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Women Be Heard

Adult education - catalyst for gender equality in strengthening democracy.

The following pages show why society can no longer afford for women not to 'be heard' in all areas of public life. It rehearses the argument, gives some facts and offers leads to further information on the internet (page 9).

It will be a useful accompaniment to the short course 'Women Be Heard'.

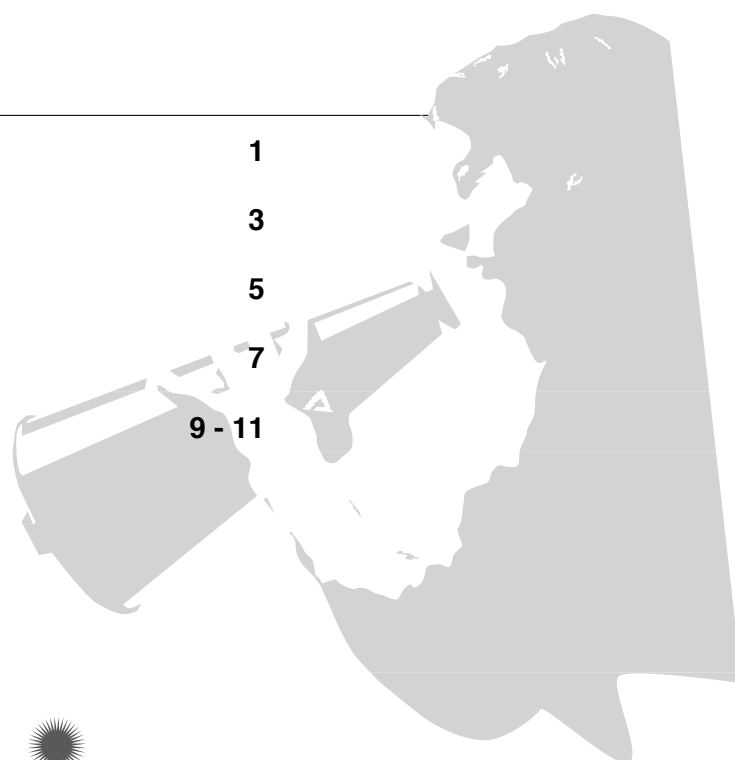
In particular it will offer suggestions as to how women can build on their own experience and skills as.

The Pamphlet

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Introduction

The facts behind women's position in society are bizarre and disturbing. From roughly equal academic results at school, young women in work find themselves lagging behind on pay and promotion. By middle age a mere sprinkling are in 'top' jobs and as pensioners they experience an income differential of 40%. When the status of citizens is analysed in terms of wealth, power or economic position, there is a consistent imbalance against women that increases both with age and when it's coupled with other strands of inequality like disability or race. Education for citizenship can help to find out why.

Adult education is an under-rated and powerful tool. Once easy access to citizenship learning is opened up to women and men throughout their lives it can actually offer solutions to many of society's problems, by bringing evidence from everyday life into social and economic analysis. More importantly it opens up the vision for a better society to countless citizens, who can start to realise their own potential to play an active part within it.

Having a baby brings a woman into the centre of another person's life, sometimes for the first time. This in itself is a culture shock. The paid job stops during maternity leave. Then the pattern of the day/week/year becomes defined in a different way, dominated by feeding times, school hours and fixed holidays.

It is often a time when women have space to think. They may look to return to work part-time, or indeed change to a new line of work. It is a golden opportunity for them to revisit education and learning. Mother and toddler groups and the more recent Sure Start initiatives have demonstrated that this is a time when women 'find their voice', want to change things around them, and want to talk about how to do it.

Of course life throws up many other 'crossroad' moments for adult learning to offer new chances, for example as retirement becomes closer, or after a long spell of intensive caring, when perhaps age or new experiences have left their mark and access to education can be the catalyst for development.

This course aims to give women the confidence to 'be heard'. It offers not only a potential springboard to each individual to look for new routes through which to play a role in our economy and society, but also the exercise in itself can give a major boost to social cohesion and democracy.

Plain Speaking Communicators

Women talk well using practical examples - Margaret Thatcher and the shopping trolley, African woman about working the fields to feed their families, Northern Ireland women about why peace is the only way forward. They understand how to make powerful points using vivid everyday pictures and stories. They win over voters and gain support.

So why aren't they encouraged to stand as candidates by political parties and why are they not in the majority in public appointments?

Our culture has deep seated roots. Power and patronage attract the competitive side of men, who believe it must be won through firm action, and fighting talk. The whole language discourages women who want just as much to change their lives and communities, but through persuasion and discussion. The danger of women's alienation is that it influences the next generation as well. Young electors simply don't see the point of voting.

The added value that women bring to public life through an ability to talk in terms of family and everyday experience is sadly lost.

