and be responsive. When asked, donors will share a great deal of valuable information about their concerns and interests. If you do all the talking, you won't hear the donor's views, questions, and needs - information you need to convey a persuasive message.

2. Introduce the subject

The subject is the problem the donor wants fixed, or the issue he or she wants to advance. Your objective is to communicate that the issue has value and relevance to the donor's life. Identify the issue quickly to establish common ground. If the potential donor is from your personal circle, the issue to discuss is often the candidate's success. If the potential donor is from the ideology circle, the issue is what you both have previously championed. If the potential donor is from the "ax-to-grind" circle, the issue is the person you want to replace in office. If the potential donor is from the power circle, the issue is how you're going to win.

3. Establish viability

The next step is to provide evidence of the candidate's viability and the campaign's ability to spend resources wisely and effectively. Present the donor with the highlights of your strategy and key endorsements. Describe the expertise and track record of the people you have working with you.

4. Get the donor invested

The potential donor will want to know how you will spend money. Impress upon the donor the urgent need for his or her support. For example: *"There is a large event coming up in a few weeks and we need to print brochures to hand out there."* This kind of message helps the donor feel invested and responsible for the outcome. It reinforces the idea that the candidate and donor are partners. Even if the money they give is going to something like office space and supplies (don't tell them), they need to feel their money is going to make all the difference.

5. Ask for a specific amount

Use what you know about the donor to set an amount appropriate to the donor's capacity to give. While asking someone to contribute more than they can give is a risk, little damage is done since you can negotiate down to a more suitable level. Asking for less than the donor can afford leaves money on the table. Many fear that in being specific they will seem rude or greedy. On the contrary, specificity enables the donor to decide. She weighs the contribution against the importance of the election's outcome to her life — and if you've done a good job, she'll see that it is worth the investment. Donors understand that campaigns cost money and want to support candidates who are realistic about what it takes to win. Without specificity, the

potential donor doesn't know how to respond because she doesn't know what's being asked of her. Ambiguity also reflects a lack of confidence. Remember, this is not charity. You are not asking for a personal favor. You are meeting the donor's need.

6. Listen, don't speak

Once the request has been made, allow the donor time to consider it. Don't say a word until she responds. Then listen carefully to the answer. The donor is likely to respond in one of three ways:

- The donor will agree to contribute at the level you've asked.
- The donor will communicate some hesitation or objection. If this is the case, ask her to share her reasons.
 - Maybe the donor has been asked to contribute at a level she cannot afford. Offer an opportunity to contribute through multiple payments to ease a possible "cash crunch".
 - If cash flow isn't the issue, ask for less. Work with the donor until you arrive at a contribution level that suits her ability.
 - The donor may have misunderstood the candidate's position on a specific issue. If this is the case, clarify the facts and ask again.
 - Sometimes the donor simply isn't ready. She needs more information or is waiting for an explicit endorsement. Keep these donors on your list. Offer to provide her with additional information and let her know you'll call again. Cultivate and educate this donor further.
- In some instances, the donor will simply say "no." If the donor makes it clear that no amount of education or cultivation will convince her to contribute, thank her for her consideration and say goodbye. Remove this donor from your list. It's a waste of time to pursue this further.

7. Collect

If the donor agrees to contribute to the campaign, after expressing your appreciation, arrange to collect the contribution as soon as the donor agrees to a specific amount. Collect the contribution at the end of a personal meeting. If the commitment has been made by telephone, arrange for a volunteer to pick up the contribution, or take a credit card number over the phone (if applicable). Make it easy for the donor to fulfill his or her pledge.

8. Thank the donor

Once you've received the contribution, thank the donor immediately. Thank donors over the telephone and send a letter of thanks once the contribution comes through the door. Not only do donors deserve your appreciation; an acknowledgment is an opportunity to further educate and cultivate them as supporters. Most importantly, it enables you to ask again. Donors want to be appreciated for more than their ability to give. Communicate regularly with them to build relationships. Report good news to build enthusiasm; report danger signs to show urgency. Finally, always "play it straight": it's the only way to sustain a donor's loyalty and support.

9. Resolicit and ask for more

Your best donors are those who have already given. Review the list of donors who have given, regardless of whatever tool you used to solicit them initially. Select those who have the potential to give additional funds and develop an “upgrade strategy” for each. Identify those who could be recruited as surrogates. You should expect to call your large donors several times over the course of the campaign to ask for additional contributions.

ACTIVITY: Asking for money role play (20 minutes)

Training participants should be able to give their fundraising pitch several times, practicing with a partner. The partner can play three roles: 1) as a potential donor in the personal circle; 2) as a potential donor in the ideological circle and 3) as a potential donor in the power circle. Each time, the partner should ask the candidate at least one tough question corresponding to the partner’s role. Allow the participants to give the first feedback, saying one thing she liked, one thing she didn’t like and what she would do differently. After working in pairs for 20 minutes, with each partner playing the role of the candidate and the potential donor, 1-2 pairs can do a role-play in front of the large group.

DISCUSSION QUESTIONS:

- How was this role play exercise similar or different from the one you did for voter contact (going door-to-door)?
- What circle of potential donors may be the best source for your campaign funds?
- What steps in the fundraising ask were harder or easier than the others?

HANDOUT: Identifying potential donors ^[34]

CIRCLES OF BENEFIT

HANDOUT: Potential donor list

YOUR DONORS

Personal circle

Ideological circle

Ax-To-Grind circle

Power circle

Session: Fundraising tools and plan

Objectives:

- To understand the activities that campaigns use to raise funds for the campaign
- To create a campaign fundraising plan

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Information about the local political fundraising laws from background paper
- HANDOUT: Fundraising activities
- HANDOUT: Donor list
- HANDOUT: Fundraising plan

Notes:

This session is focused on *skills*, building on the ***Finding donors and asking for money*** session in the fundraising module and as a precursor to the ***Campaign budget*** session in the management module. In many countries, political fundraising is a fairly new activity. Once the campaign understands who the potential donors are, it is important to decide the best fundraising tools for bringing in the contributions and to create a plan for when those tools will be used.

Activities:

- Fundraising plan

Additional reading:

Content:

Campaigns cost money, and fundraising can be intimidating. Many people feel uncomfortable asking for money, feeling selfish or embarrassed. But when you think of fundraising as HELPING your donors, you can gain more confidence to reach your fundraising goals. Fundraising is communicating to potential donors in a clear and precise way about how they benefit from your campaign. You'll be surprised how many people want to give you their support. Fundraising is one of the most important aspects of your campaign plan and should be an ongoing priority.

Money makes the rest of your campaign possible. Without it you cannot implement your campaign plan, run projects or have the impact you are seeking to make. Communicating your message to voters can be costly, so the earlier you receive the money, the more planning you can do. Money produces money. A successful fundraising operation demonstrates to potential donors, and others, that you are a viable candidate, and someone to be taken seriously! In this session we will review the activities that campaigns use to raise funds and create a campaign fundraising plan.

HANDOUT: Fundraising activities

Call Time

The first activity is call time. Call time refers to time spent making phone calls asking for donations. This is the most effective and cost-efficient way to raise money. The response rate is generally high because the candidate herself is calling, and the cost ratio is low. However, the campaign must be organized as the calls are made so you know who you're talking to, and why they give. During the call, the candidate or staff should keep detailed notes because you will likely talk to the donor more than once. Call time can be challenging mentally with many messages left and some potential donors saying "no", but it's worth the time spent. Because call time takes a lot of the candidate's time, it should be used for the high-level donors and for asking people to join your team of volunteer fundraisers. As we said during the "asking for contributions" section of the training, the campaign should have a targeted message and a specific ask.

Meeting

Similarly, having the candidate meet with individuals in one-on-one meetings is the single most effective way to raise money. It is very difficult to say "no" when the candidate is sitting in front of you. Unfortunately, the amount of candidate time needed (between driving to the location and participating in the meeting itself) is great, so these meetings should be reserved for prospecting the highest level of donors and those who can raise money for the campaign.

Volunteer Raiser/Finance Committee

To raise money more quickly, the campaign may want to engage others who will help the campaign reach more donors. Volunteer raisers are those who are committed to fundraise for you on a volunteer basis. There are different ways to organize them, they are most commonly structured as a finance committee. To be effective, the candidate should start building a strong team of raisers immediately. A strong raising team is one whose members will both give early and work to help raise early funds for the campaign. These individuals must be willing to ask their social networks, family and close personal colleagues for campaign contributions (use their own circles of benefit). To help them be successful, the campaign must provide them with the materials they need and set regular times to check in on their progress. It is important to keep the finance committee engaged throughout the course of the campaign.

Events

Fundraising events are another activity that can raise funds. Events have a lower response rate than candidate call time but can reach donors of all levels and can build enthusiasm for the campaign. The key to a successful event is keeping the cost of the event under control. An event should cost only 10-20% of the amount raised. Also, know that the contributions raised do not come in immediately, so it's not the tool to use if the campaign needs money quickly. Also, there should always be a ticket price for entry for a fundraising event. You can have different levels of prices to encourage attendees to give more. The campaign can market different events for appropriate audiences by considering who this event is targeting and how to reach that group best. For instance, for an event with young professionals, the campaign would want to list young supporters on the invitation, hold the event at a "hipper" location and have a lower ticket price.

Online

Online solicitations are very common these days but have a very low (around 1%) response rate. However, raising funds online costs almost nothing, and contributions can be collected much more quickly than other methods of raising. Online fundraising works best when it's in the context of the campaign message, takes advantage of opportunistic moments, driven by deadlines, and provides a compelling argument about how the money will change the race.

ACTIVITY: Donor list (15 minutes)

The donor list for each candidate will be unique based on her circles of benefit. For this exercise, training participants can reference the completed "Your Donors" handout from a previous session.

HANDOUT: Donor list, training participants should start by filling out the first and second columns with the individuals and organizations listed on that document, and the circles in which they fall. Next, decide which tool the campaign will use to solicit the funds. In the next column, the candidate or staff need to put down the amount the campaign will ask the potential donor to contribute. Although this can be a difficult exercise, identifying the ask amount helps the campaign decide which tool to use. For this activity, trainers can go over this handout and then allow 15 minutes for the participants to fill in their own donor list.

ACTIVITY: Fundraising plan (30 minutes)

Now, based on the donor list, training participants need to create a fundraising plan. This exercise takes the information from the donor list and organizes the fundraising activities over time to plan for when the contributions will come in and how much the fundraising activities will cost. This step is essential and will play a key role in the overall campaign budget put together by the campaign manager.

Based on information that was shared earlier in this module, you know that the first fundraising activities will be phone calls to friends, family and colleagues in the personal circle and should not cost any money. Soon after, low cost activities, including more phone calls and meetings, should target individuals and organizations in the ideology circle. Later, events should be planned with the campaign's volunteer raisers or finance committee to collect contributions from people that the candidate doesn't not know personally.

While preparing the fundraising plan, remember these rules:

- Be realistic about how much money you can raise. Nothing is worse in a campaign than to expect to have a certain amount of money to spend and then to have to scale back voter contact activities.
- Check in with the campaign manager about the overall campaign budget. Fundraising expenditures should not be over 10-15% of the total campaign budget.
- If you are running on a party ticket, find out what possible financial support you can expect from the party.

HANDOUT: Fundraising plan, allow 15-20 minutes for the participants to fill in their own, personal plan.

DISCUSSION QUESTIONS:

- How did you balance the different fundraising activities?
- What will be your easiest and hardest groups of potential voters to reach?
- Are there fundraising activities that women candidates may need to do differently than men in this context? Why?
- What resources might be helpful?
- Who can you speak with to learn more?

HANDOUT: Fundraising activities

<u>Tool</u>	<u>Pros</u>	<u>Cons</u>
Call Time	Low cost, high response rate	Challenging mentally
Meetings	Low cost, collect on the spot	Lots of time
Finance Committee	Additional potential donors	Volunteer basis
Events	Reach all donor levels	Can lose sight of costs
Online	Quick, easy, inexpensive	Easy to ignore

HANDOUT: Donor list

REACHING YOUR DONORS

<u>Name</u>	<u>Circle</u>	<u>Tool</u>	<u>Amount</u>	<u>Contact Info</u>
Ex. Susan Markham	Ideological	Meeting	\$100	susan@gmail.com

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HANDOUT: Fundraising plan

YOUR FINANCE PLAN

	Month 1	Month 2	Month 3	Month 4	TOTAL
<u>Income</u>					
Call Time					
Meetings					
Finance Committee					
Events					
Online					
Income Total					
<u>Expenditures</u>					
Printed Materials					
Events					
Expenditure Total					

Session: Women's fundraising networks

Objectives:

- To understand women's fundraising networks

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- Information about the local women's fundraising networks

Notes:

This session is focused on *knowledge*. While the training participant may know local or regional women's fundraising networks, it is important that trainers also research the laws pertaining to and information about the existence of these networks to make this session useful.

Activities:

- Group discussion about women's fundraising networks

Additional reading:

Content:

A giving circle is a form of participatory philanthropy where groups donate their own money or time to a pooled fund, decide together where to use these funds and, in doing so, seek to increase their awareness of and engagement in the issues covered by the charity or community project. Many circles, in addition to donating money, also contribute their time and skills to support local causes. Similarly, there are groups of individuals that pool their money to support women running for political office. These are often called women's fundraising networks. The first, largest and most well-known fundraising network is EMILY's List in the United States. EMILY's (Early Money is Like Yeast) List is a funding network of men and women that raises funds for "progressive" women from the Democratic Party in American politics.^[36] EMILY's List was founded on the understanding that women need early money in the campaign process to be taken seriously and win a party nomination and yet often are shut out of traditional fundraising activities. EMILY's List provides access to early money, as "early money makes the dough (i.e. campaign funds) rise" by asking each member to provide a small amount of money

that can be pooled. In addition to the original goal of raising funds for women candidates, EMILY's List now works with candidates in a variety of other ways.

First, candidates and campaign staff can receive training on how to campaign, like this training. EMILY's List helps women candidates find skilled and experienced staff if needed. There is also an annual event where EMILY's List brings together the candidates it supports with potential donors from across the country, as well as business and community leaders and the media. These introductions help the candidates gain credibility for other fundraising activities. Finally, EMILY's List organizes awareness campaigns apart from the candidate campaigns to educate voters about women who are running for office, provides information about the candidates' positions on issues, and encourages voters to support these women candidates.

EMILY's List has inspired initiatives in other countries. The Republican Party's Wish List network in the United States bundles together individual contributions and distributes funds to its preferred candidates. The Women Helping Women (WHW) Women's Election Network in Jordan, recruits, supports and funds viable women candidates. The network raises awareness of the importance of women's political participation and enhances the capacity of Jordanian organizations to support groups for politically active women.^[37] The WHW network operates through six, specialized units: 1) research and knowledge, 2) training and consultations, 3) membership and outreach, 4) media and communications, 5) public events, and 6) fundraising. Some political parties have established targeted funds to assist women candidates with campaign costs.

In Canada, the Liberal Party established the Judy LaMarsh Fund, a party mechanism for money to be raised and spent on women candidates for parliament. The Liberal Party has direct control over how the money is spent and which women candidates are prioritized in receiving funds. It raises money primarily through fundraising events, direct mailings, and the Internet. The Fund has contributed greatly to increasing the number of women elected in the party's caucus.^[38]

While some aspects of EMILY's List have been duplicated in other countries, such as the bundling of funds, candidate training and event, other aspects of EMILY's List are specific to the organization itself and the unique U.S. political system. To start, the amount of money needed to run for office in the United States is far and away that which is needed in any other system; hence, the focus on fundraising. Second, the founders of EMILY's List decided to only support women from one political party and only candidates that it thought could win. This strategy has allowed the organization's leaders to limit the number of candidates that it supports and provides more money to those that were chosen. On the other hand, with EMILY's List

providing such critical support to these candidates, the Democratic Party did not create a strong system for recruiting and supporting women candidates within its structure.

ACTIVITY: Group discussion about women's fundraising networks (15-30 minutes)

- Do giving circles for philanthropic purposes exist in this community or country? If so, do any of the training participants belong?
- Does a fundraising network exist in this community or country? If so, do any of the training participants belong?
- If not, do you think a fundraising network would work here? Why or why not?
- Do you think it should support all women candidates or be more selective regarding political party affiliation, position on a specific issue and/or her ability to win?

MODULE 5: Campaign Management

This module is designed to help women who are thinking about or planning to run for office (or would like to help other women run for office) write a campaign plan to coordinate the activities and manage the resources of the campaign. There are three primary resources in a campaign: people, time and money. A campaign plan ensures that these resources are used most effectively to communicate the candidate's message to as many voters as possible and win the necessary number of votes.

There are three sessions within this module:

1. Campaign budget
2. Campaign team
3. Campaign plan

Total time: 2.5 hours

Session: Campaign budget

Objectives:

- To understand what expenses need to be included in a campaign budget
- To understand how to estimate costs over time
- To draft a campaign budget

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: Budget template

Notes:

This session is focused on *skills*, building on the ***Voter Contact*** and ***Fundraising*** modules. The expenses listed in this session are some likely campaign costs candidates will encounter; they are not exhaustive and may not all be applicable to each context and should be adapted accordingly.

Activities:

- Draft budget

Additional reading:

Content:

How much will it cost to win your race? How will that money be spent? Your campaign plan is not complete until your budget is done. Your budget should reflect your campaign plan. The budget is about anticipating needs. You start with your budget for your winning campaign, and then go raise the money. Your budget should be a realistic, month-by-month or week-by-week (depending on election periods) forecast of the money you can raise and will need to spend in all areas of your campaign, including voter contact, media, research, technology, fundraising, staff, and overhead.

There are four main groupings of campaign expenditures:

- Administration - These are all the items you might need to run a professional campaign: office space, telephones, office supplies, staff, photocopying.

- Fundraising - You usually need to spend money to raise money. This is what you spend to raise contributions for the campaign: printed materials such as return envelopes and event costs.
- **Voter engagement - This is what the campaign needs to reach voters with its message: printed materials such as brochures or posters, a car and gas to move the candidate around the district or constituency, transport, food and beverages for the campaign volunteers.
- Paid media - This includes the expertise the campaign pays for to make a great-looking advertisement and the cost of placing that ad on the television, radio, internet or in the newspaper. If you decide to use paid media ads, include who will design it in your budget.

