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USAID-LGP

National Civic Dialogue (Draft) Program to aid in the

Iraqi Transition to Sovereignty

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IN A NEW IRAQ

Baghdad 2004

Iraq National Civic Dialogue Program Guide

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I. Civic Dialogue Program

The November 15th agreement between the Governing Council and the Coalition Provisional Authority and the Joint Statement to the Iraqi People together lay out a road map for rapid fundamental changes in the governance of Iraq and the emergence of a democratic, sovereign Iraq by 30 June 2004. The Civic Dialogue Program is designed to support the CPA's efforts to ensure a successful transition by facilitating the informed participation of all Iraqi citizens in the political process.

This document provides an implementation plan and resource materials for a Civic Dialogue Program to be carried out by many different actors over the course of the transition. The materials enclosed here are the beginning of a resource tool that can be used by both international and Iraqi organizations to facilitate discussion and dialogue on these important themes. It is intended that these materials will be improved and augmented as the program matures.

Civic Dialogue Program
In keeping with the CPA's theme, "All of Us Participate in a New Iraq," USAID and LGP have designed a broad-based, multi-faceted Civic Dialogue Program. The program is designed to support the CPA's facilitation of a greater understanding of the fundamental principles of and institutions in democratic societies and to stimulate civic participation in the process of transition to a sovereign government of Iraq.

The strategy is designed to reach large segments of the population rapidly in order to create a critical mass of people that understand, support and are engaged in the political process. Therefore, this framework lays out a series of activities that provide a basic familiarity with and understanding of democratic processes. The approach is highly participatory, leading to increased citizen engagement in these democratic processes.

This program, at the provincial level will be reinforced by LGP's longer-term local government capacity building program, which will build upon this short term initiative to ensure sustainability and to provide the skills necessary to build a society based on a democratic culture.

Situation
During the previous regime, there were three key conditions that resulted in an absence of democratic culture in Iraq. First, there was total control over public (and much of private) life by a small centralized elite, the military, and the Ba'ath Party. Second, there was a complete lack of transparency on the part of government officials. Citizens were ill-informed and actively discouraged from participating in government mechanisms. Third, citizens lacked the means to hold public officials accountable for their actions.

Governmental institutions at the provincial and local level were dependent upon and controlled by central ministries and party officials. Citizens had no perception that their government at either the central or the local level were in any way meant to serve the population. Citizens were discouraged from and

punished for forming any form of civic or other association that might in any sense be considered threatening to the political establishment, by representing citizens' interests or holding government to account.

Challenge
As a result of this situation, there is a widespread lack of familiarity with, and understanding of, democratic values and institutions on the part of many Iraqi citizens, government officials, and other elements of society. Many citizens also lack the skills and knowledge to participate fully in their government.

Many who had been exposed to democratic societies through education or through travel outside Iraq were systematically and brutally repressed or forced to flee the country during the Ba'athist regime. There are therefore relatively few individuals in Iraq today with some knowledge of or experience with democracy. Similarly, other key building blocks of a democratic society – local government officials and institutions, community-based organizations, associations, educational institutions, etc. – also lack experience with, and an understanding of, democratic principles and the mechanisms of participatory self-government.

The development of democracy in Iraqi requires that the vast majority of Iraqi citizens, including most government officials, have a common understanding of fundamental democratic values and principals, how democratic institutions operate in practice, and perhaps most important how they, as citizens, can actively and effectively participate in government and hold it accountable.

Goals and Objectives
The goal of the *Civic Dialogue Program* is the rapid development of a basic understanding of democratic values and institutions and effective citizen participation in democratic governance among the largest possible number of Iraqi citizens and a broad but targeted range of Iraqi civil society institutions and organizations. Within that, there are five key objectives of the program.

The first principle objective of the Civic Dialogue Program is to inform Iraqi citizens and institutions about the fundamental, commonly held values of democratic societies, including:

- Human Rights
- Rights of Minority
- Conflict Resolution
- Gender Equality

Values

A second key objective of the program is to build a better understanding of the ways democracies are organized, their basic institutions and the mechanisms of democratic government, including:

- Constitutions
- Independent Judiciary/Rule of Law
- Civil – Military Relations

institutions

- Transparency, Accountability and Corruption
- Financing Government
- Elements of Elections

The third key objective of the program is to give citizens a better understanding of the need for sustained, active, informed, and effective citizen participation in the processes of government, including:

- What citizens can do to enable democracy
- The rights and responsibilities of citizens
- Skills for Empowerment and civic advocacy

The fourth objective of the program is to facilitate the fundamentally important dialogue on issues of Iraqi unity and national reconciliation.

Finally, the fifth objective is to support the overall CPA civic education strategy and to reinforce the CPA's key themes of empowerment, reassurance and rights.

Target Audience
There are four target audiences for this civic education program:

- Public officials
- Interest groups and opinion leaders
- Mass audiences
- Institutions or organizations who will provide longer term civic education

Public officials targeted in the program fall into two categories: (1) *Administrative or executive officials* that are leaders of or employees in public agencies that carry out the basic functions of government; and (2) *Members of councils or 'legislative' bodies* that are broadly representative of the population (for example, provincial or city councils and ultimately inclusive of members of the Transitional National Assembly).

In the previous regime, councils did not serve as checks and balances for the government and were not broadly representative either in a geographic way or in the sense of different interests of the population. For example, the 63 members of the Baghdad City Council included over 30 members who were Directors General of various Central Ministries and other members who were appointed by the central government. It did not "represent" the population of Baghdad City or Governorate. Coalition efforts across the country at the provincial and local level have included extensive efforts to create and/or assist councils that are more representative of the population, and provincial and local councils have a role to play in the process leading to the Transitional National Assembly.

Interest groups are groups that are organized, or are being organized around common needs or desires. As such, they have an inherent interest in

government activities and come together to advocate for specific policies and budgetary priorities. These interest groups may be represented by NGO's and other civil society organizations. There are some that existed in the previous regime, such as professional associations of doctors, lawyers, journalists, academics and engineers. There are also far more that are being formed around the interests of specific groups. The latter include groups representing the interests of women and young adults, farmers, business people and tribal leaders.

Mass Audiences are individual citizens not organized into any particular group or association. At the same time, civic education aimed at mass audiences may be focused on particular groups such as the young, women and particular geographical areas.

Civic education institutions/organizations are formal institutions that exist already or that may be organized to continue longer term civic education and formal education and training of public officials in their roles as public servants in democratic institutions. University based faculty that train public officials in public administration (technical training) and in civic responsibilities of public officials are included in the civic education campaign. Other organizations that may form over time or be formed may be civic-minded organizations that exist primarily to inform citizens. An American example is the League of Women Voters; a West Bank example is the Democracy Forum.

Methodologies
Civic education programs employ a broad range of tools to raise awareness and increase citizen participation. Over the past decade, such programs have included methods, such as lectures, discussion groups, civic fora and panels, dramatizations, role-plays, community organizing, materials distribution, and avenues of the mass media.

These methods must be tailored to goals and objectives. It has been shown that principally more active methods such as role-plays and participatory workshops—are far more successful than other methods are in terms of encouraging change. [1] Thus, if the goal is to encourage a lasting change in democratic behavior, then more active methods are necessary. If, however, the goal is simply to convey information about a particular event, such as an election, then more passive methods such as lectures and mass media play an important, even critical role.

The central goal of the Civic Dialogue program is to encourage a broad discussion of the basic issues in democratic processes among the largest possible number of Iraqi citizens in order to facilitate a more democratic culture in Iraq. At the same time, information on the transition process must be widely disseminated to ensure broad citizen participation.

The Civic Dialogue Program uses a combination of participatory methods such as workshops and conferences buttressed by a large media outreach program.

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[1] Sharon Morris. *USAID Civic Education: Lessons Learned*. Washington DC. 2002.

Inclusive mechanisms such as civic forums, town hall meetings and democracy dialogue workshops at the local level form the foundation for the program. These local public events are supported by events aimed at promoting dialogue at the national level amongst key interest groups. In addition, material dissemination and media campaigns provide support for this progam by raising citizen awareness of the process and the broad themes of democracy.

LGP has begun the process of compiling educational materials, identified in collaboration with the CPA and USAID, aimed at providing a base level of understanding of these key themes and fundamental issues. Such materials, such as the Baghdad City Council Handbook that LGP developed earlier this year, will be compiled into resource toolkits that will underpin and provide substance for the participatory discussion groups. Their dissemination targets public officials, interest groups, opinion leaders and the general public.

Mass media programs will both stimulate participation and support the participatory discussion forums. Similar to such efforts as the American *"Rock the Vote"* campaign or Russia's *"Vkloochis"*, the Civic Dialogue Program involves the use of media, through public service announcements (PSA's), television and radio programs, and newspaper articles to generate interest in and a general level of excitement about the new political process.

For example, a television program entitled, "What's my Right" in which the various rights and responsibilities of living in a democracy are examined would serve to support democratic dialogue on citizen's rights and responsibilities. This program, aired nationally, could then be discussed in a series of workshops across the country. A broader example is a national bridge program in which, through careful editing, Sunnis, Shias and Kurdish citizens hold a conversation in which various democratic values, such as human rights, are discussed.

The Civic Dialogue program is designed to complement the overall civic education strategy put forth by the CPA. The program is intended to support and reinforce the CPA's key themes of empowerment, reassurance and rights.

During the six months leading up to the transition, the support of a knowledgeable, informed and motivated citizenry will be essential to the success of the political process. The Civic Dialogue program will contribute to this successful transition and lay the groundwork for a democratic, peaceful Iraq.

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II. Civic Dialogue Implementation Plan

The Civic Dialogue Program is intended to both inform citizens about the transition and engage them in the political process. To be successful, this program must be widespread and encompass as many citizens and citizen's groups as possible. At the same time, it must lay the ground work for sustained political participation and civic engagement after the completion of the transition to sovereignty. The Civic Dialogue Program therefore utilizes a variety of methods, including both small group discussions and large-scale public information campaigns.

The Civic Dialogue Program will be integrated with, and build on, the civil society activities of LGP and others that are currently being implemented as part of their core activities. The overall Civic Dialogue Program is designed not only to help ensure the success of the transition to sovereignty but also to lay key building blocks for a continuing post-sovereignty local governance program by:

- Facilitating an active dialogue among Iraqi citizens about key issues of public policy and the importance of a continuing dialogue about such issues among engaged citizens and between an engaged citizenry and their institutions of government at all levels;

- Facilitating consensus-building among Iraqi citizens regarding the form of the new government institutions of Iraq and the development of wide-spread public acceptance of, and support for, those institutions; and

- Facilitating public acceptance of new institutions of local government in a sovereign Iraq, continuing and effective public participation in local governance, and a greater understanding and acceptance by local officials of the need for, and mechanisms of, public participation in local government decision-making and implementation.

Because of the short time frame of the transition to sovereignty, the Civic Dialogue Program needs to be innovative, intensive and far-reaching. In addition, it must be highly specific and tailored to the unique Iraqi situation as a whole and in each region.

To ensure this, LGP has worked with virtual teams, composed of our international and Iraqi colleagues from across the country. Team members have collected materials and adapted them for the Iraqi situation, using their experience in the field. These teams have enabled LGP to draw on the wide range of experience our international experts have in developing democracy in different countries and allowed us to use those lessons learned to develop a uniquely Iraqi product, applicable across Iraq.