For centuries women have been relegated to a back seat role in political parties, even though they have the right answers on policy and know the best way to campaign and persuade. All the mainstream political parties recognise this, but the facts still speak for themselves.

Does the political establishment not recognise that bringing more women into politics and public life is the only route to changing the culture?

Facts:

- 19.3% of UK MPs are women. One in six worldwide.
- Only 0.3% MPs are women from the Black and Minority Ethnic community. About 1/3 local government councillors are women but only 0.9% are BME women.
- 33% of all public appointments, from school governors to national bodies, are women.
- There are just 15 women on the boards of the top 100 FTSE companies.
- 0.8% University Vice Chancellors are women.



Community Leaders and Users of Public Services



Women know what is needed to keep a community strong. Examples are numerous. If there is no local pharmacy, they have to take a sick child on the bus to get their medicine. When a bus service is cut, so too is the weekly visit to care for an elderly relative. A pedestrian crossing, installed on a busy road, allows a child to run errands to the shop with safety to help their mother.

At the bus stops, the school gates, the local shops, the doctors' surgery, they are the community listeners and communicators and leaders of local opinion. They know what is going on. They are the main users of public services.

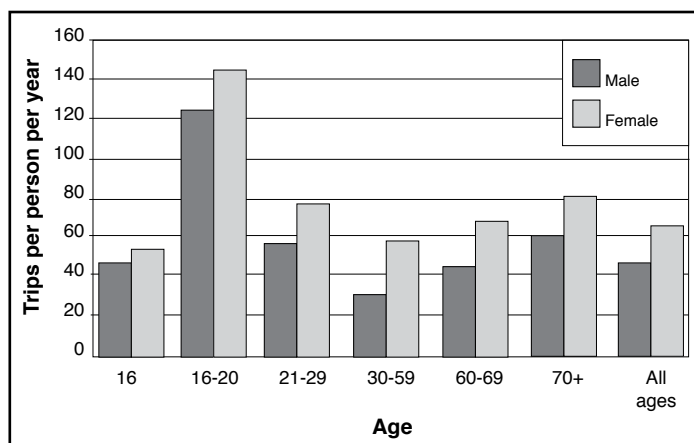
They are in fact at the heart of local politics and public life. But that listening and communicating and leading should urgently be brought into play where financial and political decisions are made.

Bus passengers: 32% women use a bus more than once a week as against 22% men.

Over 50% of the members of school governing bodies are women.

The majority of people using GP's surgeries are women.

More women use public libraries.



Bus trips by age and sex: 1999/2001

Parents, Grandparents, Carers and Volunteers.

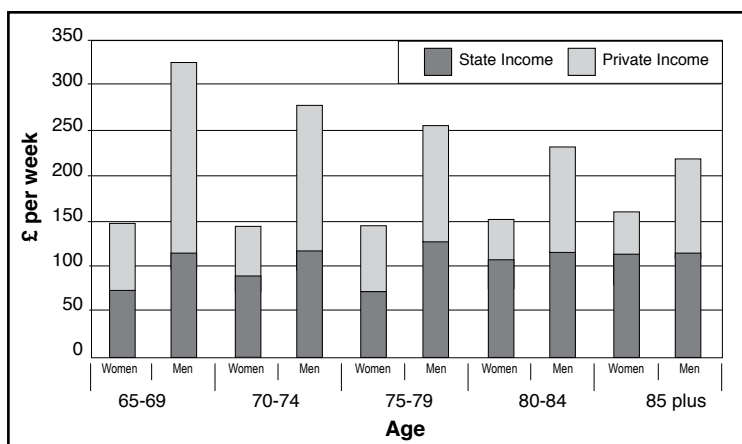
Caring for the young, the old and the vulnerable is the glue which holds society together. Biologically, women have an innate urge to care, which ‘kicks in’ when a child is born. Despite there being many superb carers who are men in families up and down the country, deep seated cultural assumptions mean that the vast majority are women. And this feeds through into the paid workers in the caring professions in hospitals, residential homes and nurseries. Despite the huge responsibility of these jobs, their value is not recognised in the pay rates which are amongst the lowest in the country.

The current debate about age and retirement has thrown the spotlight onto the enormous voluntary contribution made by the elderly and retired in the community and in caring for both young grandchildren and older friends and relatives.

Most people would agree that it is wrong for there to be a financial penalty for doing voluntarily what you know is right for the wellbeing of those close to you. When such a decision affects pension entitlement it seems even more unfair as the penalty will last a lifetime.