While preparing the budget, remember these rules:

- Be realistic about how much things cost; ensure that numbers in the budget are based on research.
- Over 75% of your budget should go toward voter engagement, either through field activities like going door-to-door or events, or through paid media.
- Do not to have a “Miscellaneous” line item in your budget. Try to think of every expense you might have to reach your goals and don’t allow for unplanned spending.
- Find out from your political party what kind of support you can expect. Often, the party will include various candidates on its literature. If your campaign is listed, your campaign can buy fewer pieces. Likewise, if you can attend party-sponsored events, the campaign won’t have to incur those expenses.
- Make sure that the campaign does not spend its funds too early and run out just as the voters are starting to pay attention. On the other hand, don’t end the campaign with money in the bank. All the campaign’s resources should be spent on winning the race.
- Create a “Plan B” budget to fall back on in case the necessary funds cannot be raised as planned.

ACTIVITY: Draft budget (45-60 minutes)

HANDOUT: Budget template, discuss the contents.

DISCUSSION QUESTIONS:

- What expenses are missing from this template?
- What expenses can you try to have OTHERS pay for? Do you have a friend that is a printer and can donate your posters? Will a friend host an event at her house and pay for the associated costs?
- Do you think women and men running for office would have similar budgets? Why or why not?

After the discussion, allow 15-20 minutes for the participants to complete the budget template and then allow 10 minutes for discussion.

DISCUSSION QUESTIONS:

- How did you find the numbers for your expenditures? How can you find better figures?
- What percent of your draft budget was spent on voter contact? Administrative costs like staff? Fundraising?
- Does your campaign budget reflect the campaign message or values?
- Who can you speak with to improve this draft budget?

HANDOUT: Budget template

YOUR BUDGET

	Month 1	Month 2	Month 3	Month 4	Total
ADMIN					
Office rent					
Telephones					
Office supplies					
Staff					
Fundraising Events					
VOTER ENGAGEMENT					
Printing (handouts, posters)					
Volunteer expenses					
Car/gas					
PAID ADS					
Media production					
Paid media (ads)					
TOTAL					

Session: Campaign team

Objectives:

- To understand what roles exist on a campaign
- To think about how to plan for who will carry out each of the campaign roles
- To draft a campaign staffing plan

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: Campaign team members and functions
- HANDOUT: Campaign staffing plan

Notes:

This session is focused on *skills*, building on the ***Voter Contact*** and ***Fundraising*** modules.

Activities:

- Campaign staffing plan

Additional reading:

Content:

To get all the work done on a campaign, the candidate will have to recruit people to work with her on the campaign. This staff, whether paid or unpaid, should be made up of both people who are close to the candidate and those with specific technical skills such as fundraising, organizing, or working with the media. There are three critical roles that every campaign must fill:

1. *Treasurer*
2. *fundraiser and*
3. *campaign manager.*

But in addition to these positions, there are many other duties to be done.

HANDOUT: Campaign team members and functions

The trainer can distribute the handout and review the contents with the participants.

What staff will you hire and how will you utilize volunteers? Assembling a team that you trust and can depend upon to perform the most vital functions for your campaign is critical. As the candidate, you need to keep your time focused where it should be – on fundraising and direct voter contact. While not every campaign can afford to (or should) hire a full complement of staff, most candidates require the assistance of at least part-time staff, including but not limited to a campaign manager, a fundraiser and a treasurer.

Volunteers will be the heart and soul of your campaign, whether taking on specific responsibilities for which you do not have paid staff or conducting more routine tasks such as talking to voters, answering phones and stuffing envelopes. On a strategic level, they can make the difference between a winning effort and one that had great vision, message and strategy but not enough people to carry it through. Overall, integrating volunteers into your campaign is essential for the campaign to be transformational.

Recruiting volunteers and implementing a plan to utilize them effectively, show appreciation for their efforts, and keep them coming back should be a top priority for your staff. Managed correctly, a volunteer program can be an incredibly productive and rewarding for the campaign, the volunteer and the community.

An important first step in seeking and utilizing volunteers is mapping out a plan for how many the campaign will need for designated projects and how it will recruit, engage and retain them. Begin by making a list of the campaign's volunteer or unmet staffing needs within all areas of the campaign operation. Next, do the math to determine how many hours of help will be needed on each project and therefore how many volunteers the campaign will need to recruit overall.

Now comes the hard part: finding the volunteers. Campaign staff should begin by creating a diverse list of all the groups that can be helpful to the effort, starting with the candidate's inner circle of friends, family members, past and current campaign supporters, and organizations and clubs to which she belongs. Next, they will want to engage political organizations that are aligned with the candidate on the issues, as their members are strongly inclined toward political activism. Third, groups with which the campaign may not have an existing connection but that are ready-made sources for potential volunteers should be added, such as student groups and neighborhood associations. A volunteer sign-up sheet should be passed around at every event the campaign hosts, the candidate attends or speaks at. The candidate should invite the participation of new volunteers in her remarks whenever and wherever appropriate.

Whether you'll have scores of volunteers assisting your effort daily or just a few regular faces until the final weeks, training the campaign volunteers is important to making sure the partnership is a positive one for them as well as for the campaign. Even if the number of volunteers is small, having campaign staff spend five minutes with volunteers upon their arrival to provide clear directions will eliminate second-guessing and save everyone headaches in the long run.

Once you get volunteers in the door, it is important that there be a system in place to effectively engage them in the campaign. Set specific tasks aside as they arise so you've got work ready when volunteers arrive and make sure you've got the supplies to allow for completion of the job. Don't let volunteers sit around; be ready for them when they show up and encourage them to work hard for the campaign while they are there.

Finally, it is important for the campaign to thank its volunteers. The candidate should drop by volunteer nights regularly, even if just to say hello and thank everyone for their time. Thanking volunteers as a group in the candidate's remarks at all speeches and events is an added plus.

Your campaign plan should outline the positions you will need to carry out in the plan, what the responsibilities of each include, whether they will be filled by paid or volunteer staff and the date the position must be filled.

ACTIVITY: Campaign staffing plan (30 minutes)

The previous handout laid out all the responsibilities on a campaign and ten positions that would handle those responsibilities, however, most campaigns do not have the luxury of so much staff. So, this exercise will help us plan who might take care of all these activities on your campaign.

HANDOUT: Campaign team members and functions, allow participants 15 minutes to fill it out and allow about 10 minutes for discussion.

DISCUSSION QUESTIONS:

- Who do you know that might be good people to fill these roles on your campaign?
- Are there professional campaign staff with technical knowledge that you know of that have worked on other campaigns?
- How can you make sure that the campaign staff reflects the voters and the candidate's values/message?
 - Are volunteers generally used in campaigns here?
 - Have you ever volunteered for a political campaign? What was your experience?

- Who can you speak with to learn more?

HANDOUT: Campaign team members and functions^s [39]

Candidate	<ul style="list-style-type: none"> • Persuades as many potential voters as possible • Meets and motivates volunteers • Raises funds • Does NOT manage the campaign
Campaign manager	<ul style="list-style-type: none"> • Is responsible for every aspect of the campaign • Advises and manages staff and volunteers • Takes charge of budgeting and regulations • Liaises with the campaign advisory group • Is trusted by, can have honest communication with the candidate
Finance director	<ul style="list-style-type: none"> • Is responsible for fundraising strategy and implementation • Prepares necessary contribution reports
Office manager (usually a volunteer)	<ul style="list-style-type: none"> • Oversees office administration • Coordinates office volunteers • Keeps office supplies stocked • Keeps contacts updated • Handles visitors to the office
Voter contact coordinator	<ul style="list-style-type: none"> • Manages voter contact activities • Coordinates canvassing • Acts as event organizer • Creates and tracks number targets, keeps good records
Scheduler (Has a paid position in a large campaign but is a volunteer in a smaller campaign)	<ul style="list-style-type: none"> • Researches events attended by the candidate • Works closely with campaign manager

Communications director	<ul style="list-style-type: none"> • Is responsible for all communications • Speaks on behalf of the campaign • Responds to press inquiries, schedules interviews • Writes and designs campaign materials including press releases and speeches • Develops the media strategy
Database manager	<ul style="list-style-type: none"> • Maintains the voter contact database • Produces the required lists and reports
Election Day director	<ul style="list-style-type: none"> • Plans and manages logistics related to getting voters to the polls
Treasurer (usually a volunteer)	<ul style="list-style-type: none"> • Submits and tracks financial reports • Assists in financial disclosure

HANDOUT: Campaign staffing plan

YOUR CAMPAIGN TEAM

NOT NEGOTIABLE

_____	Candidate - Persuades voters; motivates volunteers; raises funds
_____	Manager - Manages the campaign, including staff and volunteers; manages the budget; works with advisory group
_____	Finance Director - Fundraising strategy and implementation; prepares necessary contribution reports
_____	Treasurer - Submits and tracks financial reports; assists in financial disclosure

OUTSTANDING ROLES AND RESPONSIBILITIES - Who will fulfill these?

Office administration

Coordinates office volunteers

Keeps office supplies stocked

Keeps contacts updated

Handles visitors to the office

Manages voter contact activities

Coordinates canvassing

Acts as event organizer

Creates and tracks number targets, keeps good records

Researches events attended by the candidate

Works closely with campaign manager

Is responsible for all communications

Speaks on behalf of the campaign

Responds to press inquiries, schedules interviews

Writes and designs campaign materials including press releases and speeches

Develops the media strategy

Maintains the voter contact database

Produces the required lists and reports

Plans and manages logistics related to getting voters to the polls

Takes care of responsibilities at home including child care, cooking, cleaning, etc.

Training Module: Campaign management

Session: The campaign plan (1 hour)

Session: The campaign plan

Objectives:

- To understand what campaign coordination and management entail
- To increase the understanding of how all the parts of the campaign work together
- To draft a campaign plan

Materials:

- Pens and paper for notes
- Session PowerPoint presentation
- HANDOUT: Campaign plan template

Notes:

This session is focused on *skills*, building on the ***Voter Contact*** and ***Fundraising*** modules and the ***Campaign budget*** session.

Activities:

- Transformational leadership discussion
- Draft campaign plan

Additional reading:

Content:

A campaign is a systematic course of planned activities for specific purposes. A campaign strategy will enhance coordination, minimize duplication, and maximize the resources at the disposal of a political candidate. A campaign plan is the same as any project plan. It is the simple process of setting goals and deciding how to reach them.

The plan is a detailed, comprehensive and informed outline of your entire campaign operation that takes you from the announcement of your candidacy to your victory on Election Day. You will not succeed without one.

Why plan? Without a written outline of your objectives and a detailed plan to get there, you are very likely to lose focus, become sidetracked by crises and spend your time performing non-essential tasks better suited to your staff. In addition, the campaign has no official means to measure your success and make necessary adjustments throughout the course of the campaign – a mistake that can spell disaster for any aspiring candidate. There are no shortcuts to developing a plan.

The elements of a campaign plan reflect the key aspects of the campaign. These mirror the content of these training materials:

- Research and preparation
 - Deciding to run
 - Understanding the district and the political landscape
 - Knowing what role your political party will play
- Message
 - Creating a message
 - Speaking to voters and the media
- Voter contact
 - Targeting your voters and setting a vote goal
 - Engaging with voters
- Fundraising
 - Finding donors and setting a fundraising goal
 - Asking for money

The campaign plan lays out how the goals of the campaign (money raised, voters contacted) are reached through these activities over time. Consider the exact number of days remaining before election day. There are many things you don't want to have to do during the actual campaign period. Think of it in terms of phases. There are four main phases of a campaign:

- First Phase: Research and preparation
 - Conduct research on self, potential opponents, the issues and district
 - Determine official candidate requirements and dates
 - Form a key group of advisors
 - Attend candidate trainings as available
 - Determine vote goal
 - Write campaign plan and budget
- Second Phase: Fundraising and voter contact
 - Hire staff
 - Obtain/create lists

- Begin fundraising activities
- Develop and test message
- Solicit endorsements
- Print campaign materials
- Recruit volunteers
- Begin voter contact

- Third Phase: Media and mobilization
 - Fundraise
 - Conduct voter contact activities
 - Engage the media, both free and paid (if applicable)
 - Implement Election Day plans

- Fourth Phase: Lessons learned and preparing for next race
 - Thank donors, volunteers, supporters
 - Analyze past election results
 - Plan how to build relationships for future races (political party, press)
 - Prepare to serve - once you are in office, you never stop running
 - Create a constituent communications plan

All the information created in previous training sessions should come together into the campaign plan. You should allow and devote ample time to quantify your resources, assess your needs and make important decisions about all aspects of your campaign, including targeting, message, voter contact, scheduling, staffing, budgeting and fundraising. It is not uncommon to draft a campaign plan and then after making a budget for it to go back to the campaign plan and adjust it.

Here are some guidelines for drafting your plan: ^[40]

- Seek Advice. Before you begin, talk with those who have been there before, such as party officials, former candidates and elected officials. Their experience can help you avoid costly mistakes.

- There's No I in 'Team'. Writing the campaign plan is not a job for the candidate alone, even if you do not yet have paid staff. Hold a series of organized, goal-oriented planning sessions with trusted and knowledgeable individuals such as your spouse, staff, consultants and trusted progressive leaders and political insiders – to map out the plan. Encourage the candidate to make this a timeline.

- Start with Your Timeline. Using large wall calendars to facilitate group participation, add all key dates, such as legal deadlines. Overlay with important events, such as family birthdays, holidays, the first day of school and the County Fair. Finally, work backward from Election Day to plot your hiring, fundraising, voter contact and media benchmarks. This timeline will serve as the foundation upon which your plan is constructed.
- Break it Down. Each component of your plan should be dealt with separately, either by the full group or by subsets of your team. Approach the areas of voter contact, fundraising, message development, and earned and paid media separately, then combine and overlay to complete the entire plan.
- Keep it Consistent. Make sure strategies in each area of your plan support other areas as well as your overall goals. Avoid any activity that does not directly support your ultimate goal of getting to your win number. There are no resources to waste!
- Stick to It! The plan is your most important campaign tool. Use it to keep you focused, guide your use of time and money and keep you on track in case of the inevitable bumps in the road.

ACTIVITY: Transformational leadership discussion (15-30)

As the training participants pull together exercises and other work they've completed over the training, it may be necessary to review the concept of transformational leadership and examine whether the campaign they/we have put together will transform the candidate, the voters and then the community

DISCUSSION QUESTIONS:

- Does the campaign plan encourage transparency, including honesty, integrity and trustworthiness, between the candidate, the staff and the voters?
- Is the campaign message optimistic and inspire optimistic action from voters?
- Does the campaign work to transform social norms and relationships?
- Do the campaign voter contact and paid media activities work to build community relationships?

If the answer is "no" to any of the previous questions, how can the campaign plan be changed?

ACTIVITY: Draft campaign plan (45-60 minutes)

HANDOUT: Campaign plan template, walk through the content and then answer any questions the training participants might have. This can be an overwhelming exercise, so make sure that everyone knows that this is just an exercise to get a feel for the activity. Then allow 30 minutes for the participants to fill in their campaign plan.

NOTE: This activity builds on the *Creating a communications plan, Voter/constituent engagement, and Fundraising tools and plan sessions*.

DISCUSSION QUESTIONS:

- What was hard (or easy) about this?
- How will this campaign plan change the life of the candidate? The staff? The voters?

HANDOUT: Campaign plan

YOUR CAMPAIGN PLAN

Research and preparation:

Research on self, potential opponents, issues, district - completed in Phase 1; who will do it; what will it cost; how much time will it take; where can I get help?

Official candidate requirements and dates - Phase 1; what do I need to do to be a candidate and when do I need to do it; how much time will this take? (No cost)

Group of advisors - Phase 1; who can help provide the guidance for this campaign; who do I trust? (No cost)

Vote goal - Phase 1; how many votes do we need to win; how can I target to get to that number? (No cost)

Campaign plan and budget - Phase 1; who will do it; how much time will this take; where can I get help? (No cost)

Hire staff - Phase 2; who will serve as treasurer and campaign manager; will they be paid; has the campaign raised enough funds to pay the manager's salary? (On the budget)

YOUR CAMPAIGN PLAN

Message

YOUR MESSAGE:

Develop and test message - completed in Phase 2; who will do it; what will it cost; how much time will this take; where can I get help?

Obtain/create lists - Phase 2; who are the newspapers, radio stations, tv stations, reporters, etc. that will cover the campaign; who will do it; how much time will this take; where can I get help? (No cost)

Solicit endorsements - Phase 2; who are key people in the community that will publicly support the campaign and speak on the candidate's behalf; who will do it; how much time will this take; how will the campaign use the endorsements? (No cost)

Engage the media (free) - Phase 3; write press releases, give interviews, call reporters about the campaign, the issues you're focused on and the support you're receiving; who will do it; how much time will this take; where can I get help? (No cost)

Engage the media (paid) - Phase 3; place campaign advertisements on television, the radio, online or in newspapers; who will do it; how much time will this take; what will it cost?

YOUR CAMPAIGN PLAN

Voter contact

WIN NUMBER:

Obtain/create lists - Phase 2; start making lists of the voters that the campaign will target for voter engagement; who will do it; what will it cost; how much time will this take; where can I get help?

Print campaign materials - Phase 2; staff or a consultant needs to design and print materials for you to distribute through voter contact activities; who will do it; how much time will this take; what will it cost?

Recruit volunteers - Phase 2; who will work for free for the campaign; what activities will the volunteers do; how much time will it take to recruit the volunteers? (No cost)

Begin voter contact - Phase 2; based on your vote goal and the voter contact plan, what activities need to start to engage voters; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many voters will we reach?

Conduct voter contact activities - Phase 3; based on the voter contact plan, what activities need to continue to engage voters; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many voters will we reach?