To the extent possible, implementers of the Civic Dialogue Program should partner with local organizations to carry out these activities in order to provide for long term sustainability of civic dialogue in Iraq. This approach

also envisions a large training of trainers program, to facilitate discussion groups and enable Iraqi's to talk to other Iraqi's about the future they envision for their country.

At the governorate level, this program will be reinforced by other democracy-building efforts, including LGP's ongoing local government capacity building program. It is assumed that these activities will continue through the planned December 2005 completion date for the constitutional and electoral processes leading to a popularly-elected, constitutional and democratic government. That on-going effort will build upon this intensive initial six-month phase of the campaign, aimed at supporting the transition to sovereignty by 30 June 2004, to ensure sustainability and to continue to provide the skills and facilitate the civic dialogue necessary to build a society based on a democratic culture.

The Civic Dialogue Program aims to reach large segments of the population rapidly in order to create a critical mass of people that understand, support and are engaged in the political process. Therefore, this framework lays out a series of activities that provide a basic familiarity with and understanding of democratic processes among a wide range of groups. It is intended to be flexible so that it can be tailored for the many different audiences in Iraq today. The implementation plan aims to ensure that no one is left out of the process, and places special emphasis on groups including women and young adults. This initiative is aimed at reaching those likely to vote or participate in the near term. Therefore, it emphasizes non-traditional education techniques for adults.

As adults learn on a 'need to know' basis, adapting the content of a course to the immediate needs and concerns of the target audience is absolutely vital to the success of the program. When civic education programs are able to link broad lessons about democratic values and behaviors to the daily concerns and experiences of program participants, changes occur more rapidly and are more likely to have a sustained impact. Thus, the local dialogue events are designed to be adaptable and easily tailored to individual audiences.

Themes

Because of their vital importance to the success of the political process over the next six months, two key themes run throughout the Civic Dialogue Program. The first is the theme of national reconciliation, unity and protection of minorities. The second is informed citizen participation and improved citizen's participation skills.

National reconciliation
There is a clear need for open, public and sustained national dialogue between the various ethnic, religious, and political interests in Iraqi society, in order to minimize the risk of sectarian or other civil conflict. To that end, training and civic dialogue on tolerance, human rights, protection of minority rights and peaceful conflict resolution is necessary.

Participation
Participation is an important element to ensure legitimacy and the commitment of the populace to the outcome of a political process. Due to the short time table and unstable security situation, there is a great chance that voters will be apathetic and uninvolved in the political process. This may lead to a greater polarization of the political process, as those with more extreme points of view are most likely to participate and therefore dominate the process.

Participation includes forming and supporting interest groups that advocate for desired outcomes, selecting leaders and monitoring government activities. Because of the fundamental importance of participation, LGP has set this as a major theme that will run from February through the end of 2005.

Activities

The Civic Dialogue Program includes a wide-range of activities, designed to reach as many people as possible and enable as much participation as is feasible. These activities fall under six broad categories.

- Public Events
- National Agenda Dialogues
- Media Activities
- Public Officials Civic Dialogues
- Civil Society Organization and Development
- Public Information

In Section III, each of these activities is described in detail and formulated into a matrix, which shows target audience, implementation level and expected date of implementation. In addition, the chart on page X demonstrates that the activities implemented through the civic dialogue will follow the developments of the political process closely. This is important so that citizens feel empowered and motivated during the most participatory processes, but over-saturation and cynicism can be avoided.

Toolkits, materials and feedback

LGP is developing resource toolkits that will support the facilitation of dialogue activities with background materials, lesson plans and supplementary materials. The toolkit model enables implementing teams to tailor the content to the needs of the particular audience. This will also make it easy to train trainers and rapidly roll out implementation of dialogue events.

Within each toolkit, will be a manual for toolkit use, syllabi, PowerPoint presentations and other training materials. There may also be promotional materials available, to be further discussed.
The background material and facilitator support material that will form the basis for each of these toolkits is included in Section VI.
Audiences will be encouraged to provide feedback to democracy@lgp-iraq.org

Phases

It is recommended that Civic Dialogue Program activities be closely tied to the time table of transition events set out in the November 15 agreement. Linking dialogue activities to this time table will give participants added incentive to gain the skills and knowledge they need to participate in each of these events. Therefore, implementers might consider structuring their dialogue programs at the local level to emphasize themes relating to the political process events. As put forth in the agreement, these events are:

- The approval of a Transitional Administrative Law in February;
- The caucuses leading to the election of the National Assembly in May;
- The end of the occupation and return to sovereignty in June; and
- The 2005 constitutional convention and direct national elections

These toolkits can be used at the discretion of the local implementing team to facilitate dialogue during the four phases of the transition to sovereignty process. These four phases are:

Transitional Administrative Law

The Transitional Administrative Law will be adopted by February 28, 2004. This law will provide for the basic structure of the new government and outline procedures for electing delegates to a constitutional convention. The Transitional Administrative Law will provide guarantees for basic rights, including freedom of speech and the press. It will also respect the Islamic identity of the majority of the Iraqi people, while providing guarantees of religious freedom for all Iraqis. It is the beginning step in a twenty-two month process that will eventually lead to the adoption of a new constitution.

The Civic Dialogue Program will ensure that citizens are informed about the new administrative structure and democratic institutions and also aware of the basic democratic rights that the law will ensure. Citizens should understand that the transitional administrative law is temporary and what they can do to participate in the framing of the 2005 Constitution. Dialogue events and workshops about the principles of the Constitution, the institutions of government, and the nongovernmental institutions that constitute the civil society should be emphasized during this phase. It is envisioned that the Civic Dialogue program will enable comparisons of the Iraqi government and civil society with the governments and civil societies of other nations in terms of the generally accepted criteria for democracy.

Key sub-themes might include:
- The Constitution
- The Rule of Law
- Comparative Democratic Systems
- Human Rights
- Civil – Military Relations

This phase runs from the first of February through mid-March.

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Caucuses

By May 31, 2004, local caucuses will be convened in each of Iraq's 18 governorates to elect delegates from among their number for an Iraqi Transitional National Assembly. As evidenced by recent focus groups conducted by RTI together with IRI, there are a range of views on this issue and a great deal of confusion. Some would rather see direct, one person/one vote elections while others are more accepting of the caucuses.

The caucus process is also very complex and will take place in phases. A sustained information campaign is required before and during the caucus process, along with wide-spread distribution of explanatory materials.

Key sub-themes might include:
- Elements of elections
- National Reconciliation
- Gender Equality
- Empowerment and Civic Advocacy
- Rights and Responsibilities of Citizens

This phase will run from mid-March until the end of May.

Sovereignty

The primary objective during this phase is to motivate discussion about the fundamental principles of sovereign, democratic nations and the future of Iraq in that context. It may include workshops in which participants are asked to compare the structures of other countries and whether they are applicable to Iraq. An important aspect of this concept is that reconstructing a democratic, prosperous Iraq will take many years and the dedicated support of all its citizens.

Activities in support of this theme may begin in February, but should ramp up towards the end of May and throughout June. It will culminate in the month of June, which will be "sovereignty month," with events and media campaigns on the theme of sovereignty.

Key sub-themes might include:
- Citizen's rights and responsibilities
- Unity and protection of minority rights
- Rule of law
- Transparency, accountability and corruption

Elections and the Constitutional Convention

After the June transition to sovereignty, the LGP civic dialogue program will continue to educate and motivate citizens in preparation for the March 2005 constitutional convention elections, the referendum to approve the constitution and the December 2005 elections of the permanent Iraqi government. LGP will further develop this toolkit following the caucuses and return to sovereignty.

III. National Civic Dialogue Activities

1. Public Events

Objective:
Public Events are designed to raise the visibility of the Transition to Sovereignty process, increase public understanding of the specific details of the process, and facilitate the engagement of the Iraqi people in the on-going political process. In addition, where events feature attendance by members of the Governing Council, or local political leadership, Public Events provide a venue for direct political participation by the Iraqi public.

Activities:
> **Civic Fora** to launch the nationwide civic education campaign will offer the first opportunities for Iraqi citizens to discuss the Transition to Sovereignty process with local political leaders and experts. These Civic Fora will be televised to provide the population with access to the national political process and a variety of governorate-specific issues impacting the transition.

> **Town Hall Meetings** held in each of the 18 governorates, will raise local visibility of the Transition process, and provide a venue for dissemination, and discussion, of basic information about the elements of the Transition to Sovereignty process. Town Hall Meetings energize further public participation in the political process by demonstrating the reality of open, frank, substantive and public democratic dialogue in Iraq.

> **Democracy Dialogues** will take place in a wide variety of venues and formats, furthering the public discussion in smaller venues. These locally organized activities carry forward the process of democratic dialogue symbolized in the Town Hall Meetings, but allow for more participation and more depth of discussion than the larger Town Hall Meetings. While the settings, agendas, and audiences will vary according to local priorities and interests, all activities will have the common purpose of facilitating education on the themes established by the CPA, and allowing Iraqis to articulate their perspectives and concerns.

> Democracy Dialogues will be facilitated by a **Democracy Dialogue Tool-kit.** This publication, issued to Governorate Coordinators, Local Government Program Teams and other organizers, and available for further re-distribution, will provide basic information on Democratic Values, Democratic Institutions, Participation, Democracy in Iraq, and National Reconciliation and Reassurance. The publication will also provide a set of Activity Plans – suggested frameworks around which local activities can be built. These plans, ranging from writing a community letter to a member of the GC, to how to organize a community meeting, will enable local initiatives by providing a basic foundation of materials and possible activities. The Tool-kit will be

revised and updated, based on feedback from individuals employing the materials in the field.

➢ A traveling **Road Show** will bring Iraqi experts and/or notable political figures from Baghdad (for example, Governing Council members, prominent academics, etc.) to venues in the 18 governorates for the purpose of meeting with local officials and members of the public to help promote and explain the Transition to Sovereignty process. The Road Show will complement the various Civic Fora and Town Hall Meetings by further engaging Iraqi citizens.

2. National Agenda Dialogues

Objective:
Building upon Democracy Dialogue Tool Kit-based local discussions and workshops that highlight democratic principles, National Agenda Dialogues will help specific audience groups create a political and social agenda that can be promoted among national political leaders, local government officials, and throughout the general population. These agendas will help to drive political ideas into the caucus process and set platforms for debate within the Transitional National Assembly. Target audience groups that participate in National Agenda Dialogues will include Women, Young Adults, Journalists, Tribal Leaders, Lawyers and other interested groups. These groups are intended to cut across geographic, ethnic and religious communities throughout the country – promoting an inclusive national debate on topics vital to the political development of the nation.

Activities:
➢ **Local Lead-In Events** held in communities in many or all of Iraq's 18 governorates will raise and discuss issues important to each particular audience group and identify individual leaders best suited to participate in a national conference.

➢ Two-day **National Agenda Conferences** will provide a forum in which each specific audience group can debate key issues of import. Each Conference will create a "national agenda" to promote the issues determined by conference participants to be crucial for inclusion in the caucus process, in Transitional National Assembly debate, and potentially for consideration by a future Constitutional Assembly.