Facts

- There are 4.3 million carers in Britain of working age, of whom 65% are women.
- The growing number of people living into their 80s and 90s, together with the preference for being cared for in their own homes, will increase the number and role of carers in the community.
- The gender pay gap widens after age 30 when caring ‘kicks in’.
- Most women do not benefit from ‘career progression. (NEP report)
- 8 out of 10 people believe that the government does not value the role grandparents play in caring for children.
- The value to the economy of unpaid caring is estimated to be £57 billion.



Pensioner Income by Age and Gender

Women Workers - Pay Prospects and Promotion.

Women work hard. A definition of work that includes the whole range of work: caring, cooking, cleaning, whether paid or unpaid; shopping as well as cashiering, finds women shouldering 75% of the burden of work, at a quarter of the hourly pay. The work of caring, cooking, cleaning, much of which is done in the home by women, is also an area of paid work that is particularly poorly paid but mainly undertaken by women.

Recent research has shown conclusive evidence of how a break in a woman's career, to rear a family, impacts on both her pay and promotion prospects when she returns. She is more likely to return gradually to full time paid work, looking first for part-time opportunities, and often taking jobs well below her ability and skill level.

Large public sector bodies like local authorities or the health service employ many thousands of women. Unison figures show that the majority, however, work in the lower paid clerical jobs. Despite these bodies working to promote equal pay, it still seems that gender affects the likelihood of promotion to higher paid work.

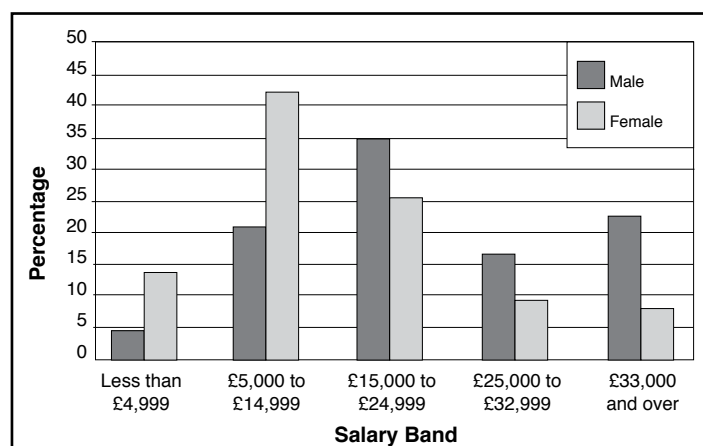
Large private sector employers such as call centres and supermarkets also recruit thousands of women employees but the nature of the work, often part-time, affects pay, promotion and career development.

Care demands from older family members or grandchildren or both can often impact on pay and promotion for the older person seeking more flexible hours to cope with these competing demands.

Women understand how all these factors come about as they manage and balance their lives, dependents and household income. Their voices are desperately needed where policy is being made as they can offer both insight and resolve to improve the situation for women.

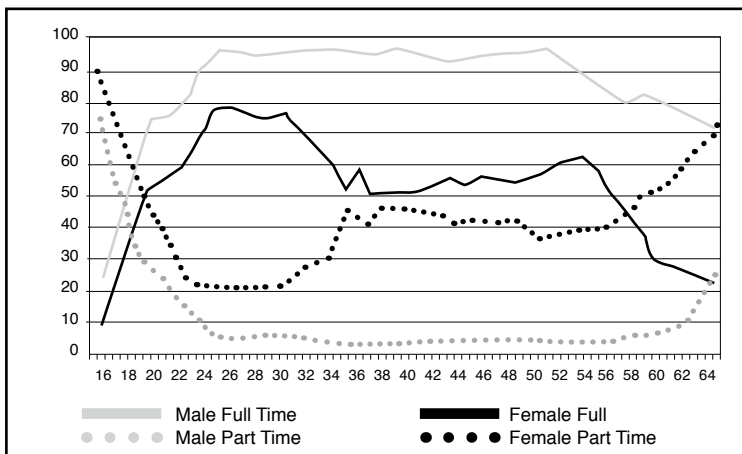
Facts

- 40% of women workers are part-time, compared with 10% men. (Chart)
- Half of all part-time workers earn less than £7.20 an hour. (NEP report Jan 10)
- There are more women than men in temporary contracts.



Percentage of all men and women employees and earning band

- Women in full time work are paid 17% less than men, but when part-time work is included, the pay gap increases to 22.5%, and if discretionary pay (bonuses) is included the gap can widen to 80%. (Source EHRC – financial services sector interim report 2009).
- Earnings Chart. Source DWP Women and pension report 2006.
- Far fewer working women than men contribute to any private pension.



Proportion of employed men and women in full and part-time work

Women Working for Peace and Consensus.

The course will develop awareness of how a gender analysis can make sense of how different cultures impact on wealth inequality across class, continents and generations.

The facts on the relevance of women workers worldwide are self evident. They form the basis of the world's food production and supply yet their voices, so crucial to keeping communities together, are hardly heard in Parliaments across the world, and the global figure for women MPs worldwide is only 17%.