Implement Election Day plans - end of Phase 3; based on targeting and the voter contact plan, implement activities to encourage YOUR voters to vote; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many voters will we reach?

YOUR CAMPAIGN PLAN

Fundraising

AMOUNT TO BE RAISED:

Obtain/create lists - Phase 2; start making lists of the potential donors that the campaign will solicit for campaign contributions; who will do it; how much time will this take; where can I get help?

Begin fundraising activities - Phase 2; start contacting those in the personal circle to ask them for money for the campaign; who will assist the candidate; how much time will this take; how much money will be raised? (No cost)

Fundraise - Phase 3; potential voters from the personal, ideology and ax-to-grind circles can be solicited using a variety of fundraising tools; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many potential voters will we reach; how much money will be raised?

YOUR CAMPAIGN PLAN

After Election Day

Thank supporters, volunteers and donors

Analyze election results-did the campaign get the votes it planned on; why or why not; who will do it; how much time will this take?

Prepare to serve

Plan how to build relationships for future races with members of the press

Create a constituent communications plan

Plan how to build relationships for future races with your political party, constituents

Sample Workshop Agendas

1-day training

Here are two sample workshop agendas for a **one-day training** agenda focused on women **undecided** but thinking about running for political office.

Option One (more theoretical)

8:30 am	Welcome, introductions, setting of ground rules, pre-training evaluation, expectations, overview of agenda, logistics (location of bathrooms, WI-FI, etc.)
9:30 am	Transformative leadership
11:00 am	Coffee break
11:15 am	The decision to run
1:00 pm	LUNCH - Running as a woman
2:00 pm	Your story-why are you seeking office and why should people vote for you?
3:00 pm	The district, the political landscape, office, and electoral laws
4:00 pm	Coffee break
4:15 pm	Political parties
5:00 pm	Evaluations, wrap up and next steps
5:30 pm	Adjourn

Option Two (more hands on)

8:30 am	Welcome, introductions, setting of ground rules, pre-training evaluation, expectations, overview of agenda, logistics (location of bathrooms, WI-FI, etc.)
9:30 am	Transformative leadership
11:00 am	Coffee break
11:15 am	The decision to run
1:00 pm	LUNCH - Running as a woman
2:00 pm	Creating a message
3:00 pm	Goal setting and targeting
4:00 pm	Coffee break
4:15 pm	Finding donors and asking for money
5:15 pm	Campaign plan
6:15 pm	Evaluations, wrap up and next steps
6:30 pm	Adjourn

This is a sample workshop agenda for a **one-day** training agenda for **staff** who would like to help a woman run for office.

Day One

8:30 am	Welcome, introductions, setting of ground rules, pre-training evaluation, expectations, overview of agenda, logistics (location of bathrooms, WI-FI, etc.)
9:30 am	Campaign plan
10:00 am	Campaign budget
11:00 am	Coffee break
11:15 am	The district, the political landscape, office, and electoral laws
12:15 pm	LUNCH - Running as a woman
1:15 pm	Creating a communications plan
2:15 pm	Goal setting and targeting
3:45 pm	Coffee break
4:00 pm	CONDENSED: Finding donors and Fundraising tools and plan
5:30 pm	ACTIVITY: Writing a campaign plan
6:15 pm	Evaluations, wrap up and next steps
6:30 pm	Adjourn

2-day training

This is a sample workshop agenda for a **two-day** training agenda for staff who would like to help a woman run for office.

Day One

8:30 am	Welcome, introductions, setting of ground rules, pre-training evaluation, expectations, overview of agenda, logistics (location of bathrooms, WI-FI, etc.)
9:30 am	Campaign plan
10:00 am	Campaign budget
11:00 am	Coffee break
11:15 am	The district, the political landscape, office, and electoral laws
12:15 pm	LUNCH - Running as a woman
1:15 pm	Creating a communications plan
2:15 pm	Goal setting and targeting
3:45 pm	Coffee break
4:00 pm	Voter/constituent engagement
5:00 pm	Campaign team
5:30 pm	ACTIVITY: Writing a campaign plan
6:30 pm	Adjourn

Day Two

8:30 am	Recap of Day One, Ice-breaker
9:00 am	Finding donors and asking for money
11:00 am	Coffee break
11:15 am	Fundraising tools and plan
12:30 pm	LUNCH - Women's fundraising networks
1:30 pm	ACTIVITY: Revising your campaign budget
2:30 pm	ACTIVITY: Revising your campaign plan
3:30 pm	Coffee break
4:00 pm	Evaluations, wrap up and next steps
4:30 pm	Closing ceremony or job fair
5:30 pm	Adjourn

3-day training

This is a sample workshop agenda for a **three-day** training agenda focused on **candidates** running for political office (or women who would like to help other women run for office).

Day One

8:30 am	Welcome, introductions, setting of ground rules, pre-training evaluation, expectations, overview of agenda, logistics (location of bathrooms, WI-FI, etc.)
9:30 am	Transformative leadership
11:00 am	Coffee break
11:15 am	The decision to run
1:00 pm	LUNCH - Running as a woman
2:00 pm	Your story-why are you seeking office and why should people vote for you?
3:00 pm	The district, the political landscape, office, and electoral laws
4:00 pm	Coffee break
4:15 pm	Political parties
5:00 pm	Campaign Plan
6:00 pm	Adjourn

Day Two

9:00 am	Recap of Day One, Ice-breaker
9:30 am	Creating a message
10:30 am	Public speaking
11:30 am	Coffee break
11:45 am	Creating a communications plan
12:45 pm	LUNCH - Talking about gender equality and women's empowerment
2:00 pm	Promoting the interests of your political party
2:30 pm	Goal setting and targeting
4:00 pm	Coffee break
4:15 pm	Voter/constituent engagement
5:15 pm	Campaign team
6:00 pm	Adjourn

Day Three

9:00 am	Recap of Day Two, Ice-breaker
9:30 am	Finding donors and asking for money
11:00 am	Coffee break
11:15 am	Fundraising tools and plan
12:30 pm	LUNCH - Women's fundraising networks
1:30 pm	Campaign budget

2:30 pm	ACTIVITY: Writing your campaign plan
3:30 pm	Coffee break
4:00 pm	Evaluations, wrap up and next steps
4:30 pm	Closing ceremony
5:30 pm	Adjourn

4-day training

This is a sample workshop agenda for a ***four-day*** training agenda focused on **candidates** running for political office (or women who would like to help other women run for office). At this end of this longer training, candidates will leave with a campaign plan, budget and message.

Day One

9:00 am	Welcome, introductions, setting of ground rules, pre-training evaluation, expectations, overview of agenda, logistics (location of bathrooms, WI-FI, etc.)
10:00 am	Transformative leadership
Noon	LUNCH - Running as a woman
1:30 pm	The decision to run
3:00 pm	Your story-why are you seeking office and why should people vote for you?
4:00 pm	Coffee break
4:15 pm	The district, the political landscape, office, and electoral laws
5:15 pm	Political parties
6:15 pm	Adjourn

Day Two

9:00 am	Recap of Day One, Ice-breaker
9:30 am	Creating a message
10:30 am	Public speaking
11:30 am	Coffee break
11:45 am	ACTIVITY: Video recording public speaking
12:15 pm	LUNCH
1:15 pm	Creating a communications plan
2:15 pm	Promoting the interests of your political party
2:45 pm	Talking about gender equality and women's empowerment
3:30 pm	Coffee break
3:15 pm	ACTIVITY: Revising your campaign message
4:15 pm	Campaign plan
5:30 pm	Adjourn

Day Three

9:00 am	Recap of Day Two, Ice-breaker
9:30 am	Goal setting and targeting
11:00 am	Coffee break
11:15 am	Voter/constituent engagement
12:15 pm	LUNCH

1:15 pm	ACTIVITY: Creating your voter contact plan
2:15 pm	Campaign team
2:45 pm	Campaign budget
3:45 pm	Coffee break
4:00 pm	ACTIVITY: Writing your campaign plan
5:30 pm	Adjourn

Day Four

9:00 am	Recap of Day Three, Ice-breaker
9:30 am	Finding donors and asking for money
11:00 am	Coffee break
11:15 am	Fundraising tools and plan
12:30 pm	LUNCH
1:30 pm	Women's fundraising networks
2:00 pm	ACTIVITY: Revising your campaign budget
2:30 pm	ACTIVITY: Revising your campaign plan
3:30 pm	Coffee break
4:00 pm	Evaluations, wrap up and next steps
4:30 pm	Closing ceremony
5:30 pm	Adjourn

4-month training

This is a sample workshop agenda for a ***four-month*** training agenda focused on women **thinking about** running for political office. At the end of this longer training, candidates will leave with a campaign plan, budget and message.

Month One

Supporting Documents

Normative framework

Pre-training research for participants

Concept notes TBD

Sample trainer terms of reference document (TOR) TBD

Training checklist

Sample ground rules

Sample evaluations form

Trainer's toolbox TBD

Normative framework

At the international level there are several relevant documents regarding gender equality and women's right to participate in political life that exist and of which trainers should be aware:

- The [Universal Declaration of Human Rights](#) (UDHR) enshrines the principles of non-discrimination and equal enjoyment of political rights, including the right of women and men to take part in the government of their country. It was proclaimed by the United Nations General Assembly on December 10, 1948.
- The [International Covenant on Civil and Political Rights](#) (ICCPR), adopted December 19, 1966, is a key international human rights treaty, providing a range of protections for civil and political rights. Article 25 asserts that every citizen has the equal right to participate in public affairs, vote and be elected through universal and equal suffrage, and to have equal access to public services.
- The [Convention on the Elimination of All Forms of Discrimination against Women](#) (CEDAW) is the international women's rights treaty. CEDAW was adopted by the United Nations General Assembly in 1979 and has achieved near universal endorsement. Articles 7 and 8 articulate women's equal right to participation in political and public life, including the right to vote in all elections and public referenda, eligibility for election to all publicly elected bodies and participation in the formulation and implementation of government policy.
- The [Beijing Platform for Action](#) is an agenda for women's empowerment. It aims at accelerating the implementation of the Nairobi Forward-looking Strategies for the Advancement of Women and at removing all the obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making. It was adopted at the United Nations Fourth World Conference on Women in September 1995.
- The 17 [Sustainable Development Goals](#) (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. While the goals are interconnected, Goal 5 is a standalone goal focused on achieving gender equality and empowering all women and girls. Goal 5 has nine targets, including a specific target to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

Pre-training research for participants

There is information about your district or constituency that would be useful for you to know as you make the decision to seek elective office and write a campaign plan. Before the training, take the time to do a little research and answer some key questions:

ELECTORAL LAWS

- What electoral system is used? First-past-the-post? Party list proportional representation?
- What is required to win the election? A simple plurality? A majority of the votes cast?
- How many seats are open in this election? Is this a single member district or a multi-member one?
- When is election day? What hours are the polls open? Can people vote early?
- Will you be running alone or as part of a team?
- What are the filing deadlines for candidates?
- What are the legal requirements for candidates? Age? Residency? Education?
- Are there limits to the contributions that one individual/organization can make to a campaign?
- What kind of money or support can a candidate/campaign receive? Money from business? Money from individuals? Money from foreign contributors?
- Are monetary contributions treated differently than contributions of campaign supplies?
- Are there laws outlining what you can and cannot say/write about yourself or your opponent and how you can communicate with voters?
- Beyond election day and the candidate filing deadline, what are other important dates to know?

The information you need to calculate the number of votes you need to win your election:

- What are the total number of citizens in the constituency?
- What are the total number of registered voters in the constituency?
- What is the total expected vote/turnout?
- What is the threshold needed to win (50%, 30%, majority, etc.)?
- What is the number of candidates in the race

Concept notes TBD

Sample trainer terms of reference document (TOR) TBD

Training checklist

ADMINISTRATION

- ☐ Budget
- ☐ Trainers identified and hired
- ☐ Participants recruited and selected
- ☐ Guest speakers identified (if applicable)

LOGISTICS

- ☐ Date and length of training
- ☐ Location of training
- ☐ Meals/breaks
- ☐ Transportation (if applicable)
- ☐ Childcare (if applicable)
- ☐ Language translation (if applicable)
- ☐ IT equipment, including a computer, projector, screen, microphone as needed

MATERIALS

- ☐ Background paper (see template)
- ☐ Objectives of the training
- ☐ Training agenda
- ☐ Sign-in sheets
- ☐ Participant name tags
- ☐ PowerPoint presentations
- ☐ Printed copies of PowerPoint presentations
- ☐ Printed handouts
- ☐ Evaluation forms
- ☐ Office supplies, including pens and paper for notes, sticky notes, large white paper, markers
- ☐ Binders for the training materials (presentations, handouts, notes)
- ☐ Certificates (is applicable)

Sample ground rules ^[41]

It is helpful to come up with these as a group so that participants give input and shape the expectations.

Developing the ground rules:

- Divide the participants into four smaller groups to create a few rules around the following themes: Diversity, Respect, Confidentiality and Collaboration.
- Each group can write the rules they created on a piece of paper from a flipchart and hang it in the room so that participants can refer to it.
- Review the rules created by the smaller groups as a large group.
- Ask participants if they can agree to respect these ground rules.
- Ask if anyone has any suggested additions or changes to the rules. Do not add to or change the rules unless there is a consensus within the large group to do so.
- Record any additions or changes on the flipchart paper.

Sample ground rules:

- Be punctual: Arrive on time to each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.
- No disturbances: Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
- Respect others: Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.
- Participate: You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.
- Agree to disagree: During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions about politics as healthy exchanges rather than personal attacks. There will be a tolerance of differences in approaches and strategies. Everyone should contribute to a safe/non-judgmental environment.
- Ask questions: There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant.

- Give honest feedback: During activities and at the end of the training you will be given the opportunity to help the other participants and improve this training. Please be honest! Constructive criticism is appreciated and is the only way that we can all improve.

Sample evaluation forms

TRAINING EVALUATION FORM

- ❖ To what extent were the workshop objectives achieved? Please explain.
(1=not at all, 5=completely)

List workshop objectives

SAMPLE:

To help women who are considering running for office understand her leadership potential

1 2 3 4 5

- ❖ How would you rate the training sessions?
(1=Unsatisfactory, 2=Poor, 3=Average, 4=Good, 5=Excellent)

List training sessions

SAMPLES:

Transformative leadership

1 2 3 4 5

The decision to run

1 2 3 4 5

- ❖ Which session(s) did you like best and why?

- ❖ Which sessions did you find least useful and why?

- ❖ How would you rate the following training components?
(1=Unsatisfactory, 2=Poor, 3=Average, 4=Good, 5=Excellent)

List training components

(SAMPLES):

Content/Agenda

1 2 3 4 5

Exercises/Activities

1 2 3 4 5

Materials/Handouts

1 2 3 4 5

Trainers/Resource Persons

1 2 3 4 5

Length of Workshop

1 2 3 4 5

UN Women Staff

1 2 3 4 5

Logistical Arrangements

1 2 3 4 5

Venue/Training location

1 2 3 4 5

Food

1 2 3 4 5

Transportation (if applicable)

1 2 3 4 5

Childcare (if applicable)

1 2 3 4 5

Language translation (if applicable)

1 2 3 4 5

❖ Overall, what was the most useful knowledge you gained about political campaigns during the training?

❖ Overall, what were the most important campaign skills you learned during the training?

❖ Overall, describe your level of confidence about political campaigns before and after the training

❖ Please give one or two practical suggestions for how we could improve this training.

❖ Other comments:

Trainer's toolbox TBD

Ice breaker activity examples:

Each participant finishes the sentence "Women should..."

Each participant picks an adjective that describes her that starts with the same letter as the first letter of her first name

Each participant shares her favorite food

Global Women in Politics Presentation

Violence Against Women in Politics Presentation

Handbook for candidates

INTRODUCTION

Women often do not run for elective office out of fear - not of losing, but of the unknown. This handbook seeks to demystify the political process. It is designed to serve both women starting out their political careers and more experienced women who wish to hone their skills. The materials in the handbook strive to provide three equally important foundations:

- Knowledge: The materials provide key information about candidate selection and electoral processes, roles and responsibilities of elected officials, parts of a campaign election plan and how to work with media. This knowledge will give you power and confidence.
- Skills: Creating a campaign message and public speaking, responding to media's questions, targeting voters, raising funds and managing a campaign – these are all important skills for navigating the electoral process and to be a successful candidate.
- Confidence: The intention of this manual is to ensure you understand that you are a transformational leader, it is your right to be a candidate, your voice and your opinion is important and valued.

UN Women's role

This handbook is aligned with UN Women's Strategic Plan 2018-2021, which outlines the organization's strategic direction, objectives and approaches to support efforts to achieve gender equality and empower all women and girls by 2030. The Strategic Plan builds on UN Women's past work and recommendations from the 20-year review and appraisal of the Beijing Declaration and Platform for Action. It also highlights UN Women's contribution to the gender-responsive implementation of the 2030 Agenda for Sustainable development and spells out how UN Women intends to leverage its comparative and collaborative advantages to accelerate the achievement of results for women and girls. [1]

PREPARATION

This section is designed to help you if you are considering running for office (or would like to help other women run for office) understand your leadership potential and how your life experiences contribute to this potential. It will also help you understand who you would represent when elected to office, what the responsibilities are of the office, the relevant electoral laws, and the role of political parties.

Transformative leadership

Leadership starts with you: you must lead yourself before you can lead others. Transformative leadership is a visionary process that starts with individual transformation and transcends the personal to express itself at the group and institutional levels. This process leads to the redefinition of gender and power relations and the strengthening of bold and innovative leadership, building on the talent and skills of women and men in society. Transformative leadership is grounded in the principles and values of equity, equality, democracy, justice, caring, non-violence and cooperation.