➢ Each National Agenda Conference will establish a **Publicity Plan** through which the "national agenda" will be communicated to national political leaders, local government officials, community councils, interest groups and the population at large. Included in this plan will be proposed **Media Programming** that will inform citizens throughout Iraq about the "national agenda".

➢ **Local Follow-On Events** will build upon the momentum established at the National Agenda Conference to bring the dialogue back to governorate- and community-level discussions. These will include meetings and workshops led by national conference participants.

3. Media

Objective:
The media sector is the core channel of communication that political leaders, interest groups and local actors can use to educate and motivate Iraqi citizens to take part in civic life. This media component will help nationwide to create an informed cadre of professional journalists that can effectively relay accurate information to the Iraqi public and encourage civic participation throughout the population utilizing innovative and attractive civic education programming.

Activities:
> **Journalist Seminars** will provide information and background on the Transition to Sovereignty process, the caucus procedure, and key political and democratic governance themes to reporters and editors.

> **Civic Education Program Capacity Development** will complement Journalist Seminars by improving program production capabilities and journalism skills at broadcast outlets throughout Iraq. A three-track training project incorporating technical and content-based journalism skills transfer, production equipment grants, and civic education/journalism ethics workshops will increase the quantity and quality of civic education programming.

> Grants to produce targeted **Media Programming** on radio and television and in print that communicate information about the political process, encourage civic dialogue and promote basic themes of democracy will be provided to NGOs, production houses, and media outlets.

> Grants to NGOs to organize **Alternative Media Events** that use non-mainstream approaches to raise awareness of the Transition to Sovereignty, civic dialogue and democratic themes. Art Exhibitions, Music Concerts, Theatre, and other innovative events proposed by NGOs will be supported through targeted small grants.

4. Public Officials Civic Dialogue Events

Objective:
Recognizing the important role of the decentralized government to future Iraqi political structures, Civic Dialogue Events for Public Officials will enable interactive discussion between local government officials throughout the country on key civic themes, focusing on issues such as accountability and citizen participation.

Activities:

➤ **Training Courses and Workshops** on the key civic themes using Democracy Dialogue Tool-kits. These events will be largely carried out within the current Local Government Program to supplement the activities of the CPA's Governorate Support Teams.

➤ A two-day **National Agenda Conference** will provide a forum in which local government officials will create a local government "national agenda" to promote the issues crucial for inclusion in the caucus process, in Transitional National Assembly debate, and potentially for consideration by a future Constitutional Assembly. Local government leaders will publish specific policy recommendations in the form of the "national agenda written at the conference.

➤ The National Agenda Conference will establish a **Publicity Plan** through which the "national agenda" will be communicated to national political leaders, community councils, interest groups and the population at large. Included in this plan will be proposed **Media Programming** that will inform citizens throughout Iraq about the "national agenda"

5. Civil Society Organization Development

Objective:
Supporting the non-governmental sector key to the development of democratic governance, **Civil Society Organization Development** activities will build institutional capacity among indigenous local and national NGOs to engage in civic dialogue activities, educate Iraqi citizens about the important democratic themes and conduct public information campaigns.

Activities:
➤ **Train the Trainers** courses will transfer civic education and advocacy skills to national and local NGOs, enabling them to facilitate dialogue among Iraqi citizens.

➤ Individual **Small Grants** of up to $5000 will enable Iraqi NGOs to undertake civic dialogue activities and public information campaigns. The goals of the small grants program are to:

- Promote understanding of and participation in the political process which will lead to the transfer of sovereignty to the Iraqi people;

- Educate citizens about issues in the transitional administrative law and the political process;

- Raise awareness about key themes, such as democratic processes and human rights;

- Promote dialogue between the various segments of Iraqi society

Grants to indigenous NGOs will support a variety of civic education activities, including:

- Production and broadcast of public service announcements
- Seminars and workshops
- Newspaper supplements on fundamental democratic issues
- Brochures, flyers and posters
- Local "Town Hall" meetings with participation of local government officials
- Other projects deemed by the selection committee to be in the spirit of the program goals.

6. Public Information

Objective:
Public Information materials support the Transition to Sovereignty civic education effort by providing citizens throughout Iraq with facts regarding the political process and information about the democratic context in which the process will take place.

Activities:
➢ Twelve **Democracy Themes** will outline basic principles of democracy that will help provide citizens with the fundamental context in which a transition to democratic government occurs. These themes will help highlight the rights and duties of citizens within a democratic society, as well as the functions and limitations of democratic governmental authority. Various methods will be used to disseminate information through different media.

Implementation Target Date

Activity Area	Target Audience	Activity Name	National / Governorate / Local	Project Description	Work Lead / Budget Item
Public Events		Civic Fora	Basrah Mosul Baghdad	Civic Fora to discuss citizen participation in transitional process	
		Civic Fora	15 Remaining Governorates	Civic Fora to discuss citizen participation in transitional process	
		Town Hall Meetings	Governorate	Town Hall Meetings to encourage dialogue regarding the political transition process	
		Democracy Dialogue Themes / Tool Kit Events	Local	Workshops and seminars to discuss essential elements of democracy based on themes and toolkits	
		Road Show	Governorate	Meetings where national-level Iraqi experts or political figures will discuss the transition process with local audiences	
National Agenda Dialogues	Women	National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations	
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference	
		Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference	
		Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference	
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference	
	Young Adults	National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations	
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference	
		Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference	
		Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference	
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference	

Timeline columns:

Phase I: Introduction Theme — Dec 16-31, Jan 1-7, Jan 8-15, Jan 16-23, Jan 24-31, Feb 1-7, Feb 8-15, Feb 16-23, Feb 23-29

Phase II: Representation Theme — March 1-7, March 8-15, March 16-23, March 24-31, April 1-7, April 8-15, April 16-23, April 24-30, May 1-7, May 8-15, May 16-23, May 24-31

Implementation Target Date

Activity Area	Target Audience	Activity Name	National / Governorate / Local	Project Description	Work Load / Budget Items	Phase I: Introduction Theme — Dec 16-31	Jan 1-7	Jan 8-15	Jan 16-23	Jan 24-31	Febr 1-7	Febr 8-15	Febr 16-23	Febr 24-29	March 1-7	March 8-15	March 16-23	March 24-31	Phase II: Representation Theme — April 1-7	April 8-15	April 16-23	April 24-30	May 1-7	May 8-15	May 16-23	May 24-31
		National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations																	▓						
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference																	▓	▓	▓				
		Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference																▓	▓	▓		▓			
	Business Leaders	Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference													▓	▓	▓	▓	▓	▓				
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference																	▓	▓	▓				
		National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations																							
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference														▓	▓	▓							
	Lawyers	Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference													▓	▓	▓		▓						
		Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference												▓	▓				▓						
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference															▓	▓	▓						
		National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations															▓		▓						
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference														▓	▓								
	Health Care Professionals	Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference														▓	▓		▓		▓		▓		
		Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference													▓	▓		▓							
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference													▓	▓		▓		▓		▓			

Implementation Target Date

Activity Area	Target Audience	Activity Name	National / Governorate / Local	Project Description	Work Lead / Budget Items	Phase I: Introduction Theme									Phase II: Representation Theme											
						Dec 16-31	Jan 1-7	Jan 8-15	Jan 16-23	Jan 24-31	Feb 1-7	Feb 8-15	Feb 16-23	Febr 23-29	March 1-7	March 8-15	March 16-23	March 24-31	April 1-7	April 8-15	April 16-23	April 24-30	May 1-7	May 8-15	May 16-23	May 24-31
	Academics	National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations											██												
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference									▒	▒	▒	▒	▒										
		Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference											▒	▒	▒	▒	▒								
		Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference								▒	▒	▒													
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference											▒	▒	▒	▒									
	Journalists	National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations													██										
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference											▒	▒	▒										
		Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference													██	██									
		Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference										██	██												
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference															██	██							
	Tribal Leaders	National Dialogue Agenda Conference	National	NGO-led National conference leading to specific policy recommendations																	██	██					
		Publicity Plan	National	NGO-led publicity plan to raise awareness of issues raised at the conference																	██	██					
		Media Programming	National	NGO-led media programming to raise awareness of issues raised at the conference														██							██	██		
		Local Lead in Events	Local	NGO-led local events to inform, promote dialogue and educate citizens on issues to be raised at the conference													██								██			
		Local Follow-On Events	Local	NGO-led local events to promote dialogue and participation based on issues raised at the conference																					██			

Implementation Target Date

Activity Area	Target Audience	Activity Name	National / Governorate/ Local	Project Description	Work Load / Budget Items
Media	Media Outlets	Journalist Seminars	Local	Seminars for journalists on constitutional issues; the caucus process and other themes	
	Media Outlets	Civic Education Program Capacity Development	Local	Activities to increase the capacity of media outlets to produce civic education programming	
	Media Outlets	Media Programming	National	Television and Radio Programming and PSA's on civic dialogue themes, including human rights and national reconciliation	
	NGOs	Alternative Media Events	National / Local	Concerts, art exhibits and other media events to raise awareness of issues related to civic dialogue themes	
Public Officials/ Civic Dialogue	Local Government Leaders	Transition Process Training	Local	Training for local government leaders on civic dialogue themes, focusing on accountability and citizen participation	

Phase I: Introduction Theme — date columns: Dec 16-31, Jan 1-7, Jan 8-15, Jan 16-23, Jan 24-31, Febr 1-7, Febr 8-15, Febr 16-23, Febr 24-29

Phase II: Representation Theme — date columns: March 1-7, March 8-15, March 16-23, March 24-31, April 1-7, April 8-15, April 16-23, April 24-30, May 1-7, May 8-15, May 16-23, May 24-31

IV. Democracy Dialogues Overview

In the *USAID Approaches to Civic Education: Lessons Learned*, Sharon Morris found that civic education activities are most likely to be successful when:

- *Methods are participatory.* Breakout groups, dramatizations, role-plays, problem solving activities, simulations, and mock political or judicial activities led to far greater levels of positive change than did more passive teaching methods such as lectures or the distribution of materials.

- *Teachers are knowledgeable and inspiring.* Not surprisingly, teachers who fail to engage their students have little success in transmitting information about democratic knowledge, values, or ways to participate effectively in the democratic political process.

- *Sessions are frequent.* There appears to be a "threshold effect" in terms of number of courses, where one or two sessions have little to no impact, but, when the number increases to three or more, significant change occurs.

For this reason, while the Civic Dialogue Program is broad-based and uses a wide-range of tools for promoting an understanding of democracy, the foundation of the program is built upon locally-led, grassroots discussion workshops aimed at reaching broad segments of the population.

Democracy Dialogues are designed to increase the willingness and ability of citizens to participate in a broad range of political processes, including the caucuses, public hearings, policy debates, issue advocacy, community organizing and government oversight, as well as their understanding of the current political process for the transition to sovereignty.

Through recurrent dialogue within small groups led by trained Iraqi facilitators, citizens will obtain knowledge of democratic values, institutions and practices, and develop the skills needed to participate effectively in the political life of their communities. At the same time, dialogue activities help citizens recognize and apply, in small group settings, some of the fundamental values that are vital for a healthy democratic society.