Nowhere is this more important than in areas emerging from conflict. One factor that emerged from the appalling civil war in Rwanda, was a system of 50% female representation in its new democracy. They top the global table at 47%.

Fifteen years after the United Nations conference in Beijing on the status of women, the international recognition of women's role in social and economic stability and conflict resolution has continued to grow. The examples at local and international level are numerous.

Here in the UK, the Northern Ireland Womens Coalition set up in 1996 to help bring about a peaceful future for Northern Ireland was not only unique as a gender based political party, but its existence was driven by a powerful move towards an end to the conflict. The work of countless women in organisations across Northern Ireland helped to win support for the Good Friday Agreement in 1998.

The international view endorses the truth that there is no quick fix for gender inequality. No single piece of legislation makes all the difference. What matters is that decision making in all areas of policy starts to focus on the gender dimension of the issue.

Facts

- Violence causes more death and disability worldwide amongst women aged 15-44 than war, cancer, malaria or traffic accidents. (World Bank study investing in Health 1993)
- Every day around 1,500 women die from complications related to pregnancy and childbirth. (UNICEF, 2009. 'State of the World's children')
- Women produce up to 80% of food in developing countries but are more likely to be hungry than men. (Food and Agriculture Organisation. 'the feminisation of hunger'. 2001)
- Up to 90% of workers in global supply chains are women. (Action Aid 'Who Pays' 2007)
- The United Nations Beijing conference on Women resolved in its Platform for Action that governments must ensure that women take part equally in peacemaking. (Women's National Commission 'What's Beijing got to do with me' 2009)

Women's Lives - Conclusion.

Across the world, women are poorer than men. There are a few countries, notably in Scandinavia, where the gender wealth (and power) gap has been minimised. In the UK, as in the developed world generally, improvements in health, childbirth and maternity care have made life expectation for women longer than for men.

In this country, where education is universal and free, boys and girls leave school with equal qualifications and ability. Not so across the world where girls in developing countries so often have to help at home, because of the cost of education and the pressures of work for women in the fields and homes. Yet still the gender wealth gap widens during a lifetime.

The recent comprehensive report of the National Equality Panel "An Anatomy of Economic Inequality in the UK" shows conclusively the correlation between wealth differentials and gender. This has made the case for the link between social economic status and gender, race and other equality strands to be recognised by the government, as the recent equality legislation has suggested.

The argument goes wider. If policy makers focus on what is best for women it will help the less well off. If policy makers act to reduce poverty the main beneficiaries will be women.

Support for the poor was one of the first economic interventions taken by public authorities. Almshouses and manorial courts go back to the middle ages when they always involved a mixture of charitable and punitive elements.

More recent social policy has tried to address the causes of poverty as well as the poor themselves. Yet time and again the most worthy of intentions have been unable to 'resolve' the wealth divide. An obvious lesson from these failures would be to address the issue of poverty and the wealth divide from a gender perspective.

Gender stereotyping starts at birth with the colour of the cards and clothes. It instils rigid expectations, which become explicit when full time education ends. The problem appears insoluble, even though men make wonderful carers and teachers of young children, and women can be expert electricians, engineers and financiers.

There are men and women across the political divide who do acknowledge that a gender perspective on economic policy is indispensable to fair conclusions. Their voices need to be heard.

"If its works for women it will be right for everyone" The EOC slogan needs to be heard loud and clear.

Further information/Useful Addresses.

Appointments Commission	www.appointments.org
Carers UK	www.carersuk.org
Central Office of Information	www.coi.gov.uk
Centre for International Research on Care, Labour and Equalities. Leeds University	www.leeds.ac.uk/sociology/research/circle
Centre for Women and Democracy	www.cfwd.org.uk
Councillors Commission	www.communities.gov.uk/councillorscommission
DirectGov	www.direct.gov.uk
Equality and Human Rights Commission	www.equalityandhumanrightscommission.org.uk
Equality Bill	www.geo.equalitybill
Fawcett Society	www.fawcettsociety.org.uk
Government Equalities Office	www.governmentequalitiesoffice.gsi.org.uk www.womenandworkcommission.org.uk
Grandparents Plus	www.grandparentsplus.org.uk
Local Government Association	www.lga.gov.uk
National Association of Black, Asian and Ethnic Minority Councillors	www.nabaemc.org.uk
National Black Womens Network	www.nabwm.org
National Equality Panel	www.nationalequalitypanel.org.uk
National Governors Association	www.nga.org.uk
OCPA Office of the Commissioner for Public Appointments.	www.publicappointmentscommissioner.org
Office for National Statistics	www.ons.org.uk
RADAR	www.radar.org.uk
South Yorkshire Womens Development Trust	www.sywol.org
Tenant Services Authority	www.tenantservicesauthority.org
UK resource centre for Women in SET (science engineering and technology)	www.ukrc4setwomens.org
United Nations Commission on the Status of Women	www.commissiononstatusofwomen.org
Womankind Worldwide	www.womankindworldwide.org
Womankind Worldwide statistics	www.womankind.org.uk/statistics
Women and Work Commission	www.womenandworkcommission.gov.uk
Womens National Commission	www.thewnc.org.uk