To redefine gender and power relations, let's define a few key concepts:

- Sex refers to the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc.
- Gender is a social and/or cultural construct, which results in the behavioral characteristics assigned to men and women in different societies.
- Gender also refers to what a society believes are the appropriate roles, duties, rights, responsibilities, accepted behaviors, opportunities and status of women and men in relation to one another. Society and culture determine what is considered "masculine" and "feminine" in a given time and place. These definitions differ across societies and over time and are passed on from birth. These constructed roles are hierarchical and most often privilege one group (often men) over another and lead to unequal power relations between the sexes.
- Gender equality refers to the goal of achieving equal rights, responsibilities and opportunities of women and men and boys and girls.
- Patriarchy is a social, political, cultural and economic system defined and ruled by men. When the gender order privileges men, the social acceptance of male domination and female subordination may be sustained by many formal and informal institutions and practices.
- Gender norms are often explained as values, traditions and practices that influence and shape women's and men's respective roles, responsibilities and relationships. Gender norms generally are not explicitly prescribed by law or regulation, although laws can

reflect these norms. These norms are transferred to succeeding generations through the socialization process and make up the unwritten 'rules' as to how females and males should behave. ^[3]

Empowerment is the process of giving a person or group of people power and control, especially over one's own life and over their rights. Through this process, individuals or a group of people become stronger and more confident, especially with respect to making their own decisions. As we empower women to run for office, we will look at four aspects of empowerment:

- Acquiring an understanding of gender relations and the ways in which these relations can be changed;
- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's own life;
- Gaining the ability to generate choices and exercise bargaining power; and,
- Developing the ability to organize and influence the direction of social change to create a more just social and economic order, nationally and internationally.

ACTIVITY: Moving from the theoretical to the personal, complete the following questionnaire that will help you think about the level of empowerment that you feel you have in key areas of your life.

LEVELS OF EMPOWERMENT ^[4]

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

Rank from 1-10: 10 = feel fully empowered 0 = not at all

*There are no right or wrong answers.

Your body (including decisions about family size and childbearing time) _____

Decisions (big and small) in the home _____

Equality with men in the household _____

Setting goals for yourself (planning and carrying out plans for life) _____

Ability to represent yourself and stand up for yourself _____

Influence over what goes on in community _____

Influence over what goes on in country _____

Education (knowing things) _____

Skills (knowing how to do things) _____

Problem-solving experience _____

Self-confidence (confidence in yourself) _____

Self-reliance (ability to look after yourself) _____

Access to resources such as people and money _____

Now ask yourself the following questions:

- In what aspects of your life do you have power?
- Where do you want more?
- Has the power you have changed over your lifetime?
- Do you need knowledge, skills and/or confidence?
- How can this training help?

ACTIVITY: Complete the following questionnaire that will help you define what leadership means to you personally and show how you have already been a leader in your own life.

YOUR LEADERSHIP ^[5]

Complete the questions about leadership skills. There are no right or wrong answers.

What are the character traits and personal values that are most important to me?

What is my main motivation in life? (Write a sentence.)

What have I already done to make life better for others?

What are the three qualities or talents unique to me?

What do I want to accomplish? (Be as specific as you can -- what is a measurable contribution within a specific amount of time.)

Now ask yourself the following questions:

- Was this activity hard or easy?
- What question was the most difficult to answer?
- Why?

The decision to run

Running for political office is a significant undertaking – one that requires a level of commitment only outweighed by the benefits of helping to shape policies in your community

and your country. It also requires significant mental and emotional preparation, and internal reflection of self, family, community/country and political party.

ACTIVITY: Now that you have thought about your empowerment and what kind of leader you've been and want to be, complete the following questionnaire that focuses on political leadership.

POLITICAL LEADERSHIP

Complete the questions about leadership skills. There are no right or wrong answers.

Why do you want to seek political office? (e.g. Is there a local issue that has spurred you to action? Are you concerned about the direction of the country?)

What experience do you bring to the table? (e.g. Are you seeking the office that is both the most appropriate political opportunity and the most relevant to your abilities and ideological concerns?)

What are your strengths and weaknesses? (e.g. What aspects of a campaign do you love and hate? Do you have a compelling message, but dread speaking in public?)

Are you prepared? Consider the following:

- Does your family support your decision to run? Do you have friends, family?
- Are you able to take time off from work? Is your boss supportive?
- Are there any medical issues that would impact your campaign?
- Do you have a realistic understanding of what it will take to win and are you willing to make the necessary commitment?

What external resources do you have at your disposal?

- Are you on solid financial footing? Do you have personal savings?
- Who could you bring together to act as an informal group of advisors or "kitchen cabinet"?
- Are you willing to ask friends and family for help and money? Do you know how?
- Have you ever gathered people or volunteers to work around a project or cause?
- Who are the key people/associations you know who could help you?

Am I going to run with a party or as an independent?

Now ask yourself the following questions:

- Was this questionnaire more difficult to complete than the ones earlier? Why?
- Do you need additional knowledge, skills and/or confidence?
- How can this training help?
- What are other resources that might be helpful?

ACTIVITY: **Win-Lose Matrix**

What do I win if I win?	What do I win if I lose?
What do I lose if I win?	What do I lose if I lose?

Your story

There are certain basic assumptions to explore as you begin making public statements and grow into the role of candidate. Your beliefs are by far the most important guiding factor in message development, but how the campaign presents these beliefs is crucial to developing a consistent message and image.

ACTIVITY: Now that you have thought about personal and political leadership, now we're going to put those ideas into a campaign structure. Complete the following set of questions to guide early message development.

YOUR STORY

Complete the questions about you. There are no right or wrong answers.

Why are you running?

What do you want to accomplish in elected office? (e.g. What issues do you feel are the most important? What do you want to change?)

How do you answer the question -- “Why should I vote for you?”

Do you think voters also care about these issues? Are there some that you think they care about more than others? Which do you think they are?

Are there specific plans you want to champion?

Who are the voters that you expect will support you? (e.g. What do they care about? What issues can move them?)

Beyond issues, who are you as a candidate? What image do you want to project? How can you project that image in the campaign?

Now ask yourself the following questions:

- Do you feel like you know enough about what elected officials do? If not, how can you learn more?
- Do you feel like you know enough about what voters care about? If not, how can you learn more?
- Think about the gender norms we discussed. How do they work for or against you?
- What images have other candidates chosen to project? What did you like about them? Are the images for women and men candidates different based on gender/social roles (verbal and non-verbal cues)?
- How can you show that you are a transformational leader in telling your story?
- How will this knowledge prepare you to run?

The district, the political landscape, the office, and electoral laws

As you continue to think about running for office, you need to understand the district where you will run and represent after you are elected.

ACTIVITY: Complete the following questionnaire that helps you build an understanding of the district including the geography, the voters, and the political landscape.

YOUR DISTRICT

How big is the district/constituency?

Is a map of the district/constituency available?

What are the physical characteristics of the district/constituency? Is it rural or urban? Flat or mountainous? Heavily populated or sparsely populated?

Where do people in the district/constituency live? In large apartment buildings, small houses, spread-out neighborhoods, or family farms?

The voters:

What is the voting population of the district?

What is the approximate level of support for specific political parties in the district based on previous election results?

What is the demographic makeup of the voters? What are their income levels? Level of education? Professions? Ethnic backgrounds and race? Religions? Ages?

What are your potential supporters like?

The last election:

Who ran for this position in past elections?

What were the results for this position in past elections?

Who voted in past elections?

Has/have the district/constituency/voters changed much since the last election?

The political landscape:

Who are the important political, civic and business leaders in the district/constituency?

Who are the important political players outside the district who play an important role?

What is the situation with the local, regional or national political parties?

What issues are important to voters?

What motivates citizens to vote?

How do voters feel about political parties?

What other races will be on the ballot in this election and how does their presence impact this race?

Who are your potential opponents?

Now ask yourself the following questions:

- How does the political landscape look nationwide?
- How will it vary by district/constituency?

- How will this knowledge prepare you to run?

You also need to understand the responsibilities of the position you seek. Your campaign will be more successful if the issues that you want to address are in the purview of the office that you are seeking.

ACTIVITY: Complete the following questionnaire that helps you understand the position you're running for.

YOUR OFFICE

Is the position that you are seeking at the local, regional or national level?

How many seats are open in this election? Is this a single member district or a multi-member one?

Will you be running alone or as part of a team?

What are the roles and responsibilities of the office for which you are running?

- Legal qualifications
- Stated job description
- Informal roles and responsibilities

Now ask yourself the following questions:

- How are the roles and responsibilities of the office you want to run for similar or different than other positions you have held previously?
- How will the roles and responsibilities of the office impact your personal and professional lives?
- How do your strengths and weaknesses match up to the role?

- What will you do outside of the formal description of the office to help transform the community or country in which you serve?

Similarly, there are laws that cover every aspect of a campaign from the electoral system broadly, to candidate qualifications, to the way money can be raised and spent.

ACTIVITY: Complete the following questionnaire that covers local electoral law.

ELECTORAL LAWS

What electoral system is used? First-past-the-post? Party list proportional representation?

What is required to win the election? A simple plurality? A majority of the votes cast?

How many seats are open in this election? Is this a single member district or a multi-member one?

When is election day? What hours are the polls open? Can people vote early?

Will you be running alone or as part of a team?

What are the filing deadlines for candidates?

What are the legal requirements for candidates? Age? Residency? Education?

Are there limits to the contributions that one individual/organization can make to a campaign?

What kind of money or support can a candidate/campaign receive? Money from business? Money from individuals? Money from foreign contributors?

Are monetary contributions treated differently than contributions of campaign supplies?

Are there laws outlining what you can and cannot say/write about yourself or your opponent and how you can communicate with voters?

Beyond election day and the candidate filing deadline, what are other important dates to know?

Now ask yourself the following questions:

- Was this questionnaire more difficult to complete than the ones earlier? Why?
- Do you need additional knowledge, skills and/or confidence?
- How can this training help?
- What are other resources that might be helpful?

Political parties

Political parties are the primary and most direct vehicle through which women (and men) can access elected office and political leadership. Therefore, the structures, policies, practices and values of political parties have a profound impact on the level of women's participation in the political life of their country. Political parties are key to participation in politics, as it is political parties that recruit and select candidates for elections and that determine a country's policy agenda. However, within political parties, women tend to be overrepresented at the grassroots level or in supporting roles and underrepresented in positions of power. Women need to understand their political party, its structure and decision-making processes, so that they can be competitive in this arena.^[6]

There are targeted strategies that political parties can take to increase women's political participation in their internal organization and at different times during the electoral cycle. Looking at a party's organizational structure, the official documents and statements of a political party can be important for providing a gender equality framework. They provide a vision of the party but also entrench the rules for achieving that vision. Other specific actions that political parties can take:

- Gender equality addressed in the party's legal framework

- Measures, including internal quotas, that ensure women's participation on governing boards and decision-making processes
- Targets for participation in party conventions
- Women's wings or sections within parties that are formally integrated into the party structure, with defined roles and responsibilities and appropriate funding
- Gender included in all the party's policies
- Codes of conduct or sanctions against gender-based violence
- Party leadership's public support for gender equality and women's empowerment

Beyond the policies of the party, women's political participation can be addressed in the electoral cycle. In the pre-electoral period, recruiting and nominating candidates is probably the most crucial process for ensuring that women participate in politics. The gender gap widens significantly as candidates for political office move from being eligible to becoming aspirants to finally being nominated by the party. It is important for parties to incorporate rules that guarantee women's representation. Actions that political parties can take:

- Gender candidate quotas in the party statutes
- Guidelines for candidate recruitment in party nomination committees
- Women candidates placed in winning seats
- Expanded pool of women candidates and party training for women candidates
- Codes of conduct on zero tolerance for violence against women in elections

During the electoral period, while candidates are campaigning and communicating with their constituencies, political parties can help educate voters about the rights of women to participate in politics and the importance of gender equality. Actions that parties can take during this period include:

- Work with other political parties, the electoral management body, civil society and the media to address the issue of violence against women in politics
- Training of women candidates in such skills as fundraising, message development, media relations and communicating with voters
- Training and promotion of women in campaign leadership positions
- Women's visibility in the campaign by providing additional media exposure
- Party positions that are priorities for women
- Monitoring of elections, including the recruitment of women as party agents to be present at polling stations, particularly if those polling stations are allocated for women only
- Information provided to voters that includes specific messages highlighting the importance of women's votes and women's right to vote as equal members of society

Even after the elections are over, political parties continue to play a central role in encouraging women's participation in politics. Actions that parties can take in the post-electoral period include:

- An assessment of the level of gender equality within the party
- An assessment of how male and female candidates were supported by the party during the most recent elections
- Gender-disaggregated data collected about voter turnout, votes and opinions about candidates
- Gender-sensitive reforms to other political institutions, such as parliaments
- Gender and women's empowerment issues included in party policies or platforms
- Support for a cross-party network of women and women's parliamentary caucuses
- Support for elected women serving in leadership roles

Now, let's look at the major political parties that exist in this country - who they are, what do they stand for and how women are involved in their structures and processes?

ACTIVITY: Complete the following questionnaire about your political party.

YOUR POLITICAL PARTY

What is your party's name?

What is your party's mission? What are its fundamental principles and values?

Do the party's core documents address the issue of gender equality or outline mechanisms to promote women's political participation?

Does the party have a particular ideology? If so, what is it?

Are there criteria for becoming a member of the party? What are they? What are the rights and responsibilities of members of the party?

What is the leadership structure of the party? Are women present in leadership positions?

What are the party's policies and platforms?

If the party has a women's wing, what are its roles and responsibilities?

How are candidates selected by the party? How is the order of the candidate list determined?

Are resources from the party available to candidates? Does the party communicate to voters on behalf of its candidates?

How has the party supported women candidate's in previous campaigns?

Who are the party leaders who make the important decisions regarding the candidate list, campaign resources?

Now ask yourself the following questions:

- Was this questionnaire difficult to complete? Why?
- Do you need to know more about your political party?
- If you are a young woman, does your party have a youth wing?
- How are the parties similar in their support to women candidates?
- Do you know if your party has addressed the issue of violence against women in politics?
- What challenges do you expect to face in your party as you continue your campaign?

Running as a woman

There are official laws and policies that determine how politics, and specifically campaigns, are run in each country. Outside of those regulations, there are unofficial barriers that keep women from seeking and winning political positions. Women who are young or from marginalized communities often face additional challenges. Below you will find an overview of these

challenges or issues. While there are no simple answers for any of these, being aware of them and discussing them will allow you to think about how others have succeeded.

- Family - Candidates should expect their family lives to be disrupted. When they are involved in politics, the personal becomes political. Little in their lives - or in their family members' lives - will be private anymore. The best way to manage this issue is to be prepared. Depending on what is appropriate, aspirants should talk about the idea of a campaign through with each family member individually, and then together as a group. Be realistic about the changes that will take place in their household. If a candidate is a mother, she can expect both sincere and malicious concern about the welfare of her children. If a candidate is single or childless, there may be curiosity about this, too. Expect that some in your family won't support you. Be aware if there are some things you DON'T want to change about your family, for example, attending church every week.
- Political party processes - While political parties have written rules, there is often a set of unwritten rules that govern decision-making around campaigns. These unwritten rules can guide who and where names appear on the candidate list, and who receives party support (such as funding, visibility, speaking at events, appearing on posters or other written materials). If a party's internal organization is weak and the rules for recruitment are unclear, decisions tend to be made by a limited number of elites, usually men.
- Time - Aspirants to political office need to be aware that women running for office around the world struggle to find the time needed to be a candidate. Often women are charged with the majority of household work, including the cooking, cleaning and care of children and elders. In addition, many women work outside the home in formal or informal sectors to earn income for family expenses. Seeking elective office adds a "third shift" to many women candidates' lives.
- Social norms - There are women serving in leadership and political positions in most countries; however, public polling often shows that many men *and women* do not believe it is appropriate for women to have those positions.
- Violence - Women candidates are not responsible for ending gender-based violence against women in politics but they should be aware that it is a reality in every country. Gender-based violence is a reality in every country. It exists in many different forms of physical, psychological and sexual violence. Women aspirants need to be aware that violence also exists in politics, encompassing voter intimidation, and outright physical attacks against women candidates. Sometimes it is subtle, sometimes it's not. It has existed for many years, but now

organizations like UN Women are creating resources to address it. Politics can be perceived as a career that comes with certain risks, but violence against women in politics is something specific and which targets women because of their gender.

- Technology - The forms of technology, from laptop computers to mobile phones, from social media platforms to apps, that are available differ from country to country. The ability to use technology may also differ based on gender or sex as well as level of income, literacy, age and ability. Technology has become omnipresent in our lives and it causes/allows us to be in communication 24 hours a day. We're all constantly in touch and it's two-way communications. It can be used against you.
- Intersectionality - Just as in life outside of politics, if a candidate is marginalized by age, ethnicity, religion, education level, economic status, ability or other characteristic, she will face greater challenges as a candidate. It is important to be aware of these additional challenges and discuss specific strategies and tactics that can be utilized successfully. Many differences exist and layer on one another. As a trainer it is important to be aware of them.

ADD NOTES/BLANK PAGES

COMMUNICATIONS

Communication is a key aspect of leadership because, apart from generating innovative ideas, a transformational leader must create a common understanding of the issues, share her ideas, and convince voters to join her campaign efforts.

Creating a message

Communication is the process of sharing information, ideas, and feelings. It involves not only the spoken and written word, but also body language, personal mannerisms, and style – anything that adds meaning to a message. Communication is a two-way process through which people can share information using symbols, words, pictures, figures, and so forth, and it is integral to leadership. Leaders communicate to 1) share their vision with others, 2) inspire and motivate them to strive towards the vision, and 3) build the values and trust that enable effective working relationships to accomplish goals.

Within a campaign context, a message must explain what is valued and what is at risk, and it must align the candidate with others who share the candidate's values and concerns. A message must be short, simple and repeated (often) to be heard. To be effective, a message must be included in every campaign communication - written and oral - and used across all the

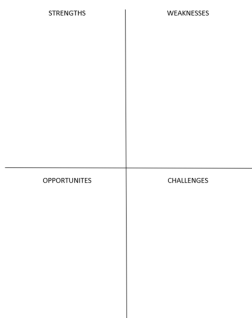
campaign's free and paid media. A message must clearly state the candidate's values and vision and align itself with the concerns of most citizens.