These dialogues will last an average of two hours. The objective of each of these workshops will be to facilitate dialogue on one of the essential themes of democracy. During the workshop, participants will introduced to the basic themes, and then depending on their educational level, encouraged to discuss their application to Iraq and to compare the Iraqi situation with other countries around the world.

This program will include a large *Train the Trainers* activity, through which at least 400 Iraqi facilitators will be trained by the end of March and at least 600 Iraqi facilitators will be trained by the end of June. Each facilitator will go

through intensive five day training on facilitation skills for leading these workshops.

After this initial training, the participants will become Democracy Dialogue Facilitators. These Democracy Dialogue Facilitators will be responsible for leading educational discussion sessions with small groups of citizens. The process of facilitation basically entails creating opportunities for learning, by focusing activities and promoting participation and reflection.

The facilitators will also be able to use the attached *Guide to Democracy Dialogue Facilitation,* the Democracy Dialogue Background and Support Materials and additional resources to be made available later through LGP Toolkits. This will give them the basic tools they will need to tailor the workshop topics and structure to the particular needs of their region and their audience.

To the extent possible, dialogue events will be organized with a diverse mix of people. This diversity will allow the team to reach several different segments of society simultaneously while enhancing the discussion with different perspectives.

Each dialogue group will be organized with 20 or less participants. More people than this will make the groups difficult to manage and also does not allow for the active involvement of every participant.

The goal of this program is not to instruct Iraqi citizens but rather to raise awareness of the essential themes of democracy and encourage a focused and productive dialogue. Iraqi citizens will develop the ability to think critically and judge for themselves as to the governmental system best suited to Iraq and what citizens need to do to implement that system. It is only in this way that a foundation for a lasting, legitimate democratic government can take hold in Iraq.

V. GUIDE TO DEMOCRACY DIALOGUE FACILITATION

The *Guide to Democracy Dialogue Facilitation* offers information and advice on a range of adult learning methods and practices. We hope you find this information useful and it assists you in the successful delivery of democracy dialogue themes to a range of different Iraqi audiences.

Within this Guide you will see the term *facilitator* or *trainer* referred to on a number of occasions. These terms are simply used to give you clarify your role.

We like to think of Iraqi democracy dialogue events as being a process of open forums rather than formal training. Within this framework, we present the most those delivery methods that will assist you facilitating dialogue with your audiences.

Fifteen 'core' democracy dialogue themes have been identified and you may wish to run an event based on one of the themes. The content to each of the themes include background information, talking points and guidance that should enable you to enter into a dialogue and discussion with your audiences.

The democracy dialogue program is a challenging and rewarding period. You will play an essential role in the democracy awareness process for citizens across Iraq. We thank you for being a facilitator in this significant process.

Democracy Dialogue Taskforce
Training Support Team
Jan 2004

CHOOSING A TRAINING METHOD

First, we will consider the general style of the session. Will it be:

- Facilitation?
- Presentation?
- Lecture?
- Didactic?

The above terms conjure up an 'instructor' standing in front of a classroom presenting information. Our democracy dialogue may include a blend of all these styles and use methodologies such as:

- Round Table Discussion
- Town Hall Meetings
- Group Exercises

These terms reflect a style where the facilitator takes a less prominent role and encourages the participants to be more active. The term 'instructor' deliberately changes to *facilitator* or *facilitator* to reflect this shift in emphasis.

There is a saying in modern training all over the world, "I hear, I forget;" "I see, I remember;" "I do, I understand." While this is a very simplistic interpretation of learning, it helps us to remember the importance of getting the participants to do something to help them to understand.

The delivery of the civic education program will seek to maintain a balance between the styles and either style may be used, providing it is shown to be the most effective in assisting the participants to learn.

SETTING THE SCENE – MY VENUE

There is more to being a Civic Dialogue Facilitator than running a session! You are also responsible for the venue.

Just to name a few it could be a:

School classroom	Gymnasium
Lecture hall	Someone's Home
Outdoor location	Town hall conference room

For the purpose of this section we will assume the venue is a room set aside for training purposes. The layout of the room should be conducive to the style of session that you wish to adopt. If the room is unsatisfactory you should take steps to rectify the problems or at least pass on your complaints to the LGT for

your area as the international staff there have the overall responsibility for the training.

Preparing the Room

Try to visit the room before the session. Stand back and look at it. Sit down in places where the participants will sit and look at the room from where you will stand or sit.

When the room is prepared, it will be up to you to create the right atmosphere. First you will need to make sure your session gets off to a good start and that your participants will be in the right mood to learn.

Look at the facilities around the room such as toilets or smoking areas.

You are likely to suffer a lack of confidence during the first few sessions but to a degree this is probably not a bad thing because over-confidence can lead to complacency and lack of attention to detail which will be quickly detected by your participants.

Your Participants

Your participants have arrived in the room and have settled into their chairs. They are looking at you in expectation. Many of them may not have attended anything like this. Think about the following questions:

- How do you think they might be feeling?

- Positive feelings of expectation and anticipation?

- Keenness to participate or learn?

- Or perhaps uncertainty or even anxiety?

It is important for you in the first few minutes of a course to grab their attention and put their minds at rest and there are three practical ways of doing this:

- Plan the session carefully in your mind. The CIVIC DIALOGUE design team has prepared session plans and facilitator guides to assist you. Planning gives you confidence and will attract their attention

- Set the participants minds at rest about session timings, domestic arrangements such as where the toilets are located, rules about smoking, where people may obtain refreshments, if available and where people may smoke during breaks.

- Communicate clearly and do not rush. Some help will be offered to you in the following section on communication tips.

Once the participants know these details, it will be easier for them to settle down and concentrate on the training. Remember that they may have questions about things you have not thought of so allow plenty of opportunity for them to ask.

SETTING THE AGENDA

The agenda structures the order of business for the meeting and is the guide that attendees follow. When setting the agenda think of it as the recipe, or set of rules, for a good meeting. Below are some agenda setting basics:

The agenda must give the name, date, time and place of the meeting.

The agenda should identify the topic to be discussed, the time frame within which it is discussed, who will make the presentation, the topic, the method of presentation (talk, panel discussion, group activity, etc.).

The agenda should also give a start and finish time and, where possible, an approximate agenda item time, so that the facilitator can keep an effective rein on the meeting by using the time framework. Time frames should be realistic. When in doubt, assume it will take more time than you think. It is better end on time or early than end late.

A typical agenda should set break times. The facilitator should use these wisely. Take a break when you sense the audience is restless or bored; conversely, if the dialogue is going strong and there is real interest in what is being discussed, let the dialogue flow.

Meals tend to make people sleepy when they return to the room and are listening to a presentation. If there will be a meal break, conduct a participatory type session, or group exercise, following the meal to stimulate the participants.

PREPARING A LESSON PLAN

What is a Lesson Plan?

A lesson plan is the facilitator's strategic plan for presenting the topic A well-developed lesson plan provides direction for your session. It ensures the topics covered meet your participant's needs and goals. A lesson plan should also include activities that address the participant's learning style or preferences.

The participant's lesson plan is a valuable tool while preparing lessons for your student. The training plan outlines the goals that the student has identified during an intake interview. The training plan may include prior learning experiences, skills required to meet their goals, and skill gaps identified during the initial assessment.

All of this information will prove helpful during lesson preparation. The common elements of a lesson plan are:

- Time/Date
- Learning Goal
- Materials required
- Methodology
- Review

Lesson plans should be built around the following variables:

Know your audience.	Who are you training?.
Know the material you are presenting.	Does the material need to be revised for your audience? Does the material meet your student's needs, interests and goals?
Keep control of the learning environment.	By planning for the lesson time, having the necessary materials, and choosing appropriate presentation strategies.

Lesson planning helps you to meet these competencies: by ensuring that you prepare, possess knowledge on the material being presented, use teaching strategies that address the participant's needs, and incorporate some form of review or assessment

Lesson Plan Template

Time/Date:	
Lesson Plan for:	
Lesson Title:	
Learning Goal:	
Materials:	
Methodology:	
Review:	

How Do I Develop A Lesson Plan?

Lesson plans can be developed using the following steps:

Step One: Brainstorm some learning goals by sketching a mind map (or spider web).

Step Two: Create a SMART objective from the mind map to determine if the learning goal is...

Specific
Measurable
Attainable
Relevant
Time bound

Step Three: Draft a Lesson Plan using your SMART objective.

Specific Goal:

Measurable:

Attainable: Vocabulary, visuals and hands-on

Relevant:

Time Bound: Time frame for each session

The following points must be addressed in creating the lesson plan:

Objective

The object of the lesson plan is to focus on one particular idea, theme, and to provide a presentation, activity, etc. that enhances participant understanding of the concept or idea you are trying to communicate.

Key Words

In order to discuss or write about the concept that you pick, participants will need to know some key words and facts. It is the facilitator's responsibility to identify these in the lesson plan.

Step Three: Draft a lesson plan for your student using the SMART objective identified in step two.

SAMPLE LESSON PLAN

Lesson Plan Women's NGO

Lesson Title: Knowing Women's Right

Learning Goals: Participants will recognize the legitimate rights of women to have equal rights and protection with men.

Materials required: Handouts, brochures, posters

Methodology:

- Dialogue.
- Panel discussion
- Interactive Case
- Provide the participants with handouts .
- Use this vocabulary as part of the literacy lesson.
- Allow the student ample time to get comfortable with the concepts. (15 minutes)

Review:

Did we meet our lesson plan objectives?

THE CIVIC DIALOGUE FACILITATOR

The Civic Dialogue Facilitators are responsible for guiding educational discussion sessions with small groups of citizens. The process of facilitation basically entails creating opportunities for learning, by focusing activities and promoting participation and reflection. Facilitation does not mean telling the participants what they need to know and then asking them if they agree. The facilitator is goal-oriented and guides the participants, but does not drive them. As part of the facilitation process, the Civic Dialogue Facilitators must also assess whether they accomplished the educational objectives of the session.

This section lists some issues to consider when facilitating discussions and some strategies for making the discussions purposefully educational.

The role of the facilitator is very different from the presenter. The facilitator "facilitates" dialogue among participants, keeps the conversation flowing and on topic. The facilitator's role IS NOT to present his or her opinion but encourage participants to articulate their opinion and listen to the opinion of others in a constructive way.

Dialogues are important conversations about important matters, such as those contained in this training package. Dialogues not only inform and educate, i.e., increase understanding and knowledge, but they can also build commitment for easier implementation and compliance.

There is no magical formula for organizing and lighting these conversational fires, but a few guidelines are appropriate. The following discussion includes a number of ideas to help you organize productive dialogues with members and other significant people.

Dialogue is the way of taking the energy of our differences and channeling it toward something that has never been created before. It lifts us out of our polarization and into a greater common sense, and is therefore a means of accessing the intelligence and coordinated power of groups of people.

Dialogue is a conversation in which people think together in relationship. Thinking together implies that you no longer take your position as final. You relax your grip on certainty and listen to the possibilities that result from being in a relationship with others—possibilities that might not otherwise have occurred.