AIMS AND LEARNING OUTCOMES

Aims:

- 1 To raise awareness of women's contribution to the social economy of the country, and to appreciate that everyone has the capacity to make their views heard.
- 2 To be able to tell a story, advise, instruct or explain a situation using body language and speech, and to grasp the importance of listening, preparation and forethought.
- 3 To grow in confidence and be able to transfer this skill to speaking in a variety of situations, and plan for further activity.

Learning Outcomes:

- 1 Understand the reasons why a woman's focus and perspective adds value to political thought and public life in all its structures.
- 2 Understand the basics of communication and the need to use more than words to convey a message, reflecting on their own ways of talking and experience in communication.
- 3 Relate their own lives to public issues and the desire for change, and use simple everyday language and examples to develop an argument, and win support for it.
- 4 Prepare for and plan a short speech on their own topic of interest; how to begin and how to end, what stories, picture or figures to use to add emphasis.
- 5 Gain in confidence in standing up to speak. Be able to stick to time, and be ready to answer questions, lead a discussion or condense a thought into a single sentence or slogan.
- 6 Understand how to listen and ask the right questions. Think about the diversity of society, and how this affects their ability to communicate more effectively.
- 7 Evaluate their success and think through future plans in the light of listening to others and the lessons learned.



WOMEN BE HEARD

WEA SCHEME OF WORK		Women be Heard			
Session Number/Date	Learning Outcomes	Learning Methods	Resources Methods	Assessment Reviews	Progress
<p>Course title: Women be Heard</p> <p>Tutor:</p> <p>Course Learning Outcomes:</p> <ul style="list-style-type: none"> To raise awareness of women's contribution to the social economy of the country, and to appreciate that everyone has the capacity to make their views heard. To be able to tell a story, advise, instruct or explain a situation using body language and speech, and to grasp the importance of listening, preparation and forethought. To grow in confidence and be able to transfer this skill to speaking in a variety of situations, and plan for further activity. 					
1	<ol style="list-style-type: none"> Understand the reasons why a woman's focus and perspective adds value to political thought and public life in all its structures. Understand the basics of communication and the need to use more than words to convey a message, reflecting on their own ways of talking and experience in communication. Relate own lives to public issues and need for change and use simple everyday language and examples to develop an argument, and win support for it. 	<p>Individual presentation of their personal issue.</p> <p>Question and answer.</p> <p>Peer and self evaluation.</p> <p>Whole group discussion.</p>		<p>Tutor notes</p> <p>Evidence of speaking practice and ability to use information gained</p>	<p>Further meetings planned</p> <p>Visit to Parliament</p> <p>Women into Public Life training</p>

WEA SCHEME OF WORK

Women be Heard

Course title: Women be Heard

Session Number/Date	Learning Outcomes	Learning Methods	Resources Methods	Assessment Reviews	Progress
2	<ol style="list-style-type: none"> 1. Prepare for and plan a short speech on their own topic of interest; how to begin and how to end, what stories, picture or figures to use to add emphasis. 2. Gain in confidence in standing up to speak. 3. Be able to stick to time, and be ready to answer questions, lead a discussion or condense a thought into a single sentence or slogan. 4. Understand how to listen and ask the right questions. Think about the diversity of society, and how this affects their ability to communicate more effectively. 5. Evaluate their success and think through future plans in the light of listening to others and the lessons learned. 	<p>Individual work and preparation.</p> <p>Individual presentation of their personal issue.</p> <p>Question and answer.</p> <p>Peer and self evaluation.</p> <p>Whole group discussion.</p>		Evaluation points made	