There are four steps in creating a message:

- Start with you: know yourself and your political values
- Know your voters: what they want and need, their values
- Create a preliminary message
- Deliver your message (and refine it)

Step 1: Start with you: know yourself and your political values. A SWOT analysis involves brainstorming and recording your strengths, weaknesses, opportunities and threats. The analysis considers internal resources and capabilities (strengths and weaknesses) and those that are external (opportunities and threats). Consider these from an internal and external basis. Do other people perceive weaknesses that you do not see? It is best to be realistic now and face any unpleasant truths. Some opponents and voters may try to paint personal characteristics as weaknesses, be it gender, age, race, class, ethnicity, geographic origin, disabilities. How might you address these characteristics head-on in your message?

ACTIVITY: SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis



Step two in creating a message is knowing your voters: what they want and need and what their values are, so think about the issues that you want to, and can, address in the position you seek to hold. Moreover, if running as a member of a political party, you should review the party's platform to see how the issues you prioritize, and solutions you champion, line up with those taken by your party and constituency. Potential candidates need to find connections between themselves and voters ^[7]:

- Where do your values and your voters' values coincide?
- Have you worked on, or been affected by, issues that are important to voters in your district?
- What can you say that captures their interest?
- How can you grab their attention and hold it?

- What do they need?
- What can you offer?

REMEMBER: The goal is transformative leadership, your message must be part of your effort to visualize, organize and influence the direction of social change to create a more just social and economic order.

Step 3 involves writing a preliminary message.

ACTIVITY: To put all the research in a usable format, you should four basic questions.

FOUR QUESTIONS

What does your campaign or candidate want to say about itself?

What does your campaign or candidate want to say about its opponent(s)?

What does the opponent's campaign say about itself? and

What does your opponent say about your campaign or candidate?

Now it's time to draft a preliminary message. You should make sure that your message reflects not only the things you care about, but the issues that the voters care about. Who are you trying to reach? What is their primary concern? What about your background or experience makes you a believable person to advocate for solutions to the problems voters face?

ACTIVITY:

YOUR MESSAGE

Why are you running?

What problem are you seeking to solve?

What are your experiences with this problem?

What creative solutions do you offer?

What's standing in the way? Opponent? Apathy? Lack of information?

What are you asking for?

Draft message:

Now test your message against the Seven C's^[8]. At the heart of any effective messaging is this checklist:

- Clear: Is it easy for folks to understand and interpret.
- Concise: Are you saying a lot with a little. Be brief but comprehensive.
- Credible: It's believable. It's likely. Possibly backed up by fact.
- Compelling: You are convincing in a powerful, plausible way.
- Connected: Does it resonate with your audience and your overall race.
- Consistent: Don't deviate from other messages or contradict yourself.
- Creative: Include language that evokes an image. Inspiring!

Creating a political speech

Once you have created a message, you must be prepared to communicate that message repeatedly to individuals and groups, large and small. While some candidates become frustrated with repetition, it is very effective to give the same or a similar speech repeatedly. This consistency ensures that the message is internalized by voters, and if you are nervous or uncomfortable about public speaking, hopefully, the repetition helps bolster your comfort level.

To address all the above, you should create a short “stump speech” which is a brief speech with your campaign message and key points. You should then practice the speech and become very comfortable delivering it.

The following points are helpful in developing a persuasive political speech. ^[10]

- Establish a connection with the audience by demonstrating a shared concern. For example,

“Hello. My name is [NAME] and I am a candidate for the local council. I would like to talk to you about problems that I can work to solve if you elect me. One of the concerns I share with you is our village's financial problem. Every day I see my friends having a difficult time finding the money to buy oil or salt in the market...”

- State the problem, how it affects the audience, and support it with evidence.

“I have observed a great number of people who are having trouble finding a job to have enough money to survive. The people of this village do not have good opportunities for making money. Many voters have shared with me their frustrations about this important issue...”

- State your position on the issue.

“I believe that we must help people find jobs or start their own businesses as our top priority. If I win this election, I promise to improve our village by bringing more income generating opportunities here. I will work to increase economic opportunities for villagers...”

- Give your solution and show how it benefits the voters.

“If I am elected I will work to involve more people in new enterprises or jobs by developing a strong focus on what vocational skills are needed for the types of jobs in this area. As a result, their financial standing will improve...”

- Show the voters how the village would be if this problem were solved.

“In closing, I want you to imagine what our village could be like if I am elected. There will be income generation projects, including new businesses and jobs, providing villagers the extra money they need to supplement their farming. People will be able to develop needed skills to get better jobs and opportunities, and not be struggling just to meet their basic needs. Please vote for me so that I can make this vision of a wealthier, happier village come true...”

- Ask for their support and their vote.

“Lastly, I would like to say that your valuable vote would provide me an opportunity to work for the development of our village. To help me improve our village's economic situation, I request that you vote for me, [NAME]. Thank you.”

Now it's time to draft a stump speech that includes your campaign message and key points. You should then practice the speech and become very comfortable delivering it. The message should help a voter decide why you are best suited to address the issues critical in that community.

ACTIVITY:

YOUR STUMP SPEECH

Establish a connection with the audience by demonstrating a shared concern.

State the problem, how it affects the audience, and support it with evidence.

State your position on the issue.

Give your solution and show how it benefits the voters.

Show the voters how the village would be if this problem were solved.

Ask for their support and their vote.

Public speaking

Now that we have what you want to say, you need to think about how you're going to say it. To start, remember that while the words used in the speech are important, they are only part of what voters take in. Studies^[11] have shown that [when talking about feelings/values?]:

- 7% of any message is communicated with words
- 38% is relayed by voice (tone, accent, volume, rhythm)
- 55% is communicated by non-verbal body language

You should understand how voice can be used to your advantage. There are three characteristics of a powerful voice. In public speaking, you need to focus on your voice literally being:

- **Lower:** Lower the pitch of your voice. People generally don't respond well to high-pitched or sharp voices. The word "shrill" is generally used as a gender stereotype against women's voices. Focus instead on your voice being friendly, expressive and controlled.

- **Louder:** Project your voice to the back of the room. Practice on the microphone prior to speaking and remember to position it correctly. Remember to articulate clearly and do not slur your words together. To be heard, hold your head up and speak from the diaphragm. Open your mouth wide.
- **Slower:** Don't forget to breathe, pause and add emphasis where needed. Most of us tend to speed up when we get nervous. You are probably speaking more quickly than you think.

Also, remember that your voice is your best tool. Listeners like to hear enthusiasm and energy in a candidate's voice, but not too much. So, you should use vocal variety:

- Vary the speed of your comments.
- Mix long and short sentences.
- Change the tone and volume of your voice.
- Don't be afraid to use silence. Even brief moments of silence can be useful in adding emphasis and holding your audience's attention.
- Keep your voice steady. Raise it at appropriate times – when you are asking a question or when you want to emphasize a specific word.
- Arms/hands are important, they complete your message, so need to be used in a way that helps you communicate it, not distract others from hearing it.

Physical appearance

A campaign audience will also take cues from your physical presence and how you carry yourself. It is important to be sensitive and aware of the image you present. Overall, every candidate needs to project confidence. You need to keep your energy high when speaking in public, appear glad to be there, and excited to communicate with the audience. By the end of the speech, the audience should be enthusiastic about the campaign.

NOTE: *Often candidates will ask advice about clothing, jewelry, makeup, hair and other aspects of their appearance. This is very context specific, even within one country. The general rule should be: when you attend an event, give a speech or appear on television, the focus should be on the content of your message. If the audience was distracted by any aspect of your appearance, it should be changed.*

Finally, public speakers should be sure to communicate and make contact with their eyes – they reveal sincerity and strength and signal a candidate's accessibility and approachability. When you won't look people in the eye, you may seem untrustworthy or disinterested or you may seem to lack confidence. While practicing public speaking, you can practice making eye contact with one person at a time, holding it for about five seconds before moving to the next person,

and slowly making their way across the room. When speaking in public, if you are too nervous to look people in the eye, you should try and identify a few pairs of “friendly eyes” – people who seem to be sending you encouragement and appreciating your views. If you are still too nervous, you could also look at their foreheads or just above their heads, which can give the impression of looking people in the eye.

A few final tips for both the content and the presentation: ^[12]

- It’s not what you say but what the audience hears. So be clear and stick to a few points.
- The bigger your audience, the simpler you should be. Use clear language and short sentences
- Public speaking is a conversation. You can ask questions that people can answer in their heads. You can pause. If it’s going well, you can tell that the audience is listening.
- Give an action, engage, educate. Tell the audience to “do this.” Then tell them how. For example: “Join me in this campaign...”, “or come down with me to the town hall this week to...”

Creating a communications plan

The media plays an important role in the electoral process by informing citizens about the competing political parties, candidates, and their programs, and contributes greatly in shaping the perceptions and opinions of voters. While learning about the kinds of media, you should think about the cost of each, the time that it would take to engage and who on the campaign team would be responsible for the media engagement.

There are four main categories of media: print, electronic, new/social and informal. ^[13]

Print: Newspapers are still one of the most common forms of print media. Most papers are based in large cities, but many smaller communities publish papers focused on local news. Newspapers have daily or weekly deadlines depending on how often they are published. Different newspapers target different audiences.

There are several ways to use newspapers to convey your message. You can send press releases. You can write a letter to the editor. You can pay for an advertisement in the newspaper. Magazines are rarely used on campaigns but can have a national distribution. A magazine may be interested in doing a story on you or your issue if it is relevant to their audience. Many organizations publish newsletters to keep their membership informed about activities and issues.

Electronic media: Television and radio. Radio programs often seek news all day long and report on events minutes after they've taken place. Radio may be more local and provides opportunities for one-on-one interviews. Television stations may require more time to cover a story, partly because they must get video cameras out to the location. Their stories often only include a "sound bite" (a short statement or part of a statement) from politicians. They may only broadcast the news at certain, set times of the day, usually in the morning and the evening.

New/social media: Online communications include websites, social media, and interactive apps that empower people to collaborate, share information and communicate more broadly. Social media can get your message out to many people very efficiently and quickly and often at low or no cost. Much of the content we see online is user-generated. While that content may be more dynamic, it is also out of the campaign's control. Social media may include platforms like Facebook, Twitter, What's App, Instagram, Snapchat, among others.

Informal media: There are other less formal ways to get your message out. They work particularly well in areas where there isn't much access to formal media. Examples of informal media include:

- Word of Mouth. You can get your message out by sharing it with community leaders, religious leaders, teachers, etc.
- Pamphlets, flyers and bulletins can provide information on your campaign. Remember to make them clear, short and easy to read.
- Loudspeakers, often driven around on cars, can be used to publicize events and meetings.
- Events that attract a lot of people on a specific day are an effective way to get your message out. Community meetings are a good way to reach out to people.
- Walkabouts (simply walking around and talking to people you see) or going door-to-door are other effective ways of getting out and communicating your message directly to your constituents.

ACTIVITY: Based on where you are running and what office you are seeking, the communications plan will vary drastically. Look at this communications plan template and then begin to fill in your own, personal plan.

YOUR COMMUNICATIONS PLAN ^[17]

Brief strategic summary, including the people, time and money implications

List of media sources and key reporters

Planned press and visibility events (when in the campaign?)

Outreach to reporters, editorial boards and specialty press (who will do this?)

List of people who can speak for the candidate

Now ask yourself the following questions:

- Will your communications plan reach your targeted voters?
- How does your plan use different kinds of media to reach separate groups of voters?
- Who on the campaign will lead these efforts?

Gender bias in the media

As a wise woman once said, “Women in politics is a reasonable, not a radical, concept”; however, potential candidates should know that gender discrimination and sexism continue to be widespread in the media. There are two main ways that gender bias exists in the media: the coverage of male and female candidates is different and the amount of coverage that male candidates receive often exceeds that of his female opponent.

Journalists tend to cover male and female candidates differently reporting, on a woman candidate’s clothing, emotional states, and physical appearance while focusing on the substance of what a male candidate is saying, for example. To determine whether coverage is biased, the “reversibility” test can be used. We need to be aware when there is bias in the media and point it out.

Second, there is gender bias in terms of the amount of coverage women candidates receive. In some countries, women candidates and/or women’s issues do not receive an equal amount of time on television, the radio or the same number of stories in the newspaper. For political campaigns, consider the media regulations in your country so that you can take advantage of free air time if it is provided and know the rules and requirements. It is critical to explain why your issues, your platform, your campaign, etc. matter (to men and women!). ^[15]

Social media

While traditional media will probably play a role in your campaign, the use of social media has increased dramatically in recent years. The potential positive uses of social media within a political campaign:

- It can increase the outreach and visibility of a campaign at little to no cost.
- It can be used to mobilize and engage voters.
- It can provide a forum for policy debates that allows for wide input from voters and political activists. Campaigns can use it to get feedback and gauge support for its policies, proposals and platforms.
- It facilitates networking and the development of professional relationships.
- It can be used to increase awareness of specific issues.

However, there are potential drawbacks:

- Political opponents can use your social media platform to leave negative comments about your candidate/campaign. Beyond negative comments, threats of physical and sexual violence are commonly made using social media. Women bear the brunt of gender-based violence perpetrated against public figures online. [16] These online attacks can have offline consequences, from psychological and emotional harm to offline attacks.
- It can be very hard to manage the campaign's message when there are many supporters are speaking on the campaign's behalf.
- It can be hard to translate online activism into real life action. It can be relatively easy to get someone to "like" your Facebook photo or retweet the campaign's tweet. It is much harder to get this same person to show up at a campaign event.
- There are often generational, geographic and even socio-economic divides. Older people tend to be less familiar with social media, sometimes are more suspicious of it and less likely to use it. Not everyone may have access to internet or mobile phones throughout the country. Different groups might prefer one app like Instagram or Snapchat over Facebook or Twitter

Promoting your political party

Elections are about winning and highlighting that women candidates and officeholders can energize sectors of the electorate. Women candidates have constituencies and skills that are helpful in campaigns, but frequently are unrecognized and underutilized. Women are often absent from a political party's campaign materials and communication platforms, as priority is given to party leaders and current office holders with greater name recognition, who tend to be men. Political parties can promote the visibility and name recognition of women candidates by

actively promoting their inclusion in party materials such television advertisements and campaign posters, or by appointing women as party spokespersons. At the same time, parties that identify women's policy priorities in party platforms, and elevate women candidates can win the support of women voters and can help parties win.

For you to become an integral part of their party's campaign strategy, you need to meet, and get to know, the local and district political party leaders, making sure that the leaders know who you are and know your name. In building a relationship, you should tell party leaders your political ambitions and how you can mobilize voters for the party. It should be clear to the party leaders that you support the party and will encourage other people to support the party. While it is important to build alliances with other women in the party, you should not limit yourself to the activities of the women's organization/wing or youth wing of the political party; before and during the campaign but should get involved in the main body of the party. (The real power lies within the party structure where the men occupy the party positions.)

Further, you must know the history, manifesto or platform, and campaign message of your political party and understand how it complements what you are saying on the campaign trail. You should review the party's platform to see if the issues it prioritizes and solutions it champions are in line with your campaign. To make these party messages useful, you can take the manifesto/platform's important points, reduce them into four or five main principles, and "translate" them into language that is comfortable for you and relevant for the voters.

Having reviewed the political party materials, you should work review your initial draft of the campaign message. Does the message need to be edited to take the party's priorities into account?

Now ask yourself the following questions:

- How did your message change based on your political party's platform?
- Are there instances where you do not agree with your party's message? How will you handle that during the campaign?
- Are there issues that you think are important that you will urge your party to include in their platform in the future?

Beyond your campaign message, there are other, concrete ways that you can help and be helped by your political party.

Ways that you can promote your political party:

- Reach out to groups underrepresented by the party (young women, business women, etc.)

- List party affiliation on campaign materials
- Include the party's stance on women's policy priorities in speeches and materials
- Use social media to promote party events, leaders

Ways that your political party can support you:

- Include you high on the candidate list
- Promote your candidacy as part of the party's campaign, and utilize you as a campaign spokesperson
- Include you in party materials such as advertisements and posters, and in social media

Talking about gender equality and women's empowerment

Campaigning for office is not gender-blind. When women or men candidates talk about the same issues, it will be heard differently by voters. There is no one right way to run a campaign, but it's a choice for you whether you want to talk about the unfairness of government or policy along gender lines. If you want to be transformational, do you talk about gender equality?

Think in terms of win-win: if you talk about gender equality, but lose the election, did we all gain something?

Transformational leadership is grounded in the principles and values of equality. Here are key international frameworks and concepts that can be a part of your campaigns and political lives:

International frameworks

- It is a human right to live a life free from discrimination and violence. The **Universal Declaration of Human Rights** (UDHR) enshrines the principles of non-discrimination and equal enjoyment of political rights, including the right of women and men to take part in the government of their country. It was proclaimed by the United Nations General Assembly on December 10, 1948.
- All women have the right to take part in political life. The **International Covenant on Civil and Political Rights** (ICCPR), adopted December 19, 1966, is a key international human rights treaty, providing a range of protections for civil and political rights. Article 25 provides that every citizen has the equal right to participate in public affairs, vote and be elected through universal and equal suffrage, and to have equal access to public services.
- The State has an obligation to create laws and policies that do not discriminate against women citizens. The **Convention on the Elimination of All Forms of Discrimination against Women** (CEDAW) is the international women's rights treaty. It sets the standards in

international law for achieving gender equality, both normatively, and practically, in terms of setting out the concrete steps governments need to take to eliminate discrimination against women in their countries. CEDAW was adopted by the United Nations General Assembly in 1979 and has achieved near universal endorsement. To date, 187 UN Member States have ratified CEDAW. The States that have not ratified CEDAW are Iran, Palau, Sudan, South Sudan, Somalia, Tonga and the U.S.