KEYS TO GOOD FACILITATION

- Be familiar with the topic and its related issues

- Internalize the topic

- Treat all parties to the dialogue as equals and there is no coercion of any kind

- In advance, develop basic questions to enhance dialogue

- Be a good listener - don't use the dialogue process to sell your ideas

- Bringing assumptions out in the open: This is something that doesn't normally happen in decision-making discussions but is critical to healthy dialogue. It also requires those in dialogue to suspend judgment.

- Make sure participants have the opportunity to express themselves

- Keep the program on topic

- Do not be judgmental

- Error on the side of including those who disagree

- Initiate dialogue through a gesture of empathy

- Minimize mistrust before getting into the heart of the dialogue

- Separate the acts of dialogue and decision making

- Use specific experience to discuss general issues

- Encourage participants to put ideas into context

- Get assumptions on the table and clarify them.

THE FACILITATOR AS A PRESENTER

'Presentation' is a term used to describe the style of learning where the participants take a passive role and the facilitator or workshop leader gives information to them. The learners are essentially a Civic Dialogue audience watching and listening to the facilitator.

Where the facilitator identifies the need to convey information to the participants directly or to explain or describe a particular issue, a presentation

may be appropriate. This could occur spontaneously during a session or could be a pre-planned element of the input.

A useful way to remember the basic structure of a good presentation is:

- Tell the CIVIC DIALOGUE audience what you are going to tell them

- Tell them

- Tell them what you have told them

This means you could start your presentation with an overview of what you are going to talk about. You could also include how long it will last and the main points the CIVIC DIALOGUE audience should take from it.

You should then go on to convey the actual content or message you wish to convey.

Finally, you should conclude by summarizing the areas you have covered and reinforce the main message or point of the presentation.

Keys to a Good Presentation

- Keep them short. Unless you are a particularly gifted orator, the participant's concentration tends to drift away after five or ten minutes.

- Use audio and visual aids to help put your message across.

- Remember the acronym **PUP**. It stands for Please Use Pictures.

You may find it useful to prepare some notes but do not write down everything you want to say in full. You may find it difficult to follow a set script without resorting to a style that is more suited to official speeches. Most facilitators adopt a system of brief notes or cue cards with a few reminders of the key points in large colored print.

Think about whether you are more comfortable standing, sitting or moving about during the presentation and consider the effects of each of these alternatives on the participants.

NON-VERBAL COMMUNICATION TIPS

The ways in which the presenter/facilitator communicates non-verbally to the audience is as important as the communication itself. Here are some tips.

Appearance
- Neat
- Professional
- Appropriate to the audience

Body Language
- Posture
- Erect
- Eye contact
- Look at the audience
- No fiddling
- Interested look

Voice
- Rhetoric style
- Be heard
- Speak clearly
- Speak with confidence
- Try to avoid distracting sounds
- Change your volume, pitch and pace of speaking

Concepts
- Be in command of the topic
- Read the facilitator notes well in advance of the session
- Know the facts and details better than anyone else
- Frame the message clearly

Organize your material
- Establish your message
- Prepare your outline
- Use a logical progression
- Don't skip around
- Look for graphic opportunities

Decide on the length of your presentation
- Audience attention span
- Less than you think
- Watch for fidgeting

SIMPLE RULES TO FOLLOW WHEN MAKING A PRESENTATION

Here are some basic rules to follow when holding your training session:

- State your message early
- Make each point clearly
- Turn slips and blanks to advantage
- Always review what was discussed
- Stop on time

Watch the Audience Body Language
- Bad
    Fidgeting, yawns, doodling, looking around the room, and frowning
- Good
    Constant eye contact, smiling, taking notes, positive head shaking

Keep the Audience from Being Bored
- Speaking pace and voice intonation matter
- Humor is risky
- Never tell a joke
- Make fun only of yourself
- Probably don't tell a story
- Ask the audience what is wrong

What Happens if I Forget What I was Going to Say?
- Mistakes humanize and most audiences are forgiving
- When you forget what is next:
    Extend the current idea
    Skip the next idea for now
    Ask the audience
    Refer to your outline

Slips and Mistakes
- When you say something that is not correct:
    Act according to the significance of the error
    Ignore small slips
    But acknowledge "misspellings" on visuals
    Point out major slips
    It builds audience respect

Outline Your Presentation
- Grab attention
- Motivate the audience
- Tell them what you are going to say
- Say it
- Tell them what you said
- Stop Talking

Improving Your Presentation
- Speak clearly
- Be heard
- Be prepared to deal with questions

To Whom Are You Communicating
- Know your audience
- Government departments
- Local councils
- NGOs
- Special interest groups
- Citizens at large

Interruptions
- Listen carefully and end it as soon as possible
- If the point will come up later, say so and ask to handle it then
- For provocative interruptions don't be obliged to answer the question
- Try to point out a weakness in the question
- Move on
- Don't pause long enough for another question

Negative Behavior
- Always be more polite than the opposition
- Ignore minor heckling
- ALWAYS maintain your composure
- Confront major negative behavior early
- Consider asking the audience to vote on who they want to speak

Managing Question and Answer (Q&A) Sessions
- Ask the person to identify him/her self
- Repeat/restate the question and think of the answer
- Answer your restated question
- For a persistent questioner, try to move on to others in a polite way or suggest the person meet with you at the end of the session
- Answer and see a hand in the back of the room
- If you don't know the answer, say so

USING MATERIALS

Quality visuals and written materials relevant to the needs and sophistication of your audience is essential to the success of the training experience. Note:

People are more likely to remember what they see and get a better understanding of the topic when they are actively engaged (see sections case studies and role-playing, small group discussion).

Written Materials
- Use language that could be understood by a child
- Avoid "Big" words, technical terms, abbreviations, jargon, abstract language, platitudes
- Stylistic principle: ruthless brevity
- For numbers, use summarization effectively
- Create bottom up
- Present top down

Visuals
- They must aid understanding
- Emphasis proportional to your message
- Big enough to be seen by everyone

Control your visuals
- Explain before showing
- Show only while discussing
- Dispose of the visuals when done talking about it
- 8 to 12 visuals the maximum for most people
- Break your presentation
- Turn the projector off
- A brief Q&A session
- Use the flip chart

Overheads, Transparencies
- Studies show them very well received
- Best in small rooms
- Are you blocking someone's view?
- Know when to turn the projector off
- Use a washable ink pen for development session
- Beware of "dry tip"

Flip Charts, Chalk Boards, Marker Boards
- Use pre-lettered pages unless you want participation
- Leave every other page blank
- Good choice for problem solving sessions
- Chalk and marker boards are not as good a choice
- People read ahead and ask questions
- Associated with boring days in school

Slides

- Have the most visual credibility
- Allow FEWER words than transparencies
- Block the projector to control attention
- Use opaque slides
- Risky with hostile audiences

GROUP LEARNING METHODS

There are different group learning methods that may be employed by facilitators and presenters.

PRE-READS

Pre-read means written material given to Civic Dialogue participants prior to a learning event. This may be as they enter the room to read before the facilitator begins. By using pre-reads, the valuable time in the session can be used more effectively onto developing a deeper understanding and application of the knowledge.

Examples of Pre-reads
- Brochures
- Newspaper article
- Government announcement (e.g., November 15 Agreement)
- Fact Sheet

Tips about pre-reads
Consider the situation the participants are in:

- Is it reasonable to expect them to read material before coming to the learning event?
- Can time be set aside during the event?
- The pre-read should be an-easy to-read form to help to motivate the the participants to read it. Avoid pages full of text and keep it short. Use pictures as much as possible – remember *Please Use Pictures* (PUP).
- The pre-read should contain activities such as questions to answer.
- Sessions that contain pre-reads often start with a quick re-cap of the information in them or a knowledge check.

Knowledge Checks
As a facilitator you should be checking to ensure that Civic Dialogue participants are acquiring the necessary knowledge and comprehension as they move through the session. This can often be accomplished by simple questions during the sessions.

Occasionally however, it may be advantageous to use a more structured knowledge check before moving on to new or more complex material.

Checking

- Could take place at an early stage but is equally valid elsewhere.
- Is best if it is non-threatening so that any areas of confusion can be openly acknowledged and dealt with
- Can be impactive and fun
- Can be an individual, paired or group activity
- Is generally most productive when it is kept short and to the point

- Should deal with the known and thereby allow progress to the unknown to be taken in an integrated way

Tips about knowledge checks
- Do ensure the necessary knowledge is attained. Do not get bogged down with irrelevant and obscure technicalities
- Keep it realistic

Testing the Audience's Knowledge

There are a number of ways to check and test knowledge during sessions. Here are some:

- Fun quizzes
- Informal questions
- Questions at the end of pre-reads
- Self teaching packs
- Written tests
- Self questioning sheet with answers overleaf

GROUP FORMING EXERCISES

For effective audience-centered learning, you will often want to ask the participants to work together in groups, for example to share their experiences or solve a problem. Its important to get them working together as quickly as you can and facilitators find group forming exercises a helpful way to achieve this.

Here are four types of group forming exercise that will be explained in more detail a bit further on.

- Icebreakers

- Opening exercises

- Energizers

- Closure exercises

These activities can be used to help the development of a safe-learning environment and to maintain the cohesiveness of a group of learners. They do not actually teach the participants anything but they are useful in creating an atmosphere in which the participants are able to learn.

Icebreakers
These are often used to get an event started. They allow participants to know each other quickly and thus help to create a functional session environment.

Examples of Icebreakers

Typical exercises include facilitators and participants:

> ➢ Introducing themselves in turn to the whole group
>
> ➢ Interviewing each other for a short period in pairs and then introducing each other to the rest of the group
>
> ➢ Being given a list of descriptions about people and having to identify different individuals within the group to fit each description. (eg. Plays a musical instrument, likes walking, sings in the bath etc.)

Opening Exercises

Opening exercises are similar to icebreakers and are useful when opening up a further Civic Dialogue session to participants who may already know each other from previous events.

The exercises can be light hearted and may involve some form of simple activity. With a little imagination a good opening exercise can also relate back to work previously covered in previous sessions and/or act as an introduction to work yet to come.

Examples of Opening Exercises
- Each person describes something enjoyable or interesting they did since the previous session
- Each person recounts a significant issue that they recall from the end of the previous session

Energizers
At times when the energy levels in the group are low, these can be used to inject life into proceedings. Also, when the energy level is low, consider taking break.

Closure Exercises
Normally used at the end of a session, a closure exercise helps to maintain group cohesiveness.

Examples of Closure Exercises
- Participants and facilitator(s) all state the most positive thing they have gained from the group
- Everyone shakes hands with each other
- Each person describes the most important learning from the week

There are other options but whatever the particular focus, they help to establish or maintain group cohesiveness.

TIPS ABOUT GROUP FORMING DISCUSSIONS

- Know your group – many people may not be used to participant-centered methods and may initially feel uncomfortable with this type of activity
- These exercise should be short, simple and enjoyable

Activities for Large Groups

Next, some guidelines on teaching methods which normally involve all of the participants in the session rather than dividing the participants into smaller groups

Large Group Discussion

This can be used either to start or finish a session and equally, during any point you feel to be appropriate.