WOMEN BE HEARD

WEA SESSION PLAN: Session 1		Women be Heard		
<p>Course Title: Women be Heard</p>				
<p>Session Aims</p> <ul style="list-style-type: none"> Based on first three learning outcomes to ensure that each learner enjoys the session and is prepared to attend the second. Meet new people, increase self awareness and confidence in speaking. 				
<p>Session Learning Outcomes</p> <p>At the end of the session learners will be able to:</p> <ul style="list-style-type: none"> Understand the reasons why a woman's focus and perspective adds value to political thought and public life in all its structures. Understand the basics of communication and the need to use more than words to convey a message, reflecting on their own ways of talking and experience in communication. Relate their own lives to public issues and the desire for change, and choose some everyday language and examples to develop an argument, and win support for it. 				
<p>Resources (see <i>Tutor notes general</i>) (<i>Tutor notes 1.1</i>)</p> <p>Handouts, plastic folder each for handouts and other notes, Power point and projector if possible, audio recorder if possible, camera, flipcharts, range of newspapers, pens pencils paper, name cards. Learners arranged ideally four to a smallish table</p>				
Time	Activity Objectives	Tutor activity	Learner activity	Methods for checking learning
5 mins	Welcome and logistics of room and day.	Tutor introduction of self and very briefly the shape of the session.	Listen and question.	
10 mins	A listening exercise.	Divide group into pairs who do not know each other. Describe purpose of listening exercise and suggest they make a little note about their partner.	Get to know your neighbour. Find out who they are and what brings them to the course Make a note to use later.	By later asking them to introduce their neighbour to the whole group.
15 mins	Women and society, Equal and different Gender gap. Gender perspective Womens' voices	Short presentation using power point if available and/or handout. (<i>Tutor note 1.2 Handout 'Women and society'</i>)	Listen and question.	A good chance to find out which learners are already familiar with the basic arguments of a gendered approach to society and public life.
10 mins	Communication Understanding the basics. (Tutor note 1.3)	Lead group discussion on basics of communication. Visual, oral, facial expression, body language.	Join in and add points. Build up a picture on Flipchart.	Check who is participating in the discussion. Is anyone being left out?
15 mins	Introductions. Stand to speak to the group.	Encourage each pair to come forward to a position of speaking to the whole group.	Using the discussion about how to communicate, each learner + partner describes each other to the whole group based on the listening session earlier (partner can add more about themselves).	Take a note of each pair and who they are. How well did they speak. Did they smile and so on? How well they have listened to each other.
10 mins Short break	(Tutor note 1.4)	Put plenty of paper on each table + writing materials.		

WEA SESSION PLAN: Session 1

Women be Heard

Course Title: Women be Heard

Time	Activity Objectives	Tutor activity	Learner activity	Methods for checking learning
20 mins	The relevance of life to public affairs. (Tutor note 1.5) How to tell a story. Building a picture for the listener.	Introduce this part with an example of something that happened last week. What it made you think, say or do. For example it might relate to a meeting, paying a bill, the family/children, a flu jab, or even a bereavement. Invite one or two others to do the same as examples, then ask each learner to jot down their own example(s). Move around the tables.	Listen Choose their own example and share it with each other around the table as a story. Reflect on the words or mental pictures involved in their and others' stories.	This exercise gives the tutor the chance to see whether the women are in practice using their own experience to have something to say. It also gives each one the chance to talk in the small group, and make themselves heard and understood.
15 mins	Feedback from learners.	Invite one (or two) from each table to tell their story and invite comments. Use flipchart to note key words from each one.	Be ready to share and tell the story and listen to others. Note down key words, pictures or points made.	The tutor can see if learners are starting to be less shy and more open when speaking the group. Some will remember to use good body language. Others won't.
10 mins	Making the link with politics. (Tutor note 1.6)	Ask each table collectively to decide what political point or issue is relevant to each story chosen. Lead general discussion. Change the tempo.	Discuss in the group the political messages that come from their stories. Question and join in discussion.	The tutor will start to get a picture of how they are starting to use stories and language. A story with a political message at the end may be their first political speech.
15 mins	Review of session so far. (Tutor note 1.7)	Give out handouts on Women in Society. Communication, together with some information about where further details can be found. Use WNC women info to public life booklets SYWOL website etc.	Make points and ask questions.	Important to have further information details handy and available for those who want to pick material up at the end of the session.
10 mins	Outline what will be the gist of the second session, and what preparation will be useful. (Tutor note 1.8)	Go through the rest of the Learning Outcomes. Ask them before the next session to think about another example that they might want to talk about. Something they want to change, improve, stop happening etc.	Listen and ask questions.	
Final 15 mins	Play word association game. (Tutor note 1.9)	Stop with enough time left to play word game, unless time has run out in which case start next session with the word game.	Join in the game.	Notice if anyone is not joining in.