- All States have committed to work towards goals that eradicate poverty in all its forms and dimensions. The **Sustainable Development Goals** (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, and peace and justice. The goals are interconnected, as the key to success on one issue will often involve tackling other issues. Goal 5 is the stand-alone goal focused on achieving gender equality and empowering all women and girls. Goal 5 has nine targets, spanning the need to end discrimination against women and girls and gender-based violence, to ensure equal access to education, and equal participation in public and economic life. One of the targets is to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

Key concepts

- **Gender responsive governance:** Good governance has evolved from a concept that focused on civil service reform to one that stresses participation, decentralization, accountability and governmental responsiveness as important dimensions along with social equity and justice. Responsiveness assumes that the interests of all citizens are well-protected, and the citizens take part in the process of governance. Efforts to develop a means of understanding gendered governance must consider not only the formal institutional, political and administrative structures, but also recognize how frameworks of gender norms and rights impact processes and outcomes of governance.
- **Gender responsive budgeting:** Government budgets impact women and men differently because of the different socially determined roles played in the economy and society. Government budgets often reinforce gender-based disadvantages faced by women unless special measures are taken, for example by funding teachers and books, but not funding infrastructure (such as restrooms) that can keep girls in school after puberty. Budget-making is not merely a financial matter. Budgets are at the heart of the policy agenda, reflecting and then

determining actual priorities including which groups get what, where and when. As is often said “follow the money.”

- **Using a gender lens to address other issues:** Beyond traditional “women’s issues” of health, education and governance generally, it is important to apply a gender framework to examine financial systems, foreign and military policy, the environment, etc. For example, in a country where very few young women go to college, if that country requires teachers to have an advanced degree, the pool of women who can teach school is small. This is important because in many places, families prefer their daughters to be taught by a woman, especially after puberty.
- **Physical representation:** This addresses the number of women in political party leadership, elected office, civil service, civil society, and across government. Often, it is the only indicator used to measure women’s political empowerment. One of the most effective strategies for increasing the number of women in politics, and especially parliaments, is using temporary special measures (TSM), including quotas.
- **Substantive representation:** This concept refers to the substantial content of representation and goes beyond the numbers. An increased number of women in political institutions often impacts the political discourse, the culture of politics, the political parties, the range of issues discussed, the solutions provided and the political outcome.
- **Transformative representation:** This refers to turning a citizen into a leader, altering identity, changing how political and social systems function, altering attitudes about the appropriate roles for women and men in private and public life and making society more just.

ACTIVITY: Having reviewed the international frameworks and concepts, you should review your draft campaign message again. Does the message need to be edited to take these concepts into account?

ADD NOTES/BLANK PAGES

VOTER CONTACT

To run a successful campaign, you need to figure out who may vote for you and the best ways to engage with voters. This is one of the most important parts of the electoral process as this is an opportunity for the campaign to present its message directly to voters and to hear from voters about their concerns.

Goal setting and targeting

As you plan to seek office, you need to understand the voters living in your constituency. In an ideal world, you would speak to every voter in your constituency. However, given the time pressures of an election cycle, there is not enough time to do that, so campaigns need to focus on those *most likely* to vote for you. To start, we will calculate the number of votes it takes to win and then find the voters who will make up that group.

“Win number”

To start, it is critical to calculate how many votes you need to win.

To make this calculation, the first information needed is about the political system, including the number of candidates, the threshold of votes (plurality or majority) needed to win, what constituency is being contested and the number of citizens who are registered to, and will, vote.

To collect this information, candidates should work with their political party or obtain the information from the appropriate government agency such as the electoral management body.

The information you need to calculate the number of votes you need to win your election:

- Total number of citizens in the constituency
- Total number of registered voters in the constituency
- Total expected vote/turnout
- Threshold needed to win (50%, 30%, majority, etc.)
- Number of candidates in the race

If you have this information you can find your win number. Here’s an example:

- 5,000 people live in the constituency
- 4,000 people are registered to vote (the rest are under the voting age)
- 3,500 people are expected to vote (minus people who are travelling, sick or otherwise prevented from voting)
- The threshold I need to vote is 50% and there are two candidates in the race.
- Therefore $3,500 \div 2 = 1,750$. I need 1,751 votes to win.

Same scenario but the candidate needs a majority and there are three candidates in the race:
 $3,500 \div 3 = 1,166$. Vote goal is 1,167 votes.

ACTIVITY:

YOUR WIN NUMBER

Total number of citizens

Total number of registered voters

Total expected vote/turnout

Threshold needed to win (50%, 30%, majority, etc.)

Number of candidates in the race

WIN NUMBER

Now ask yourself the following questions:

- Do you have all the information you need to calculate your win number?
- If not, where can you get it?
- Could anything cause this number to change?
- Do you feel like this is a realistic goal?

Targeting

Campaigns take place over a limited amount of time, so you need to focus efforts on a targeted group of voters, and campaigns or candidates cannot worry about pleasing everyone. There will be a group of voters that will support the campaign under any circumstances; there will also be a group that will NOT support the campaign under any circumstances. A good campaign will not focus its time or other resources on these groups, but instead on people that can be convinced to vote for the candidate.

There are three ways to target voters: demographically, geographically and by “persuadability”. If you are targeting voters using demographics, you are looking at voters’ personal characteristics such as sex, age, ethnicity or religion. For example, young people are likely to support a candidate who promotes subsidized university education for students while associations for retired people would likely be unhappy about the idea of their tax dollars supporting such a program.

If you are targeting voters geographically, you are looking at where they live. For example, voters who live in rural, agricultural areas would likely support a candidate who proposes to establish a minimum price for produce, but not urban voters who end up paying more for these products would not.

If you are targeting based on persuadability, you are considering how likely they are to support you and your policy proposals. The three ways to target voters will be used together when creating a voter outreach plan.

ACTIVITY:

YOUR POTENTIAL VOTERS

What is the population of the constituency?

What is the approximate level of support for different political parties in the district based on previous election results?

What is the demographic makeup of the voters? What are their income levels? Level of education? Professions? Ethnic backgrounds and race? Religions? Ages?

What were the results for this position in past elections?

Who voted in past elections?

Has/have the district/constituency/voters changed much since the last election?

What are the characteristics of your supporters? What do they care about? What issues can move them? How do they match the characteristics of the people who live in the constituency?

Where do your supporters live?

Now ask yourself the following questions:

- Can you count on women supporting your candidacy because you are a woman? Why or why not?
- How can you break down “women” into different groups based on other demographic characteristics and geographic information?
- Do you need to know more about those that live in the constituency and are potential supporters?
- What resources might be helpful?
- Who can you speak with to learn more?

To target *geographically*, you need to know where your supporters live and then try to find more people who live or work near them, and who may not know about your campaign. If possible, get a detailed map of the area that you want to represent.

Looking at the map, key questions to ask:

- What are my physical connections to different locations in the constituency?
 - Where do I live and work?
 - Was I born here?
 - Do members of my family live here?
- Where do other people live and work?
- How do people move around the constituency? What type of transportation do they use?
- Where can I physically find my supporters?

Finally, you should look at the *persuadability* of the voters in your district. As previously stated, there will be a group of voters that will support you under any circumstances; there will also be a group that will NOT support you under any circumstances. A good campaign will not focus its time or other resources on these groups. Targeting focuses your resources on people that can be convinced to vote for you, the undecided and/or neutral people in the middle. These “persuadables” should be a key target of the campaign.

One way to find the “persuadable” voters is by using a professional poll. The chief goal of polling is to provide strategic planning information that is useful for conducting its political campaign. Specifically, a candidate would use polls to find out which demographic groups are most likely to be persuaded by the campaign message. The campaign should conduct a poll with a specific purpose: ^[29]

- Discover the attitudes and concerns of voters

- Discover the issues that move voters
- Discover the candidate's position
- Test messages
- Track trends

Polling can be very useful. It can also be very expensive because a professional poll will be done by an organization that is paid to do it. It is also not the only predictor of how people will vote. There are several other ways to learn about voters' concerns and attitudes. One way that candidates who cannot afford a professional poll can learn the same information is to keep track of their own data as they talk to voters. As you or your staff interact with voters at speeches, events or activities, you can document voters' concerns and what they liked (or didn't like) when you were speaking. Another way to get information is from a political party. Often a political party will conduct a poll and share the information with its candidates. While the data will not be specific to one campaign or constituency, it can still be useful. Sometimes public polling, conducted by a news organization like a newspaper, can also provide useful information about the issues that concern voters and their approval of various political parties.

You should reflect on your campaign message when targeting voters. If you are a first-time candidate who wants to “bring a new voice” to the city council or capitol, targeting younger or marginalized groups of voters can make sense. If you have been in office for a long time, you might reach out to business people or older voters who value stability.

All these tools and techniques help you decide where and how you should spend your time during the campaign - in the rural or urban areas, with moms or business people, giving speeches or going door-to-door. With a limited amount of time, you must be disciplined about who you are speaking with and what you are saying.

Targeting is not a precise science; even in the best of circumstances, definitions of groups are fuzzy and overlap with one another. They can be made more difficult by three factors:

- If there are many candidates running in a single race, this can force candidates to consider groups from which they will receive much less than half the vote.
- The lack of available, accurate demographic data.
- The undeveloped self-identification of individuals as having specific interests based on their demographic characteristics.^[30]

Nevertheless, it is important to do this exercise.

As a transformational leader, you should think beyond the “usual suspects”. As you try to change the political institutions that were created by and for men, you need to engage others

who have been left out of the public discourse and find innovative ways to make them a part of the process. After completing the campaign targeting activity, you need to ask yourself “Who is being left out?”.

ACTIVITY:

YOUR VOTERS

YOUR BASE: People who are most likely to vote and are most likely to support you

What do they look like? (demographic)

Where do they live? (geographic)

What is your message?

PERSUADABLES: People who are likely to vote and are potential supporters

What do they look like? (demographic)

Where do they live? (geographic)

What is your message?

Now ask yourself the following questions:

- Are there enough voters in your base to reach your win number?
- If not, how many persuadable voters will you need to convince to vote for you?

Another way to organize the voters in your district uses this matrix:

	Likely Voter	Potential Voter	Non-Voter
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Likely Supporter	A	D	G
Potential Supporter	B	E	H
Unlikely to Support	C	F	I

- Group A: People who are most likely to vote and are most likely to support you are your base of support. You should, firstly, plan activities to solidify this support.
- Group B: Likely voters who are potential supporters are your number one target for your persuasion efforts. Spare no effort on these voters.
- Group C: Do not spend too much time on this group. In fact, your activities may make it more likely that they will go to the polls and vote for your opponents.
- Group D: Likely supporters who are only potential voters must be persuaded to vote. Target these people with motivational messages and a strong Election Day push to make sure as many of them as possible vote.
- Group E: Potential voters and supporters are important but not crucial. Focus on them only after you've communicated with Groups A and B.
- Group G: Possible target for motivational efforts. But do not spend scarce campaign resources here until you've thoroughly covered the boxes above or if you need these votes to win. Your time, money and people would be better spent above.
- Groups F, H, I: Do not waste efforts on these voters.

Now ask yourself the following questions:

- How likely are your base voters to vote?
- Who are voters unlikely to vote for you? Why?

Voter/constituent engagement

Once you know what voters you must reach, you must consider how to ensure that they can meet you, hear your message and join your team. Campaigning is not an exact science; voters are human beings, so it is important to campaign in a way that speaks to them. As a rule, the most effective voter contact is that which allows the candidate to reach voters in the most personal and interactive way possible. In an ideal world, you would speak to each voter individually, but that is not possible with a limited amount of campaign time and resources.

There are three types of voter contact tools: indirect, direct and paid.

- Indirect voter contact tools allow communication to flow one-way, from the campaign or candidate to voters.
- Direct voter contact tools allow for two-way communications, an in-person or electronic discussion between the campaign or candidate and voters.
- Paid voter contact uses the mail or other media to reach the largest number of voters, but it is expensive.

Indirect voter contact

Indirect voter contact allows the campaign to deliver its message directly to voters. The campaign may reach many voters using these tools, but the campaign will not know if and how the campaign message was received.

Examples include:

- Print and electronic media: campaigns can seek free campaign coverage by reaching out to the television and radio stations and print reporters using press releases, statements and/or telephone calls. It can be difficult to get covered by the news media unless the campaign has a compelling story.
- Signs, pamphlets, other printed materials: campaigns can distribute “literature” at bus stops, events or other places that voters gather; can reach many voters but it is not targeted.
- Loudspeakers: Attached to a moving car, campaigns can tell voters their message verbally as they drive through their neighborhood; this should be done in place where lots of people live (urban centers); however, it can be annoying and hard to understand.
- One-way online activities like Facebook posts, Tweets, Instagram photos: Campaigns can deliver their messages, post specifics about policy proposals and share photos of the candidate and campaign activities; this can be very effective if done well, but it can take a lot of time and is not targeted.
- Word of mouth, people who can speak for the candidate: Campaigns can empower others to speak for the campaign; community political and religious leaders, close friends and family members can all be trained and empowered to give the campaigns message. It is important to ensure that people who can speak for the candidate have consistent information and understand the importance of not going “off-script.”

Direct voter contact

Direct voter contact is the most important tool in a campaign’s toolbox. You, who is the campaign’s best messenger, directly speaks to voters and hears from them. It is hard to reach large numbers of voters with these tools, but you can learn about the voters’ issues and see how they react to her message.

- Door-to-door or walkabouts: This is the most personal way to reach your voters, meeting them at their homes or in their neighborhoods. It is also the most time-consuming. Candidates, campaign staff and volunteers that engage voters directly should be trained to take notes about the issues the voters care about.

TIPS:

- Never go door-to-door alone. This includes the candidate and staff.
 - Never go into someone's home. It is unsafe and takes too much time.
 - Identify your team with matching pins or t-shirts.
 - Carry pens, paper and clipboard to take notes about what you see and hear while you're walking.
 - In an apartment building/block, start on the top floor, furthest apartment away, and work yourself closer to the first floor/entrance to be more efficient with time.
 - Secret tip: when people say they're with you and supporting you, ask them to do something for your campaign (e.g. volunteer, join the canvassing team, etc.); the way they react/whether they agree will show whether they are sincere.
-
- Events: Meeting small groups of voters, often at a supporter's home, allows the candidate to give her standard stump speech but also to take questions from those in attendance. This is the next best activity after going door-to-door.
 - Meetings: A small event, meeting voters in groups of 1-5 allows for a personal conversation between the candidate and those in attendance. Because of the time meetings can take, they should be reserved for important and influential members of the community.
 - Phone calls: If telephones are present in most of the households in the constituency and telephone numbers are available publicly, phone calls can be an efficient way for the candidate to speak to individual voters very quickly. These are great in more rural areas. Volunteers can also call on behalf of the campaign.
 - Two-way online activities: like Facebook posts where the campaign responds to comments, Tweet chats and other online activities that allow interaction between the campaign/candidate and voters can be useful, especially if young people are a targeted group for the campaign. A downside is that the campaign cannot control what the public will post publicly.

Paid voter contact

- Television/radio/online ads: Campaigns can place paid advertisements on television, the radio, in print media such as newspapers or online; this can reach many voters but is not targeted and can be expensive.

- Mail: If mail is reliable and home addresses are publicly available, campaigns can send targeted messages via direct mail to specific groups of voters. This can be expensive but can be very targeted and does not take much of the candidate's time.

The following table presents voter contact tactics based on five criteria: *cost*, *number of people needed*, *time required*, *efficiency* (average number of people reached at a time), and *effectiveness* (capacity to persuade an individual). Each of the tactics has been graded on a scale from 1 to 5 with 1 being the lowest and 5 being the highest. Keep in mind that a 1 is the best score.

	Cost	Number of People	Time	Efficiency	Effectiveness
Press	1	1-2	2	1	2-3
Printed literature	3-5	1-3	1	1	4-5
Loudspeakers	3	1	3	3	3
Online 1-way	1	1	1	3	4-5
Other speakers	1	3	3	2	3
Door to door	1	5	5	5	1
In person events	1	2	3	4	2
Phone calls	3	5	4	3	3
Online 2-way	1	1	3	3	2
Paid ads	5	1	2	1	1
Mail	3-5	1	1	1	3

Using technology

New technologies including websites, mobile phones and apps can be used effectively in political campaigns, but campaigns need to be aware of potential technology “gaps”. A technology gap is when men and women do not have the same access to these tools or they might use them very differently.

Ask yourself the following questions:

- Is there a technology “gender gap” in your country?
- How might women access and use social media, mobile phones and computers differently than men?
- Who controls the technology at home?
- How might different sub-groups of women (rural vs. urban, religious vs. not, literate vs. illiterate, young vs. old) have access to information and communication technologies (ICTs)?

Voter contact plan

As stated previously, there are three types of voter contact tools: indirect, direct and paid. As a rule, the most effective voter contact is always that which allows the candidate to reach voters in the most personal, and interactive, way possible. Your campaign will not be able to reach every voter in your constituency, so it is imperative that you have a strategy to reach those voters most likely to vote – and most likely to vote for you – as often and with as much personal and interactive contact as possible. Your campaign plan should identify your targeted universe of voters (as covered in the previous session); outline the total number and type of contacts you will make with those voters over the course of the campaign (including phone calls, door-to-door contact and mail); and lay out a contact timeline. ^[31]

ACTIVITY: Voter contact plan

ENGAGING YOUR VOTERS

YOUR BASE: People who are most likely to vote and are most likely to support you are your base.

What are the best voter contact tactics to reach these voters based on their demographic characteristics and where they live?

PERSUADABLES: People who are likely to vote and are potential supporters are a critical target.

What are the best voter contact tactics to reach these voters based on their demographic characteristics and where they live?

Now ask yourself the following questions:

- How did you balance the direct and indirect voter contact activities? Why
- What was your easiest and hardest groups of voters to reach?
- Are there voter contact activities that women candidates may need to do differently than men in this country? Why?
- What resources might be helpful?
- Who can you speak with to learn more?

ADD NOTES/BLANK PAGES

FUNDRAISING

A competitive campaign needs a good candidate, skilled staff, research, a clearly articulated and consistent message, an effective media strategy, and the resources necessary to reach enough voters to win. These elements, alone and together, are vital, but none more so than fundraising. Without money, there is no office, no staff, no printed materials. Without money, you cannot win. Around the world, campaigns are becoming increasingly monetized for better or for worse, including in developing countries. Political fundraising is the reality for anyone seeking office.