Tips about Large Group Discussions

- Monitor the level of involvement and enthusiasm in the group. In large groups it is all too easy for some participants to dominate discussions while others may be unable to make a contribution
- Consider making a brief note of any interesting comment made during a group discussion for you to return to later on.
- Give careful thought as to seating arrangements. Each participant should be able to see each other and if possible a circle is effective. If you can, try to sit within the circle
- Ensure the group keeps to the point and that the discussion is relevant.

BOARDBLAST

This is a creative problem-solving technique. Participants are invited to call out ideas in response to a given problem and these are quickly recorded, verbatim, usually onto a wipe-board or a flipchart.

It is important that this is free-flowing and spontaneous, the idea being that as existing ideas are expressed, so new ones are generated in a 'knock-on' effect.

It is important that the initial process is completed without debate or criticism so that as wide a range of ideas as possible can emerge.

When the ideas are exhausted discussion takes place and often the idea that seemed the most obscure on first sight could provide the impetus for the solution to the problem.

Tips About Boardblasting

- Whenever a boardblast is used, it should be developed beyond the board filling stage.
- You could write the responses down or you could invite one or more participants to do so but make sure to invite that person to contribute.
- If responses are slow it is good to give an idea or two of you own to prompt the participants
- A boardblast group needs to have sufficient members to generate a diversity of ideas but not be so large as to prevent everyone a chance to speak

SMALL GROUPS

By working in groups, participants can share their experiences, develop interpersonal skills and learn from each other. This section is divided into two parts. The first looks at ways in which groups can be subdivided into small groups and the second looks at activities which are normally associated with small groups.

Activities for Small Groups

Typical activities include:
- Discussing a case exercise (see related chapter)
- Role Playing (see related chapter)
- Answering a question or a set of questions
- Debating an issue
- Participants questioning each other
- Preparing a presentation
- Solving a problem

Buzz groups
Buzz groups is the term used to describe training where the participants are divided into small groups and tasked to work on an activity in separate parts of the same room.

The 'buzz' comes from the combined noise of separate groups discussing their tasks at the same time.

Your role as a facilitator is to monitor the work that is taking place. By careful positioning you can easily observe and listen to the groups without interrupting them and if necessary join a group to give guidance.

Tips on small group work
- Give careful thought to composition of the groups. Ask yourself if they are best formed at random or formed on the basis of who sits next to who or on the basis of gender. Etc.

- Give some thought as to how you will cope with different groups finishing their tasks at different times.

GETTING THE MESSAGE ACROSS

We all question people and questioning is a skill that is often taken for granted. However, for you as a Civic Dialogue facilitator to respond effectively to the needs of the participants, you must be able to assess how much they know about the subject of your session and understand their feelings. Questioning skills are very important to help you to do this.

You can use questions to make sure

- Participants are comfortable and ready to commence the session ;

- Check the participants learning as you go through the session;

- Involve them in the learning through the session.

You need to be able to distinguish between types of questions to use them to good effect yourself and these can be categorized as follows:

Closed questions

These questions will assist you to gather or check information. They tend to lead to very specific answers or to the answer 'yes' or 'no' Examples of closed questions are:

"Do you live in Basrah?"

"Would you like to break for lunch?"

"Can I help you?"

Open questions

These are likely to receive full answers

"What do you hope to achieve in this session?"

"Why did you do it that way?"

"Where will you find the information?"

"When did you move to Erbil?"

"Who might be able to provide an answer?"

"How can I help you?"

You will notice that all these open questions begin with "what" "why" "where" "when" and "who". They are six very useful ways of starting to develop open questions.

Additionally there are three questions that really encourage participants to share their thoughts and feelings.

"Could anyone **explain** that please?"

"Please **tell** me about it?"

"Let's go through that again. **Please describe** to me what happened?"

PREPARING AND PRESENTING CASE STUDIES

A facilitator could use a case exercise as the basis for a large group discussion or as a problem for participants to analyze in small groups or as an individual task.

A case exercise is usually a short scenario that is considered by the participants and covers a specific learning point. Case studies are simple in their construction and are often used to address a certain point. They can be created or adapted by the facilitator to suit the particular session.

Participants could be given a copy of the situation as a handout that might include instructions outlining what they are being asked to consider.

The facilitator could approach this in a number of ways:

- Instructions following the scenario could be left very open ended, eg: "Discuss"

- Could be far more specific: "What does this have to do with human rights?" or "What would you do if you were this person?" or "What can be done about this problem?"

Tips about Case Exercises

Case exercises can be:

- Either real or realistic incidents drawn from a variety of sources e.g. newspaper and magazine articles;

- Visual, e.g. photographs;

- Constructed so as to integrate a number of the themes developed as part of the civic education program;

- Constructed so as to focus on either very general or specific areas.

Example

Two well established large families in your community are in dispute over the ownership of some land that lies between the two households. The land is a strip of rough ground about a hundred meters long and 20 meters wide and each family wants to claim the land by erecting fencing around the land.

Arguments have flared up on numerous occasions and recently these have become openly hostile. On one occasion, teenage sons from each family had a fight with each other and both were quite badly injured. On another occasion, some temporary fencing erected by one of the families, was burnt down during the night. Although the culprit was not identified, suspicions

are high. Feelings are running very high and there is a lot of anger and tension in the air.

The authorities are disinterested in the case and claim to have more important matters to deal with.

You are neighbors of the families and in fact, you like both families very much. The husbands and wives from each family have confided in you that the dispute is making them very anxious but they feel a lot of anger towards their neighbors and do not wish to speak to them.

A group of you have now got together in a house and are discussing the situation.

A facilitator could use this case exercise as the basis for a large group discussion or as a problem for participants to analyze in small groups or as an individual task.

Participants could be given a copy of the situation as a handout that might include instructions outlining what they are being asked to consider.

The facilitator could approach this in a number of ways:

- Instructions following the scenario could be left very open ended, eg: "Discuss"

- Could be far more specific: *"What does this have to do conflict resolution?"* or *"What would you do if you were a member of one of these families?"* or *"What can be done about this problem?"*

Tips About Case Exercises

Case exercises can be:

- Either real or realistic incidents drawn from a variety of sources e.g. newspaper and magazine articles

- Visual, e.g. photographs - A good case exercise can be based on just one descriptive photograph.

- Constructed so as to integrate a number of the themes developed as part of the civic education program

- Constructed so as to focus on either very general or specific areas

DESIGNING AND CONDUCTING A ROLE PLAYING SESSION

Role Playing is a valuable learning method as it gives the participants the opportunity to see a simulated event take place that they can then discuss to find solutions or learning in a wider context.

Role plays are simple to put together and if run well, are enjoyable for the participants as well as being a good learning mechanism.

This section will look at how you may wish to design a role play and how to go on to actually run the event.

Role Play Design

For the purpose of this exercise let us assume that you intend running a session on 'Minority rights and tolerance' and during the session, you wish to reinforce some key issue points of the subject material through a dialogue between three people. You have decided that you would like your 'actors' seated together and to follow a scripted conversation.

You will need to do the following:

1. Write a simple script for each 'actor' to follow. It should contain the point you are trying to make in a simple way that is easy to read and remember by the role-play actors. Examples are set out overleaf.

2. Write a set of questions for the other participants to consider as the role-play takes place. These people are the 'observers' and it is their contributions and opinions that will matter.

3. Make some notes of how you will set up the role-play in terms of room layout. You may wish to have three chairs placed in the centre of the room where your 'actors' will be seated during the role-play, or you may wish them to be standing or moving around.

4. You will also need to consider who would be the right personalities to carry out the role-play. Avoid shy or very extrovert participants as they may not convey the message properly.

Advance Preparation

During the session in which the role-play is to be performed, you should identify three participants who are willing to be the 'actors.' It is advisable to do this well in advance of the role-play to give you sufficient time to properly brief each person.

Consider how the message can be best conveyed to the other participants to ensure that everyone can see and hear what is going on. You will need to consider if it is best to place two chairs at the front of the room or perhaps have the participants seated in a circle around the role actors.

Running the role-play

- You are now ready to begin this stage of the session and you have three volunteers willing to be your actors. You have set up the room ready to begin.

- It is advisable to have your actors leave the room while you speak to the participants.

- You should brief the audience as to what will follow and request each person to listen quietly and carefully to the conversation.

- When everyone has settled down, bring in the actors and allow the scripted dialogue to take place.

- Once the scripted conversation has finished, thank the actors (a round of applause may be appropriate) and have them sit with the other participants.

- The learning is what now follows and you should ask the participants to comment on each of the questions previously prepared.

Tips for Role Play Design

- Avoid using people's real names – it is too personal.

- Brief the role actors away from the rest of the group.

- Sometimes it is best to give the group a short break to enable you set up the room and prepare yourself and the actors.

- Inform participants to refrain from intervening during the exercise.

- Do not allow the role play to continue beyond the point when the points you wish to make are achieved. Most role-plays only last for a few minutes or shorter.

- When asking questions following the role-play, you should try to ask open questions such as, "tell me," "explain to me," "describe to me"

Example I Role Play Script

Minority Rights and Tolerance

1. Role actor script - employer

2. Role actor script – employee

3. Role actor script – customer

4. Observer questions sheet

Example I - Role Play Script

Minority Rights and Tolerance

1. Role actor script - Employer

You are the owner of a wholesale food supply shop in the centre of a large town. A number of different ethnic communities live in the town and you belong to the largest ethnic group.

You are well known in your community and you employ a member of staff who deals with the customers. You need to employ another member of staff to look after the stores and you are in discussion your assistant as to who to employ.
You do not want to employ anyone from a different community than your own

When asked by your facilitator say the following to your employee

"I need to hire a new person to look after the stores do you know anyone who has good experience of this sort of work?"

When you receive a reply from your employee, say

"I only want someone like us who we can trust"

When you receive a reply from the customer, comment,

"If they are from the wrong side of town I cant rely on them can I ?"

Example I - Role Play Script

Minority Rights and Tolerance

1. Role actor script - Employee

You are an employee working in a wholesale food supply shop in the centre of a large town. A number of different ethnic communities live in the town and you belong to the largest ethnic group.

You have worked in the shop for a number of years and you mainly deal with the customers coming into the shop. Your manager wants to employ another member of staff to look after the stores and you are in discussion as to who to employ.

When spoken to by your manager reply with the following comment,

"I know someone from the other side of town who has experience of stores I can arrange for both of you to have a chat."

When you receive a reply from your manager say,

"I know this person has the experience and skills to do the job"

Example I - Role Play Script

Minority Rights and Tolerance

1. Role actor script - Customer

You are a resident living in the outskirts of a large town and have come into a shop that sells wholesale food supplies in the centre of town. A number of different ethnic communities live in the town.

You are sitting in the shop and next to you is the manager and shop assistant who are having a discussion about employing a new member of staff.

When the employee comments, "I know someone from the other side of town who has experience of stores I can arrange for both of you to have a chat."

Reply to both manager and employee, with the words,

"My friend over the other side of town is very experienced in stores work."

When the manager says, "If they are from the wrong side of town I cant rely on them can I?"

You reply to both manager and employee with the words,

"Which is the correct side of town then?"