WOMEN BE HEARD

WEA SESSION PLAN: Session 2		Women be Heard		
<p>Course Title: Women be Heard</p>				
<p>Session Aims</p> <p>Based on last four learning outcomes, ensure that each learner:</p> <ul style="list-style-type: none"> enjoys the session and gets some tangible benefits to take away develops their own self awareness and confidence in speaking gains a sharper focus on issues relating to women that they want to address meets new people and plans further education or action in public life. 				
<p>Session Learning Outcomes</p> <p><i>At the end of the session we will have:</i></p> <ul style="list-style-type: none"> Stand up and speak, comment and question within a group. When speaking, show that they can relate their own lives to public issues, and choose everyday language and examples to develop an argument, and win support. Prepare for and plan a short speech/comment on their own topic of interest – how to begin and how to end, what stories, picture or figures to use to add emphasis. How to use others in the group to win support The place of good communication in building support The place of the media in public life. 				
<p>Resources <i>(Tutor notes 2.0)</i> <i>(Tutor notes 2.1)</i></p> <p>Handouts, Plastic folder each for handouts and other notes, Power point and projector if possible, Audio recorder if possible Camera, Flipcharts - more than one., Range of Newspapers, Pens, pencils, paper Name Cards Learners arranged ideally four to a smallish table</p>				
Time	Activity Objectives	Tutor activity	Learner activity	Methods for checking learning
10 mins	Welcome and logistics of room and session.	Tutor introduction of second session. Go through timings + v brief recap. Ask for questions about the session/course. Check that learners have all handouts so far. Go through additional handouts and info provided on the tables. Speaking tips and evaluations.	Listen and question Brief time to share with neighbour what their issue is that they will talk about. Use a piece of paper to write down their name and topic.	Had they prepared anything. Collect papers after the course to match up learners with issues.
10 mins	(tutor note 2.2) Warm Up activity.	Ask what preparation and material the learners have brought along noting the issues raised. Words and pictures again. Use abstract words and ask them to draw a picture of it in ten seconds, and pass the paper on to the person next to them eg democracy, agreement, excitement, fear etc. (Play word association game if there was not time at end of first session)	Participate Draw and compare pictures in their table groups.	Use flipchart(s) to record the points/words used, Another good chance to find out which learners feel easy about joining in the group activity and which are still shy.
5 mins	Speaking skills with reference to handouts.	Present tips for speaking using brief powerpoint or handout according to convenience, time and layout of the room. Explain evaluation handouts.	Questions	Check who is participating in the discussion. Is anyone being left out?

WEA SESSION PLAN: Session 2

Course Title: Women be Heard

Women be Heard

Time	Activity Objectives	Tutor activity	Learner activity	Methods for checking learning
10 mins	Preparation time for their short comments.	Go round the tables to help and identify someone to be a quinea pig as an example, speaking for no longer than two mins. Allow them all 10 mins to prepare.	Make and prepare a speaking note for 2 minute speech Have paper ready to jot down note of other learners' stories in order to ask the key question, agree and say why or make a comment bringing in their own point.	Take a note of each pair and who they are. How well did they speak. Did they smile and so on? How well they have listened to each other.
40 mins	Learners' speeches Allow 6/7 minutes each person Give about five or six people a chance. (Tutor note 2.3)	One from each table to start with. Write Topic and note learner on flip chart/write board. Open up for questions/comments.	Present an issue or question a speaker and be ready with evaluation handout. Let group discuss how it went and write an evaluation. Write name on paper and list three good points of self/peer criticism and a couple of bad points. Note down key words, pictures or points made.	Check and note on register which learner doing what. This exercise gives the tutor the chance to see whether the women have taken note of the hints re body language; whether are able in practice to use their own experience to make a point. A good chance to see and collect in their own comments. The tutor can see if learners are starting to feel less shy when speaking to the group. Some will remember to use good body language. Others won't.
5 mins	Evaluation (Tutor note 2.4)	Ask how they felt they did. Give general feedback.		
10 mins	Short Break			
15 mins	The audience and meetings. (Tutor note 2.5)	Brief presentation on the dynamics of meetings. How things can go very wrong. How to get the most out of a meeting. What role the media can play. Everyone think of a meeting they had last week.	Question and discussion. Group discussion to come up with three points as to how to be effective in a public meeting. On handouts list Meeting points in order of priority. Agree a group list.	A good chance to see how each table group is more or less effective in coming to a consensus about the list of priorities regarding management of meeting techniques. Also see how many put the media as least or most important.
15 mins	(Tutor note 2.6)	Give out handouts	Participate in discussion.	
10 mins	General discussion	Group feedback on their own discussions. Praise and thank each group for coming to a conclusion.		
20 mins	Wind up, further work and evaluation (Tutor note 2.7). Tutor introduction of second session	Ask for comments. Give out evaluation forms. Emphasise further opportunities.	Participate and complete evaluation forms including what further work would be appreciated.	

SESSION PLANS TUTOR NOTES

General

The course synopsis is not intended to be a blue print. It has worked for me and I have used my own experience as illustration when teaching and leading discussions. The session plans, Powerpoints and handouts are there to give tutors ideas and to be amended if necessary.

- 1.1 It is important to have the room arranged beforehand so that the event can incorporate listening, (acoustics) seeing, (all able to see the tutor) pairing up (how people are seated) and discussing in groups (small tables work well, but anything that does not involve too much disruption.)