While everyone who is working on behalf of a candidate should think about how to bring resources into the campaign, the best person to raise funds is the candidate herself.

Identifying potential donors

The first step in raising funds for a campaign is to identify potential donors and donor groups. The most effective way to target donors is to understand what motivates people to give. Many people believe fundraising is another word for begging. This is perhaps the single greatest obstacle to successful fundraising and leads candidates to avoid the most critical and essential activity in the campaign: asking for money. A donor's contribution is not an act of kindness, nor is it a personal favor. People donate to a campaign because they want to. Their contribution serves their needs — not the candidate's. Donors contribute when the fundraiser has identified their needs and demonstrated how they will benefit if the candidate is elected. Let's break down potential groups of donors - and think about how THEY will benefit by your election.

INSERT CIRCLES OF BENEFIT

Personal circle

WHY: Donors in the Personal Circle give because they have a close relationship with you. Loyalty to you moves personal circle donors to look past differences in ideology and party affiliation and sustains their support regardless of your standing in the polls.

WHO: Personal Circle donors are your family members, friends, and close professional colleagues.

WHEN: Start with this circle of donors to raise the first operating costs of the campaign. Early support from this circle demonstrates viability to traditional donor sources, the media, community leaders, and other opinion-makers.

NOTE: *Soliciting these donors is the critical first step in a fundraising campaign. This can be a tough ask for you, but willingness to ask for money from your Personal Circle demonstrates your commitment to running for office and your ability to build a winning campaign.*

Ideological circle

WHY: Ideological donors give because you have a similar ideology or belief structure. This circle includes donors who share your advocacy of a specific cause.

WHO: Ideological donors include political party members, women's rights advocates, environmentalists, good government activists, and others.

WHEN: Ideological donors take political risks and participate early to ensure the candidates they support have the strongest possible voice. Ideological donors tend to contribute early in the campaign.

NOTES: Ideological donors give to new candidates, challengers, and incumbents, but play a particularly important role in challenger and open seat races. Ideological donors understand the difficulties of an uphill battle, and many represent constituencies under-represented groups.

"Ax-to-Grind" circle

WHY: "Ax-to-Grind" donors give because the opponent's victory would adversely affect their interests or has already done so. They have tremendous incentive to weaken your opponent and strengthen your candidacy.

WHO: Anyone who strongly dislikes or fears your opponent.

WHEN: These donors, like those in the Personal and Ideological Circles, can provide early support.

NOTE: *Donors in the Ax-to-Grind Circle give to new candidates, challengers, and incumbents.*

Power circle

WHY: Donors in the Power Circle give to protect and advance their economic interests.

WHO: They include business interests, labor unions, and professional associations.

WHEN: Power donors should not be counted on to provide early support, unless you are an incumbent, or a key leader in these circles. Power Circle donors tend to give once a candidate has demonstrated viability. The difficulty facing new candidates or challengers is that the Power Circle, which is often the largest source of money in politics, is generally unavailable until the end of the campaign.

NOTES: *Incumbents receive most of the Power Circle support. While new candidates can be a beneficiary, they are unlikely to receive Power Circle support until the candidate's competitiveness in the race is firmly established. Power Circle donors often contribute to several different political parties' candidates.*

How to find donors

The next step in campaign fundraising is thinking about how people you know fit into each of the circles.

Personal circle

Start by reaching out to the people who know you best: friends, family, co-workers, former classmates. These individuals will be interested in supporting you because they care about you. Starting with your closest connections will provide you with the base you need to solicit other donations. To make a list of these potential donors, you should review your personal materials and identify people you've met with and been in contact with in the past. Go over your contact list on your phone or computer, your calendar from the previous months, business cards, friends and followers on social media, club memberships, school or other networks, etc. Someone you haven't been in touch with for a few years is just as good to add to your list as someone you spoke with a couple months ago.

Ideological circle

The next audience to reach out to is those who align with you ideologically or hold the same values or stances on issues that you do. These people will donate if they think you will champion their priority issues after you get elected, or that you will make sure their issues are brought to the forefront of the debate during the campaign. Look for organizations like the ones in which you are a member and reach out to members and directors of similar groups. When you are going through your contact lists for your family and friend donors keep an eye out for anyone who may be a member of these groups and can act as a connection or champion for you with their members.

"Ax-to-Grind" circle

Finding donors from the "Ax-to-grind" circle requires some research. "Ax-to-grind" refers to someone who is angry over an issue or holds a grudge against an individual. Identify key issues where you and your opponent disagree and find groups who are opposed to your opponent's views. People who feel they have been negatively affected by your opponent's policies may also donate on the "Ax-to-grind" basis. For these donors, your message is that you are the better alternative.

Power circle

Members of the power circle are often key community leaders. Business owners and community organization heads fall into this category. You may already know them, and you can also reach out to them through your contacts from other circles. You want to emphasize that it is in their interest to be with you when you win, do NOT offer them bribes in the form of powerful positions or handouts.

ACTIVITY:

YOUR DONORS

Personal circle

Ideological circle

Ax-To-Grind circle

Power circle

Now ask yourself the following questions:

- How do you feel about asking your friends and family for money for your campaign?
- Can you count on women supporting your candidacy because you are a woman? Why or why not?
- Are there women's organizations in your constituency that are potential donors?
- What other issues are important to you and your potential donors?
- Are there any ax-to-grind donors in your campaign?
- What power donors are important to this campaign?
- Who can you speak with to learn more?

Steps of fundraising

There are universal principles regarding the solicitation of donors, regardless of what type of political campaign you're raising money for or what tool you are using to raise it.

1. Establish rapport a personal connection

In asking for money, the first step is to establish a personal connection or rapport with the potential donor. Remember, it's about them and the issues you care about. Knowing the donor is key to this process. Conduct basic research. Refer to the information you've gathered about the donor as you develop your strategy.

Make sure you know the following:

- What does the potential donor do for a living?
- Where does she work?
- How does she pronounce her name?
- What's the donor's relationship with the candidate? Do they know each other? If so, how did they meet?
- Is it a close relationship?
- Is the relationship personal or professional?
- Is the donor a previous contributor? If so, how much did she contribute?
- If there is no prior relationship, what do the candidate and donor have in common? A similar position on issues? Membership in the same civic or professional associations? A common enemy?

While you build this rapport, focus on the donor's needs. As you begin the conversation, ask a lot of questions, listen carefully, and be responsive. When asked, donors will share a great deal of valuable information about their concerns and interests. If you do all the talking, you won't hear the donor's views, questions, and needs - information you need to convey a persuasive message.

2. Introduce the subject

The subject is the problem the donor wants fixed, or the issue he or she wants to advance. Your objective is to communicate that the issue has value and relevance to the donor's life. Identify the issue quickly to establish common ground. If the potential donor is from your personal circle, the issue to discuss is often your success. If the potential donor is from the ideology circle, the issue is what you both have previously championed. If the potential donor is from the "ax-to-grind" circle, the issue is the person you want to replace in office. If the potential donor is from the power circle, the issue is how you're going to win.

3. Establish viability

The next step is to provide evidence of your viability and the campaign's ability to spend resources wisely and effectively. Present the donor with the highlights of your strategy and key endorsements. Describe the expertise and track record of the people you have working with you.

4. Get the donor invested

The potential donor will want to know how you will spend money. Impress upon the donor the urgent need for his or her support. For example: *“There is a large event coming up in a few weeks and we need to print brochures to hand out there.”* This kind of message helps the donor feel invested and responsible for the outcome. It reinforces the idea that you and donor are partners. Even if the money they give is going to something like office space and supplies (don’t tell them), they need to feel their money is going to make all the difference.

5. Ask for a specific dollar amount

Use what you know about the donor to set an amount appropriate to the donor’s capacity to give. While asking someone to contribute more than they can give is a risk, little damage is done since you can negotiate down to a more suitable level. Asking for less than the donor can afford leaves money on the table. Many fear that in being specific they will seem rude or greedy. On the contrary, specificity enables the donor to decide. She weighs the contribution against the importance of the election’s outcome to her life — and if you’ve done a good job, she’ll see that it is worth the investment. Donors understand that campaigns cost money and want to support candidates who are realistic about what it takes to win. Without specificity, the potential donor doesn’t know how to respond because she doesn’t know what’s being asked of her. Ambiguity also reflects a lack of confidence. Remember, this is not charity. You are not asking for a personal favor. You are meeting the donor’s need.

6. Listen, don’t speak

Once the request has been made, allow the donor time to consider it. Don’t say a word until she responds. Then listen carefully to the answer. The donor is likely to respond in one of three ways:

- The donor will agree to contribute at the level you’ve asked.
- The donor will communicate some hesitation or objection. If this is the case, ask her to share her reasons.
 - Maybe the donor has been asked to contribute at a level she cannot afford. Offer an opportunity to contribute through multiple payments to ease a possible “cash crunch”.
 - If cash flow isn’t the issue, ask for less. Work with the donor until you arrive at a contribution level that suits her ability.
 - The donor may have misunderstood the candidate’s position on a specific issue. If this is the case, clarify the facts and ask again.
 - Sometimes the donor simply isn’t ready. She needs more information or is waiting for an explicit endorsement. Keep these donors on your list. Offer to

provide her with additional information and let her know you'll call again.

Cultivate and educate this donor further.

- In some instances, the donor will simply say “no.” If the donor makes it clear that no amount of education or cultivation will convince her to contribute, thank her for her consideration and say goodbye. Remove this donor from your list. It's a waste of time to pursue this further.

7. Collect

If the donor agrees to contribute to the campaign, after expressing your appreciation, arrange to collect the contribution as soon as the donor agrees to a specific amount. Collect the contribution at the end of a personal meeting. If the commitment has been made by telephone, arrange for a volunteer to pick up the contribution, or take a credit card number over the phone (if applicable). Make it easy for the donor to fulfill his or her pledge.

8. Thank the donor

Once you've received the contribution, thank the donor immediately. Thank donors over the telephone and send a letter of thanks once the contribution comes through the door. Not only do donors deserve your appreciation; an acknowledgment is an opportunity to further educate and cultivate them as supporters. Most importantly, it enables you to ask again. Donors want to be appreciated for more than their ability to give. Communicate regularly with them to build relationships. Report good news to build enthusiasm; report danger signs to show urgency. Finally, always “play it straight”: it's the only way to sustain a donor's loyalty and support.

9. Resolicit and ask for more

Your best donors are those who have already given. Review the list of donors who have given, regardless of whatever tool you used to solicit them initially. Select those who have the potential to give additional funds and develop an “upgrade strategy” for each. Identify those who could be recruited as people who can speak for the candidate. You should expect to call your large donors several times over the course of the campaign to ask for additional contributions.

Fundraising tools and plan

Campaigns cost money, and fundraising can be intimidating. Many people feel uncomfortable asking for money, feeling selfish or embarrassed. But when you think of fundraising as HELPING your donors, you can gain more confidence to reach your fundraising goals. Fundraising is communicating to potential donors in a clear and precise way about how they benefit from your campaign. You'll be surprised how many people want to give you their support.

Fundraising is one of the most important aspects of your campaign plan and should be an ongoing priority.

Money makes the rest of your campaign possible. Without it you cannot implement your campaign plan, run projects or have the impact you are seeking to make. Communicating your message to voters can be costly, so the earlier you receive the money, the more planning you can do. Money produces money. A successful fundraising operation demonstrates to potential donors, and others, that you are a viable candidate, and someone to be taken seriously!

In this session we will review the activities that campaigns use to raise funds and create a campaign fundraising plan.

<u>Tool</u>	<u>Pros</u>	<u>Cons</u>
Call Time	Low cost, high response rate	Challenging mentally
Meetings	Low cost, collect on the spot	Lots of time
Finance Committee	Additional potential donors	Volunteer basis
Events	Reach all donor levels	Can lose sight of costs
Online	Quick, easy, inexpensive	Easy to ignore

Call Time

The first activity is call time. Call time refers to time spent making phone calls asking for donations. This is the most effective and cost-efficient way to raise money. The response rate is generally high because you are calling, and the cost ratio is low. However, the campaign must be organized as the calls are made so you know who you're talking to, and why they give. During the call, you or staff should keep detailed notes because you will likely talk to the donor more than once. Call time can be challenging mentally with many messages left and some potential donors saying "no", but it's worth the time spent. Because call time takes a lot of your time, it should be used for the high-level donors and for asking people to join your team of volunteer fundraisers. As we said during the "asking for contributions" section of the training, the campaign should have a targeted message and a specific ask.

Meeting

Similarly, meeting with individuals in one-on-one meetings is the single most effective way to raise money. It is very difficult to say “no” when the candidate is sitting in front of you. Unfortunately, the amount of your time needed (between driving to the location and participating in the meeting itself) is great, so these meetings should be reserved for prospecting the highest level of donors and those who can raise money for the campaign.

Volunteer Raiser/Finance Committee

To raise money more quickly, the campaign may want to engage others who will help the campaign reach more donors. Volunteer raisers are those who are committed to fundraise for you on a volunteer basis. There are different ways to organize them, they are most commonly structured as a finance committee. To be effective, you should start building a strong team of raisers immediately. A strong raising team is one whose members will both give early and work to help raise early funds for the campaign. These individuals must be willing to ask their social networks, family and close personal colleagues for campaign contributions (use their own circles of benefit). To help them be successful, the campaign must provide them with the materials they need and set regular times to check in on their progress. It is important to keep the finance committee engaged throughout the course of the campaign.

Events

Fundraising events are another activity that can raise funds. Events have a lower response rate than candidate call time but can reach donors of all levels and can build enthusiasm for the campaign. The key to a successful event is keeping the cost of the event under control. An event should cost only 10-20% of the amount raised. Also, know that the contributions raised do not come in immediately, so it’s not the tool to use if the campaign needs money quickly. Also, there should always be a ticket price for entry for a fundraising event. You can have different levels of prices to encourage attendees to give more. The campaign can market different events for appropriate audiences by considering who this event is targeting and how to reach that group best. For instance, for an event with young professionals, the campaign would want to list young supporters on the invitation, hold the event at a “hipper” location and have a lower ticket price.

Online

Online solicitations are very common these days but have a very low (around 1%) response rate. However, raising funds online costs almost nothing, and contributions can be collected much more quickly than other methods of raising. Online fundraising works best when it’s in the context of the campaign message, takes advantage of opportunistic moments, driven by deadlines, and provides a compelling argument about how the money will change the race.

ACTIVITY:

REACHING YOUR DONORS

<u>Name</u>	<u>Circle</u>	<u>Tool</u>	<u>Amount</u>	<u>Contact Info</u>
Ex. Susan Markham	Ideological	Meeting	\$100	susan@gmail.com

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While preparing the fundraising plan, remember these rules:

- Be realistic about how much money you can raise. Nothing is worse in a campaign than to expect to have a certain amount of money to spend and then to have to scale back voter contact activities.
- Check in with the campaign manager about the overall campaign budget. Fundraising expenditures should not be over 10-15% of the total campaign budget.
- If you are running on a party ticket, find out what possible financial support you can expect from the party.

ACTIVITY:

YOUR FINANCE PLAN

	Month 1	Month 2	Month 3	Month 4	TOTAL
<u>Income</u>					
Call Time					
Meetings					
Finance Committee					
Events					
Online					
Income Total					
<u>Expenditures</u>					
Printed Materials					

Events					
Expenditure Total					

Now ask yourself the following questions:

- How did you balance the different fundraising activities?
- What will be your easiest and hardest groups of potential voters to reach?
- Are there fundraising activities that women candidates may need to do differently than men in this context? Why?
- What resources might be helpful?
- Who can you speak with to learn more?

Women's fundraising networks

A giving circle is a form of participatory philanthropy where groups donate their own money or time to a pooled fund, decide together where to use these funds and, in doing so, seek to increase their awareness of and engagement in the issues covered by the charity or community project. Many circles, in addition to donating money, also contribute their time and skills to support local causes. Similarly, there are groups of individuals that pool their money to support women running for political office. These are often called women's fundraising networks.

The first, largest and most well-known fundraising network is EMILY's List in the United States. EMILY's (Early Money is Like Yeast) List is a funding network of men and women that raises funds for "progressive" women from the Democratic Party in American politics.^[36] EMILY's List was founded on the understanding that women need early money in the campaign process to be taken seriously and win a party nomination and yet often are shut out of traditional fundraising activities. EMILY's List provides access to early money, as "early money makes the dough (i.e. campaign funds) rise" by asking each member to provide a small amount of money that can be pooled. In addition to the original goal of raising funds for women candidates, EMILY's List now works with candidates in a variety of other ways.

First, candidates and campaign staff can receive training on how to campaign, like this training. EMILY's List helps women candidates find skilled and experienced staff if needed. There is also an annual event where EMILY's List brings together the candidates it supports with potential donors from across the country, as well as business and community leaders and the media. These introductions help the candidates gain credibility for other fundraising activities. Finally, EMILY's List organizes awareness campaigns apart from the candidate campaigns to educate

voters about women who are running for office, provides information about the candidates' positions on issues, and encourages voters to support these women candidates.

EMILY's List has inspired initiatives in other countries. The Republican Party's Wish List network in the United States bundles together individual contributions and distributes funds to its preferred candidates. The Women Helping Women (WHW) Women's Election Network in Jordan, recruits, supports and funds viable women candidates. The network raises awareness of the importance of women's political participation and enhances the capacity of Jordanian organizations to support groups for politically active women.^[37] The WHW network operates through six, specialized units: 1) research and knowledge, 2) training and consultations, 3) membership and outreach, 4) media and communications, 5) public events, and 6) fundraising. Some political parties have established targeted funds to assist women candidates with campaign costs.