Example I - Role Play Script

Minority Rights and Tolerance

1. Observer Sheet

During the course of the role-play you are asked to consider the following questions

1. What does the manager say that makes clear his/her judgment on who and who not they wish to employ?

2. Consider how this may not be within the principles of minority rights

3. Consider the effect this may have on the customer

4. Consider the effect this may have on the managers business

Example II Role Play Script
Citizens and Activists

A CSO activist might be a door to door exercise whereby participants are divided into groups of citizens and activists. Activists prepare a script, which includes how to greet the citizen and what basic information about the CSO will be communicated to them. Then activists try to deliver their CSO's message or try to encourage a citizen to participate in a CSO activity. A typical door script looks like this:

Activist:	Good Morning
Citizen:	Good Morning
Activist:	My name is _____ and I represent the _____ which is a CSO doing _____. We are here today to talk to you about _____. Do you have a minute or two to discuss our CSO mission?
Citizen:	Just for a minute, I need to wash the children's clothes
Activist:	Great, Our CSO is working on _____ and our mission is _____. What do you think of our activities and mission?
Citizen:	Sound nice, but I don't have any money
Activist:	No no, we don't want money, just your support and promise to vote on Election Day. Do you have a moment to fill out our questionnaire?
Citizen:	No I am very busy.
Activist:	Ok then, maybe I can come back later?
Citizen:	Ok, that will be fine
Activist:	Well then, what time works best for you?
Citizen:	Tomorrow at noon.
Activist:	Very good, we will see you tomorrow, please have this brochure and I'll be happy to answer any questions you have when we meet tomorrow. Good day!
Citizen:	Good day!

Now this was an example of a successful door to door role play exercise. To make things more challenging, encourage your participants to play their role as "citizen" differently each time, playing an "angry" citizen, an "enthusiastic" citizen, an "over-talkative" citizen, etc. The main objective of the role play exercise is to accomplish the goal set out which is usually to deliver the information and accomplish a task such as filling out a questionnaire. Typically participants need 3-5 role play exercise to demonstrate and accomplish the goal. The first group to do the role play is usually shy, unsure how to get their message out. By the 3rd, 4th, or 5th role play exercise, participants are confident as they learn from those before them. This teaches another important part of the role play exercise, that experience and confidence comes from PRACTICE.

HANDLING YOUR NERVES

It is natural to feel nervous prior to making a presentation or facilitating a meeting. In fact many very experienced public performers say that the energy produced from feeling nervous helps them perform better. The secret is to harness and use your nervousness to your advantage rather than let it get on top of you.

The more presentations we make the less unusual it feels, and the more comfortable we become. Over time our nerves will diminish.

Below is a list of some of the common nervous symptoms (you'd be very unlucky to suffer all of them at once!). Also listed are some practical things you might want to try to handle your nerves.

Some Symptoms of Nervousness

- Sweating
- Shaking or trembling
- Speaking faster (or slower), louder (or quieter)
- Mumbling
- Higher pitched, or squeaky voice
- Increased heart rate
- Faster and shallower breathing
- Fidgeting, fiddling and twitching
- Awkward or exaggerated body movements
- Tension
- Indigestion
- Stomach upsets
- Mind going blank
- More irritable, stern or aggressive in manner.

Remember, things never look as bad as they feel. Very often our nerves don't show at all.

Coping with Nerves - Some Ideas to Try

- Prepare, prepare, prepare - there is no substitute
- Meet your audience in advance - make them less of an unknown quantity
- Super-prepare the first 5 minutes - get off to a good start
- Rehearse and practise - try out your talk on others and get positive feedback
- Try visualisation techniques - in your mind 'see' how positive it will be
- Get there early - get a feel for the venue and greet people as they arrive
- Develop a routine - be organised

- Have water to hand - and drink it if you need to!
- Practice relaxation and breathing exercises - get control of your body
- Don't be afraid of pauses - refer to your notes as you need to
- Project your voice - speak to the back of the room and slow down
- Use natural body language - be yourself, don't mimic other people
- Have a confident upright posture - practice standing straight and balanced
- Expect to do well - think positively
- Enjoy it!

HANDLING AWKWARD SITUATIONS

This is not an exhaustive list but for each you will find some possible courses of action. The most important consideration is to choose the most appropriate one to help your participants move on.

Situation
- Someone walking out half-way through and not returning.

Possible Action
- Find out why during breaks
- Ask a friend in the group to check if they're OK
- Ask the group if they know where 'x' has gone and if there's a problem

Situation
Forgetting Your Point

Possible Action
- Prepare well
- Pause - have a drink of water
- Give the group a minute to reflect on/review the learning
- Admit to it: "What was I going to say?"

Situation
- No response from the group

Possible Action
- Check out understanding e.g., "Is that OK so far?"
- Ask open questions
- Use a 'must talk' technique e.g., brainstorm/pairs discussion
- Be persistent, don't be tempted to go back into input too quickly
- Ask why?

Situation
- The 'Heckler'

Possible Action
- Treat as though the questions are valid
- If they continue, choose from options: approach the person during the break or acknowledge the behavior during the session e.g., "You seemed annoyed about ..."
- Give people space to speak - then move on.

Situation
- The Continual Questioner

Possible Action
- State your questions policy at the beginning

- Treat all questions as valid
- If disruptive and/or time is short, offer to deal with questions at the end or after the session.
- Ask if those who have spoken less have any questions.
- Value their contributions and ask others for **their** views.

Situation
- The 'Know-All'

Possible Action
- Use their knowledge and experience where possible (if it is genuine)
- If it is just attention seeking, give them some attention at break times.

Situation
- Friction in groups

Possible Action
- Alter groups for future sessions
- Allow participants to choose own groups
- Give them a 2 minute break
- Stay with group and mediate.

Situation
- Learners falling asleep during session

Possible Action
- Tell participant you've noticed this and ask if there is a problem
- If it persists, explain it is becoming a distraction to others in group
- Introduce energisers
- Change what you are doing - introduce more participation, have a contingency exercise in mind.

Situation
- You do not know the answer to a question

Possible Action
- Admit it - offer to find out for the learner
- Ask if anyone else knows the answers
- If you can make a **good** guess then make it and say it is a guess (then check it out)

VI. Democracy Dialogue Background and Facilitator Support Materials

What is Democracy

Goal:

Promote greater understanding and awareness of the concept of democracy, the relationship between freedom and responsibility and discuss the role of the citizen in the democratic process.

Objectives:

1. Define the concept of democracy
2. Introduce the essential elements of democracy
3. Describe the different types of democracy
4. Explain the concept of rights and responsibility
5. Debate the benefits of democracy
6. Discuss how citizens contribute to the democratic process
7. Compare contemporary democracies to Iraq

OBJECTIVE 1

Define the Concept of Democracy

Democracy is government by the people in which power is vested in the people and exercised directly by them or by their elected agents under a free electoral system. In short, "democracy is a government of the people, by the people, and for the people."

Democracy is a set of rules for managing conflict. This conflict must be managed within certain limits and result in compromises, consensus, or other agreements that all sides accept as legitimate.

The word "Democracy" comes from the Greek derivative "Demos" which mean "the People" and the word "Cratos" which means "Authority."

OBJECTIVE 2

What are the Essential Elements of Democracy?

- **Popular Sovereignty:** The people are the ultimate source of the authority of the government.

- **Popular Consent:** The government derives its right to govern from the people's consent.

- **Constitutional Limits on Government:** The powers of government are limited by law and a written or unwritten constitution which those in power obey.

- **Majority Rule and Minority Rights**: Although "the majority rules," the fundamental rights of individuals in the minority are protected.

- **Guarantee of basic rights:** Protection of certain basic or fundamental rights is the primary goal of government. These rights may be limited to life, liberty, and property, or they may be extended to include such economic and social rights as employment, health care and education. Documents such as the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child enumerate and explain these rights.

- **Free and fair elections:** Elections insure that key positions in government will be contested at periodic intervals and that the transfer of governmental authority is accomplished in a peaceful and orderly process.

- **Equality before the law:** The law does not discriminate on the basis of unreasonable and unfair criteria such as gender, age, race, ethnicity, religious or political beliefs and affiliations, class or economic status. The law applies to the governors as well as the governed.

- **Due Process of Law:** Individual rights to life, liberty, and property are protected by the guarantee of due process of law.

- **Freedom of Conscience and Expression:** A constitutional democracy includes among its highest purposes the protection of freedom of conscience and freedom of expression.

OBJECTIVE 3

What are the Different Types of Democracy?

- **Direct:** All citizens, without interference of elected officials, can participate in making public decision making. This type of democracy was first practiced by ancient Athens, the world's first democracy. Direct democracy can realistically only be practiced in small groups: Labor Unions, Clubs, Town Hall Meetings, and Neighborhood Groups. It is not possible to have a country's whole population be involved in all government decisions. that is why a constitution can limit the powers of government in order to guarantee the rights of citizens who are not in the government.

- **Indirect:** The most common form of democracy is representative, whereby citizens elect representatives to make political decisions, formulate laws, and administer programs for the public good. These officials act in the name of the People and can deliberate on complex issues that require an investment of time and energy that is often impractical for the average voter. Because these people make decisions on behalf of voters, it is very important that voters participate in the process of electing the most qualified women and men to represent them.

OBJECTIVE 4

Define the Concept of Rights and Responsibility

Democracies rest upon the principle that government exists to serve the people; the people do not exist to serve the government. In other words, the people are citizens of the democratic state, not its subjects. While the state protects the rights of its citizens, in return, the citizens give the state their loyalty.

Under an authoritarian system, such as the Baathist rule, the state demands loyalty and service from its people without any reciprocal obligation to secure their consent for its actions.

Citizens are born with certain basic rights. Citizens should understand their rights but they also must accept, protect and enhance their responsibilities. Citizens have many responsibilities, including:

- Citizens must educate themselves.
- Citizens must demonstrate tolerance for opposing views and exercise compromise when necessary in order to reach mutual agreement.
- Citizens must exercise their rights not only as individuals but also as part of a society.
- Obey the requirements of the society, such as military service or tax paying.

OBJECTIVE 5

What are the Benefits of Democracy?

- The role of the government is clearly defined.
- Constitutions limit the powers of government and guarantee the rights of all citizens who are not in the government.
- Private organizations can act independently, free of government control.
- People are free to criticize government and hold it accountable for its actions.
- People live in an environment where free speech, cultural expression, practice of religious faith and scholarly research are encouraged.

OBJECTIVE 6

How Can Citizens Contribute to the Democratic Process?

- Join a non-governmental organization advocating social reforms
- Become an election candidate or help with a political campaign
- Advocate reforms by joining or starting a non-governmental or political organization
- Respect the opinions and beliefs of others
- Educate yourself and others about their rights and responsibilities in an open society.
- Contribute an article to a newspaper opinion page
- Encourage ways for more frequent public consultation and input into government policy-making.
- Support grassroots community development activities

OBJECTIVE 7

Compare Contemporary Democracies

Cambodia: Since 1993, Cambodia has put elements of democracy into practice. Good examples are: multiple parties, free and fair elections, free press.

Croatia: Since its independence in 1991, Croatia spent ten years engaged and/or recovering from war. In Jan. 2000 Croatia started its transition to Democracy by electing the coalition of democratic parties to parliament. Croatia is now building political, judicial and civil institutions which reflect its particular vision for the future. Croatia however has made uneven progress and has not fully consolidated in its democratic institutions.