Session One

The handouts and Powerpoint presentations here are better described as notes of what I have tried to share with them. I normally speak and discuss before I circulate a handout for them to digest later! For example:-

- 1.2 The power point in the first session 'Women and Society' is used as a backdrop to a talk I have often given to get people thinking about a gendered analysis of sociology and economics. You may want to use other quotes or thoughts as an introduction.
- 1.3 the handout on 'Communication – Basics' is a note of how I describe the phases of development of a small child's communication skills – from a cry, to eye contact, to a smile, to gestures, to a variety of non-verbal but distinctive types of noise, to simple words, to sentences, and the responses of 'yes', 'no' and the question 'why'? Women are quick to understand this analysis of communication and easily grasp the importance of voice tone, smile, facial expressions and gestures as essential ingredients of making themselves heard and understood.
- 1.4 The sessions are crowded. I have included more in each session than would be possible in practice, so weed it out to fit the audience.
- NB** This is easier if the five hours is divided into two sessions, but even if it is not, during the short break it may be useful to decide what to leave out.
- 1.5 The type of learners will vary of course, and will define how you will want to approach the material in the course. For example:-

- A group of young University students may not respond as well to the motherhood baby examples as an older group.
- A group of women from the public sector may well assume in the first session that they are expected to use examples of quite formal or public meetings they have attended, whereas a group of women say from a BME community may relate their powers of communication to more personal events. Either way, the link with public affairs can be made.

- 1.6** 'Making a link with politics' introduces a crucial point of the session, stressing the relevance of their own experience. It can be achieved by using a vivid current event or picture in the local or national news. This will help them have a lively discussion about their own stories. It's important they find a political link for every story, however household-based and seemingly trivial.
- 1.7** This can be a good point to introduce the accompanying pamphlet for the course and share with them the possibility of them visiting the websites mentioned, doing further reading etc.
- 1.8** Re emphasise the learning aims, outcomes and title of the course "Women be Heard". The next part of the course will have them preparing something to say about an issue which concerns them (either over lunch or in between the two sessions). Stress the informality of these tryouts and give encouragement. I suggest a couple of examples of tasks on which they might base a short talk. One has them looking at current news stories, and the other has them talking about something they would like to change.
- 1.9** It is nice to finish off the first session with a game. The word association game means that the whole group joins in. Each person says, in turn, the first word that comes into their head eg you might start with 'rabbit', 'ears', 'Prince Charles', 'crown', 'head,' 'tails', 'wedding' etc. (Jot down the words on a flip chart) Go as fast as you can.

The lessons from this are:-

- a) The brain assimilates the meaning of words through pictures.
- b) At speed the words chosen will be short and often Anglo Saxon derivatives. (I sometimes add the point that they are probably rooted in Anglo Saxon rather than Latin because they go back to our traditional oral language, rather than the one imposed by the Norman conquest !!!).
- c) The lessons for women on the course are encompassed in Communication handout 2, which emphasises the importance of using short words and sentences, and being aware of pictures and examples you use to make a point.

(NB Be sensitive using this game if the group includes people for whom English is not their first language.)

Session 2

- 2.0** If you have audio and equipment on hand (and, for me, a helper) to film one or two of the students making their short speeches, make sure it is working and ready to go before the start of the session.
- 2.1** Make sure that the room is arranged so that it is easy and feasible for a student to speak to the whole group, with a table on which to put their notes.
- 2.2** Some students will have thought about making a short speech over the break or between the two sessions. Make sure each person writes the name and topic on a sheet of paper for you to have a note of their interests.
- 2.3** It is crucial to be disciplined about the time given to speak. If the group is more than 10 only a few sample people will be able to perform and answer questions, but all should do the preparation. If there are say 6 tables you can choose one from each group. The others can practice at home!
- 2.4** Evaluation and questions. The exercise will be useful if time is given to ensure each table identifies the good and not so good points of each speaker.
- 2.5** The course 'Women be Heard' will only scratch the surface unless time (at least one hour) is given to using the audience as well as using your own voice. For example, a sharp relevant question from the audience and how it is dealt with can change the whole tenor of a discussion. A poorly organised meeting can ruin the best of speeches or interventions. The handouts relating to meetings and media summarise some of these points.
- 2.6** Warm up exercise involves everyone thinking of a meeting they were at last week. At work, in community, in the family, as a speaker or as a member of an audience. Pick one or two from a table to give an example. Some useful lessons are that:
- Meetings come in all shapes and sizes but there are some common factors
 - Was the purpose clear and did it achieve its purpose for you
 - Preparation and follow up can make all the difference.
- 2.7** Review and feedback. Always remember to let participants know how they can contact you or the organiser in the future to check up on anything.