In Canada, the Liberal Party established the Judy LaMarsh Fund, a party mechanism for money to be raised and spent on women candidates for parliament. The Liberal Party has direct control over how the money is spent and which women candidates are prioritized in receiving funds. It raises money primarily through fundraising events, direct mailings, and the Internet. The Fund has contributed greatly to increasing the number of women elected in the party's caucus.^[38]

While some aspects of EMILY's List have been duplicated in other countries, such as the bundling of funds, candidate training and event, other aspects of EMILY's List are specific to the organization itself and the unique U.S. political system. To start, the amount of money needed to run for office in the United States is far and away that which is needed in any other system; hence, the focus on fundraising. Second, the founders of EMILY's List decided to only support women from one political party and only candidates that it thought could win. This strategy has allowed the organization's leaders to limit the number of candidates that it supports and provides more money to those that were chosen. On the other hand, with EMILY's List providing such critical support to these candidates, the Democratic Party did not create a strong system for recruiting and supporting women candidates within its structure.

Now ask yourself the following questions:

- Do giving circles for philanthropic purposes exist in this community or country? If so, do you belong?
- Does a fundraising network exist in this community or country? If so, do you belong?

CAMPAIGN MANAGEMENT

Campaign budget

How much will it cost to win your race? How will that money be spent? Your campaign plan is not complete until your budget is done. Your budget should reflect your campaign plan. The budget is about anticipating needs. You start with your budget for your winning campaign, and then go raise the money. Your budget should be a realistic, month-by-month or week-by-week (depending on election periods) forecast of the money you can raise and will need to spend in all areas of your campaign, including voter contact, media, research, technology, fundraising, staff, and overhead.

There are four main groupings of campaign expenditures:

- Administration - These are all the items you might need to run a professional campaign: office space, telephones, office supplies, staff, photocopying.
- Fundraising - You usually need to spend money to raise money. This is what you spend to raise contributions for the campaign: printed materials such as return envelopes and event costs.
- Voter engagement - This is what the campaign needs to reach voters with its message: printed materials such as brochures or posters, a car and gas to move the candidate around the district or constituency, transport, food and beverages for the campaign volunteers.
- Paid media - This includes the expertise the campaign pays for to make a great-looking advertisement and the cost of placing that ad on the television, radio, internet or in the newspaper. If you decide to use paid media ads, include who will design it in your budget.

While preparing the budget, remember these rules:

- Be realistic about how much things cost; ensure that numbers in the budget are based on research.
- Over 75% of your budget should go toward voter engagement, either through field activities like going door-to-door or events, or through paid media.
- Do not have a “Miscellaneous” line item in your budget. Try to think of every expense you might have to reach your goals and don’t allow for unplanned spending.
- Find out from your political party what kind of support you can expect. Often, the party will include various candidates on its literature. If your campaign is listed, your campaign

can buy fewer pieces. Likewise, if you can attend party-sponsored events, the campaign won't have to incur those expenses.

- Make sure that the campaign does not spend its funds too early and run out just as the voters are starting to pay attention. On the other hand, don't end the campaign with money in the bank. All the campaign's resources should be spent on winning the race.
- Create a "Plan B" budget to fall back on in case the necessary funds cannot be raised as planned.

ACTIVITY:

YOUR BUDGET

	Month 1	Month 2	Month 3	Month 4	Total
ADMIN					
Office rent					
Telephones					
Office supplies					
Staff					
Fundraising Events					
VOTER ENGAGEMENT					
Printing (handouts, posters)					
Volunteer expenses					
Car/gas					
PAID ADS					
Media production					

Paid media (ads)					
TOTAL					

Now ask yourself the following questions:

- What expenses are missing from this template?
- What expenses can you try to have OTHERS pay for? Do you have a friend that is a printer and can donate your posters? Will a friend host an event at her house and pay for the associated costs?
- How did you find the numbers for your expenditures? How can you find better figures?
- What percent of your draft budget was spent on voter contact? Administrative costs like staff? Fundraising?
- Does your campaign budget reflect the campaign message or values?
- Who can you speak with to improve this draft budget?

Campaign team

To get all the work done on your campaign, you will have to recruit people to work with you on the campaign. This staff, whether paid or unpaid, should be made up of both people who are close to you and those with specific technical skills such as fundraising, organizing, or working with the media. There are three critical roles that every campaign must fill:

1. Treasurer,
2. Fundraiser and
3. Campaign Manager

But in addition to these positions, there are many other duties to be done.

Candidate	<ul style="list-style-type: none"> • Persuades as many potential voters as possible • Meets and motivates volunteers • Raises funds • Does NOT manage the campaign
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Campaign manager	<ul style="list-style-type: none"> • Is responsible for every aspect of the campaign • Advises and manages staff and volunteers • Takes charge of budgeting and regulations • Liaises with the campaign advisory group • Is trusted by, can have honest communication with the candidate
Finance director	<ul style="list-style-type: none"> • Is responsible for fundraising strategy and implementation • Prepares necessary contribution reports
Office manager (usually a volunteer)	<ul style="list-style-type: none"> • Oversees office administration • Coordinates office volunteers • Keeps office supplies stocked • Keeps contacts updated • Handles visitors to the office
Voter contact coordinator	<ul style="list-style-type: none"> • Manages voter contact activities • Coordinates canvassing • Acts as event organizer • Creates and tracks number targets, keeps good records
Scheduler (Has a paid position in a large campaign but is a volunteer in a smaller campaign)	<ul style="list-style-type: none"> • Researches events attended by the candidate • Works closely with campaign manager
Communications director	<ul style="list-style-type: none"> • Is responsible for all communications • Speaks on behalf of the campaign • Responds to press inquiries, schedules interviews • Writes and designs campaign materials including press releases and speeches • Develops the media strategy

Database manager	<ul style="list-style-type: none"> • Maintains the voter contact database • Produces the required lists and reports
Election Day director	<ul style="list-style-type: none"> • Plans and manages logistics related to getting voters to the polls
Treasurer (usually a volunteer)	<ul style="list-style-type: none"> • Submits and tracks financial reports • Assists in financial disclosure

What staff will you hire and how will you utilize volunteers? Assembling a team that you trust and can depend upon to perform the most vital functions for your campaign is critical. As the candidate, you need to keep your time focused where it should be – on fundraising and direct voter contact. While not every campaign can afford to (or should) hire a full complement of staff, most candidates require the assistance of at least part-time staff, including but not limited to a campaign manager, a fundraiser and a treasurer.

Whether taking on specific responsibilities for which you do not have paid staff or conducting more routine tasks such as talking to voters, answering phones and stuffing envelopes, volunteers will be the heart and soul of your campaign. On a strategic level, they can make the difference between a winning effort and one that had great vision, message and strategy but not enough people to carry it through. Overall, integrating volunteers into your campaign is essential for the campaign to be transformational.

Recruiting volunteers and implementing a plan to utilize them effectively, show appreciation for their efforts, and keep them coming back should be a top priority for you and your staff. Managed correctly, a volunteer program can be an incredibly productive and rewarding for the campaign, the volunteer and the community.

An important first step in seeking and utilizing volunteers is mapping out a plan for how many the campaign will need for designated projects and how it will recruit, engage and retain them. Begin by making a list of the campaign's volunteer or unmet staffing needs within all areas of the campaign operation. Next, do the math to determine how many hours of help will be needed on each project and therefore how many volunteers the campaign will need to recruit overall.

Now comes the hard part: finding the volunteers. Campaign staff should begin by creating a diverse list of all the groups that can be helpful to the effort, starting with your inner circle of friends, family members, past and current campaign supporters, and organizations and clubs to

which she belongs. Next, they will want to engage political organizations that are aligned with you on the issues, as their members are strongly inclined toward political activism. Third, groups with which the campaign may not have an existing connection but that are ready-made sources for potential volunteers should be added, such as student groups and neighborhood associations. A volunteer sign-up sheet should be passed around at every event the campaign hosts, or you attend or speak at. You should invite the participation of new volunteers in your remarks whenever and wherever appropriate.

Whether you'll have scores of volunteers assisting your effort daily or just a few regular faces until the final weeks, training the campaign volunteers is important to making sure the partnership is a positive one for them as well as for the campaign. Even if the number of volunteers is small, having campaign staff spend five minutes with volunteers upon their arrival to provide clear directions will eliminate second-guessing and save everyone headaches in the long run.

Once you get volunteers in the door, it is important that there be a system in place to effectively engage them in the campaign. Set specific tasks aside as they arise so you've got work ready when volunteers arrive and make sure you've got the supplies to allow for completion of the job. Don't let volunteers sit around; be ready for them when they show up and encourage them to work hard for the campaign while they are there.

Finally, it is important for the campaign to thank its volunteers. You should drop by volunteer nights regularly, even if just to say hello and thank everyone for their time. Thanking volunteers as a group in your remarks at all speeches and events is an added plus.

Your campaign plan should outline the positions you will need to carry out in the plan, what the responsibilities of each include, whether they will be filled by paid or volunteer staff and the date the position must be filled.

ACTIVITY:

YOUR CAMPAIGN TEAM

NOT NEGOTIABLE

_____ Candidate -
Persuades voters; motivates volunteers; raises funds

Manager - Manages the campaign, including staff and volunteers; manages the budget; works with advisory group

Finance Director - Fundraising strategy and implementation; prepares necessary contribution reports

Treasurer - Submits and tracks financial reports; assists in financial disclosure

OUTSTANDING ROLES AND RESPONSIBILITIES - Who will fulfill these?

Office administration

Coordinates office volunteers

Keeps office supplies stocked

Keeps contacts updated

Handles visitors to the office

Manages voter contact activities

Coordinates canvassing

Acts as event organizer

Creates and tracks number targets, keeps good records

Researches events attended by the candidate

Works closely with campaign manager

Is responsible for all communications

Speaks on behalf of the campaign

Responds to press inquiries, schedules interviews

Writes and designs campaign materials including press releases and speeches

Develops the media strategy

Maintains the voter contact database

Produces the required lists and reports

Plans and manages logistics related to getting voters to the polls

Takes care of responsibilities at home including child care, cooking, cleaning, etc.

Now ask yourself the following questions:

- Who do you know that might be good people to fill these roles on your campaign?
- Are there professional campaign staff with technical knowledge that you know of that have worked on other campaigns?

- How can you make sure that the campaign staff reflects the voters and the candidate's values/message?
- Who can you speak with to learn more?

The campaign plan

A campaign is a systematic course of planned activities for specific purposes. A campaign strategy will enhance coordination, minimize duplication, and maximize the resources at the disposal of a political candidate. A campaign plan is the same as any project plan. It is the simple process of setting goals and deciding how to reach them.

The plan is a detailed, comprehensive and informed outline of your entire campaign operation that takes you from the announcement of your candidacy to your victory on Election Day. You will not succeed without one.

Why plan? Without a written outline of your objectives and a detailed plan to get there, you are very likely to lose focus, become sidetracked by crises and spend your time performing non-essential tasks better suited to your staff. In addition, the campaign has no official means to measure your success and make necessary adjustments throughout the course of the campaign – a mistake that can spell disaster for any aspiring candidate. There are no shortcuts to developing a plan.

The elements of a campaign plan reflect the key aspects of the campaign. These mirror the content of this handbook:

- Research and preparation
 - Deciding to run
 - Understanding the district and the political landscape
 - Knowing what role your political party will play
- Message
 - Creating a message
 - Speaking to voters and the media
- Voter contact
 - Targeting your voters and setting a vote goal
 - Engaging with voters
- Fundraising
 - Finding donors and setting a fundraising goal
 - Asking for money

The campaign plan lays out how the goals of the campaign (money raised, voters contacted) are reached through these activities over time. Consider the exact number of days remaining before election day. There are many things you don't want to have to do during the actual campaign period. Think of it in terms of phases. There are four main phases of a campaign:

First Phase: Research and preparation

- Conduct research on self, potential opponents, the issues and district
- Determine official candidate requirements and dates
- Form a key group of advisors
- Attend candidate trainings as available
- Determine vote goal
- Write campaign plan and budget

Second Phase: Fundraising and voter contact

- Hire staff
- Obtain/create lists
- Begin fundraising activities
- Develop and test message
- Solicit endorsements
- Print campaign materials
- Recruit volunteers
- Begin voter contact

Third Phase: Media and mobilization

- Fundraise
- Conduct voter contact activities
- Engage the media, both free and paid (if applicable)
- Implement Election Day plans

Fourth Phase: Lessons learned and preparing for next race

- Thank donors, volunteers, supporters
- Analyze past election results
- Plan how to build relationships for future races (political party, press)
- Prepare to serve - once you are in office, you never stop running
- Create a constituent communications plan

All the information created in previous training sessions should come together into the campaign plan. You should allow and devote ample time to quantify your resources, assess your needs and make important decisions about all aspects of your campaign, including targeting, message, voter contact, scheduling, staffing, budgeting and fundraising. It is not uncommon to draft a campaign plan and then after making a budget for it to go back to the campaign plan and adjust it.

Here are some guidelines for drafting your plan: ^[40]

- Seek Advice. Before you begin, talk with those who have been there before, such as party officials, former candidates and elected officials. Their experience can help you avoid costly mistakes.
- There's No I in 'Team'. Writing the campaign plan is not a job for the candidate alone, even if you do not yet have paid staff. Hold a series of organized, goal-oriented planning sessions with trusted and knowledgeable individuals such as your spouse, staff, consultants and trusted progressive leaders and political insiders – to map out the plan. Encourage the candidate to make this a timeline.
- Start with Your Timeline. Using large wall calendars to facilitate group participation, add all key dates, such as legal deadlines. Overlay with important events, such as family birthdays, holidays, the first day of school and the County Fair. Finally, work backward from Election Day to plot your hiring, fundraising, voter contact and media benchmarks. This timeline will serve as the foundation upon which your plan is constructed.
- Break it Down. Each component of your plan should be dealt with separately, either by the full group or by subsets of your team. Approach the areas of voter contact, fundraising, message development, and earned and paid media separately, then combine and overlay to complete the entire plan.
- Keep it Consistent. Make sure strategies in each area of your plan support other areas as well as your overall goals. Avoid any activity that does not directly support your ultimate goal of getting to your win number. There are no resources to waste!
- Stick to It! The plan is your most important campaign tool. Use it to keep you focused, guide your use of time and money and keep you on track in case of the inevitable bumps in the road.

Now ask yourself the following questions:

- Does the campaign plan encourage transparency, including honesty, integrity and trustworthiness, between the candidate, the staff and the voters?
- Is the campaign message optimistic and inspire optimistic action from voters?
- Does the campaign work to transform social norms and relationships?
- Do the campaign voter contact and paid media activities work to build community relationships?

If the answer is “no” to any of the previous questions, how can the campaign plan be changed?

ACTIVITY:

YOUR CAMPAIGN PLAN

Research and preparation:

Research on self, potential opponents, issues, district - completed in Phase 1; who will do it; what will it cost; how much time will it take; where can I get help?

Official candidate requirements and dates - Phase 1; what do I need to do to be a candidate and when do I need to do it; how much time will this take? (No cost)

Group of advisors - Phase 1; who can help provide the guidance for this campaign; who do I trust? (No cost)

Vote goal - Phase 1; how many votes do we need to win; how can I target to get to that number? (No cost)

Campaign plan and budget - Phase 1; who will do it; how much time will this take; where can I get help? (No cost)

Hire staff - Phase 2; who will serve as treasurer and campaign manager; will they be paid; has the campaign raised enough funds to pay the manager's salary? (On the budget)

Message

YOUR MESSAGE:

Develop and test message - completed in Phase 2; who will do it; what will it cost; how much time will this take; where can I get help?

Obtain/create lists - Phase 2; who are the newspapers, radio stations, tv stations, reporters, etc. that will cover the campaign; who will do it; how much time will this take; where can I get help? (No cost)

Solicit endorsements - Phase 2; who are key people in the community that will publicly support the campaign and speak on the candidate's behalf; who will do it; how much time will this take; how will the campaign use the endorsements? (No cost)

Engage the media (free) - Phase 3; write press releases, give interviews, call reporters about the campaign, the issues you're focused on and the support you're receiving; who will do it; how much time will this take; where can I get help? (No cost)

Engage the media (paid) - Phase 3; place campaign advertisements on television, the radio, online or in newspapers; who will do it; how much time will this take; what will it cost?

Voter contact

WIN NUMBER:

Obtain/create lists - Phase 2; start making lists of the voters that the campaign will target for voter engagement; who will do it; what will it cost; how much time will this take; where can I get help?

Print campaign materials - Phase 2; staff or a consultant needs to design and print materials for you to distribute through voter contact activities; who will do it; how much time will this take; what will it cost?

Recruit volunteers - Phase 2; who will work for free for the campaign; what activities will the volunteers do; how much time will it take to recruit the volunteers? (No cost)

Begin voter contact - Phase 2; based on your vote goal and the voter contact plan, what activities need to start to engage voters; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many voters will we reach?

Conduct voter contact activities - Phase 3; based on the voter contact plan, what activities need to continue to engage voters; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many voters will we reach?

Implement Election Day plans - end of Phase 3; based on targeting and the voter contact plan, implement activities to encourage YOUR voters to vote; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many voters will we reach?

Fundraising

AMOUNT TO BE RAISED:

Obtain/create lists - Phase 2; start making lists of the potential donors that the campaign will solicit for campaign contributions; who will do it; how much time will this take; where can I get help?

Begin fundraising activities - Phase 2; start contacting those in the personal circle to ask them for money for the campaign; who will assist the candidate; how much time will this take; how much money will be raised? (No cost)

Fundraise - Phase 3; potential voters from the personal, ideology and ax-to-grind circles can be solicited using a variety of fundraising tools; who will do it; what will it cost; how much time will it take to organize and then implement the activities; how many potential voters will we reach; how much money will be raised?

After Election Day

Thank supporters, volunteers and donors

Analyze election results-did the campaign get the votes it planned on; why or why not; who will do it; how much time will this take?

Prepare to serve

Plan how to build relationships for future races with members of the press

Create a constituent communications plan

Plan how to build relationships for future races with your political party, constituents

Now ask yourself the following questions:

- What was hard (or easy) about this?
- How will this campaign plan change your life of the candidate? The life of the staff? The voters?

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[40] Adapted from Progressive Majority

[41] Adapted from NDI Democracy and the Challenge of Change Modules

<https://www.ndi.org/sites/default/files/Sample-Workshop-Groundrules.pdf>