Bahrain: A National Action Charter created a bicameral legislature on 23 Dec. 2000 which was approved by a referendum on 14 February. Municipal elections followed in May 2002. The amended constitution created a legislative authority (National Assembly) consisting of two equal number of chambers, an appointed and an elected. Legislative elections followed in October 2002 where an elected parliament was selected by ballot.

Additional Talking Points:

- Democracy itself guarantees nothing. It offers instead the opportunity to succeed as well as the risk of failure.

- Democracy is both a promise and a challenge. It is a promise that free human beings, working together, can govern themselves in a manner that will serve their aspirations for personal freedom, economic opportunity, and social justice. It is a challenge because the success of the democratic enterprise rests upon the shoulders of its citizens and no one else.

- Government of and by the people means that the citizens of a democratic society share in its benefits and in its burdens. By accepting the task of self-government, one generation seeks to preserve the hard-won legacy of individual freedom, human rights, and the rule of law for the next. In each society and each generation, the people must perform the work of democracy anew--taking the principles of the past and applying them to the practices of a new age and a changing society.

Questions for Dialogue:

- What are the pros and cons of democratic government?

- What is the difference between collective and individual rights?

- What are the challenges of forming a democratic government in Iraq? How can these challenges be overcome?

- How much authority should ethnic, tribal or religious groups have in a future Iraqi government?

- Can Islam and Democracy coexist? Discuss the models of Tunis, Egypt, Iran, Bangladesh, Jordan, Indonesia and Turkey. What will be the role of Islam in the future governing of Iraq?

- What is the role of NGOs and CSOs in supporting the democratic process?

- What is the role of the media in a democracy?

Legal and philosophical origins of democracy
Facilitation Tool for Democracy Dialogue

Marc Lemieux

LGP Mosul

International law on good governance

1945 UN Charter:

Article 1.3: "To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion "

1948 Universal Declaration of Human Rights:

Article 21 (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives; (2) Everyone has the right of equal access to public service in his country; (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

1966 International Covenants on Civil and Political Rights:

Article 25: (a) To take part in the conduct of public affairs, directly or through freely chosen representatives; (b) To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors; (c) To have access, on general terms of equality, to public service in his country.

1980 Organization of American States (OAS) General Assembly:

Resolution 510 recognizes the democratic system of government as the foundation of political society

1981 African Charter on Human and Peoples' Rights: Article 9, freedom of expression; Article 10, freedom of association; Article 11, freedom of assembly;

Article 13. 1. Every citizen shall have the right to participate freely in the government of his country, either directly or through freely chosen representatives in accordance with the provisions of the law. 2. Every citizen shall have the right of equal access to the public service of his country. 3. Every individual shall have the right of access to public property and services in strict equality of all persons before the law.

1989 Council of Europe:

Since 1989, its main job has become: acting as a political anchor and human rights watchdog for Europe's post-communist democracies, assisting the countries of central and Eastern Europe in carrying out and consolidating political, legal and constitutional reform in parallel with economic reform, providing know-how in areas such as human rights, local democracy, education, culture and the environment.

The Council of Europe's Vienna Summit of October 1993 set out new political aims. The Heads of State and Government cast the Council of Europe as the guardian of democratic security - founded on human rights, democracy and the rule of law.

Established in 1949, the CoE objectives are to defend human rights, parliamentary democracy and the rule of law, develop continent-wide agreements to standardise member countries' social and legal practices, promote awareness of a European identity based on shared values and cutting across different cultures.

1990 Conference for Security and Cooperation in Europe (CSCE, today OSCE), Copenhagen Document, paragraph 7:

To ensure that the will of the people serves as the basis of the authority of government, that participating States will

7.1 - hold free elections at reasonable intervals, as established by law;

7.2 - permit all seats in at least one chamber of the national legislature to be freely contested in a popular vote;

7.3 - guarantee universal and equal suffrage to adult citizens;

7.4 - ensure that votes are cast by secret ballot or by equivalent free voting procedure, and that they are counted and reported honestly with the official results made public;

7.5 - respect the right of citizens to seek political or public office, individually or as representatives of political parties or organizations, without discrimination;

1991 UN General Assembly (UNGA) resolution 46/137 (17 December):

Enhancing the effectiveness of the principle of periodic and genuine elections

-difference btw UNGA, UNSC resolutions (normative vs legally binding)

UN DPKO, some UN missions with an electoral support mandate: Namibia (1989), Angola (1992), Cambodia (1993), El Salvador, Mozambique (1994), Kosovo (2000), East Timor (2001),

ASEAN principle of non-interference (respected until 1999: East Timor, Myanmar)

2001 ICISS report: the Responsibility to Protect (inverts immunity of state sovereignty)

2002 Summit of the Americas, declaration on democratic conditionality

Political philosophy:
Basis for the idea of government and for promoting democratic states:
(principally for university audience or mature groups)

Thomas Hobbes (Britain):

Man lives in a brutish Darwinist jungle, a constant "state of war". In such circumstances, life is short and violent; self-preservation is the priority. Man can escape the horrors of this anarchy by forming a state structure, to guarantee his family's survival.

Two questions:

1) why democracy is desirable

2) how can societies achieve democracy

Immanuel Kant (Germany)

States can achieve perpetual peace among themselves, if

these 3 factors exist:

--Republican Government (rule of law and democracy, in today's words) as opposed to monarchies. Peace is nurtured because republics use caution when making foreign policy decisions. They are more deliberative. Citizens, those whose taxes must pay for war and fight in it, have a say in such decisions; therefore democracies will be more cautious.

--Pacific Union: respect among democracies. Democracies respect other democracies, because they see them as representative of their citizens' will. This respect allows democracies to join in a pacific union (interpreted by some as international organization)

--Cosmopolitan Law: citizens of other countries will be treated properly when they engage in trade. The more trade there exists among countries, the less likely they will want to risk such economic advantages by fighting other trading states. War hurts trade.

Kant says if these three conditions exist, democratic states won't fight with one another. Absent one of these, perpetual peace is not possible.

Since democracies rarely fight each other, trading nations advancing their interests agree to international treaties.

Jean Jacques Rousseau (France): Given the dangers of ever-present war, citizens agree to the existence of a "social contract" among themselves. Mankind joins political union for his protection thus renunciating certain individual freedoms. A communitarian type of democracy / socialism.

Hedley Bull (Australia): in an anarchic world, like men joining Rousseau's "social contract", states join an association in order to secure their survival under rules (international law), by interdependence, by a mutual relationship between governed and government. Order depends on states acting in the name of the citizens which constitute them. An international society provides the rights of interdependence, security and prosperity.

There are three major approaches to understanding state behavior:

- States as primary actors in world, limited resources, national interest = realism

1648 Treaty of Westphalia: (30 yr war) = system of sovereign states, temporary alliances

- Post-WW One era: League of Nations, collective security of states, international treaties / laws / organizations = liberal institutionalism

- Coalitions of the willing, based on common values / interests of states = constructivism (since Kosovo)

What Are Human Rig...

Goal:

Understand the concept of human rights, appreciate the importance of human rights and recognize the mechanisms for protecting human rights.

Objectives:

1. Define the concept of human rights
2. Explain the role of international law in protecting human rights
3. Discuss the causes and consequences of human rights violations in Iraq
4. Suggest practical measures for citizens and civil society organizations for promoting good human rights practices

OBJECTIVE 1

Define the Concept of Human Rights

The United Nations Defines Human Rights as:

> *"Human rights are the rights and freedoms that allow us to fully develop and use our human qualities, our intelligence, our talents, and our conscience and to satisfy our spiritual and other needs. They belong to everyone and are the equal and inalienable rights of all members of the human family."*

Human rights are rights that are based on human values and principles of respect, justice and dignity that belong equally to all people, irrespective of race, gender, disability, age etc. These rights belong to us by virtue of the fact that we are all born humans. They are universally recognized, that is, human rights are respected and protected all over the world.

Human rights include civil rights such as the right to life, liberty, equality and fair trial. Political rights include the right to vote and freedom of association and speech. Social rights include freedom from discrimination and the right to education and health care. Human rights are non-dirigible i.e. you can't have some rights and not have others.

OBJECTIVE 2

How Can International Laws Protect Human Rights

While every country has the right to decide its own domestic affairs without interference from other countries, it also has a legal and moral obligation to protect the inherent rights of its citizens to be free and equal, to live in dignity.

International laws exist to help protect the human rights of every person, even when their own government does not.

OBJECTIVE 3

Understand the consequences of human rights violations

Human rights violations have a very direct - mostly inhibiting - effect on a society and state's capacity to manage conflict, to develop and to democratize.

States that don't pursue policies toward the protection of human rights will face

- The rise of pro-democracy, civil liberty groups and other politically-active civil society constituents
- Growing unrest among labor, students, academics, media
- The determination of minorities and other previously-marginalized and excluded groups to stop a relapse to a system of unfettered domination.
- Declining interest – and often ability- by the (upper) middle class to participate in the political and economic life to the detriment of the population in general

OBJECTIVE 4

How Can Citizens and Civil Society Promote Respect for Human Rights?

- Citizens can collaborate with regional organizations and international organizations in advocating and promoting good human rights practices, and in monitoring human rights improvements.

- NGO's can use public/mass education to encourage tolerance, respect and protection of rights.

- NGO's can advocate for peace and human rights education inside and outside schools and universities.

- Schools and universities can help to educate their citizens on human rights. In turn, an educated citizenry can place greater pressure on their own governments to respect human rights at home and to monitor/intervene abroad to prevent human rights tragedies.

- Local and international NGOs can ensure transparency and accountability in their work and procedures in order to avoid accusations of paternalism and corruption. Mutual codes of conduct are crucial to that effort. These codes should emphasize professionalism, non-partisanship and political independence.

- Civil society can address issues heavily affected by apathy. In this context, they can play a critical role in advancing a social dialogue to promote unity, tolerance, reconciliation and mutual understanding.

Additional Talking Points:

1. Discuss the causes and consequences of human rights violations in Iraq.

   - "Causes" refer to the political, economic and cultural roots of human rights violations. These are the political institutions, economic structures, and cultural environments that give rise to ill-functioning governing systems, a culture of distrust and lack of basic services.

   - "Consequences" refer to the impact of human rights violations on conflict resolution efforts, democratization and economic development.

2. Although the government of Iraq has ratified most international human rights instruments, the application of these laws to the full, long-term benefit of its people has yet to be realized.

   The major international human rights instruments (and Iraq's status) are:

   - 1945 United Nations Charter, Iraq joined UN in 1945

   - 1948 Universal Declaration on Human Rights

   - 1966 International Covenant for Civil and Political Rights, ratified by Iraq in 1976

- 1966 International Covenant for Economic, Social and Cultural Rights, ratified by Iraq in 1976
- 1965 Covenant on the Elimination of all Forms of Racial Discrimination, ratified by Iraq in 1970
- 1979 Convention on the Elimination of all Forms of Discrimination against Women, ratified by Iraq in 1986
- 1984 Convention against Torture and Other Forms of Cruel, Inhuman and Degrading Treatment or Punishment, not ratified
- 1989 Convention on the Rights of the Child, ratified by Iraq in 1994

3. Why should human rights be promoted?

The promotion and protection of human rights has a direct and positive effect on political stability, development and democratization processes.

Enforcement of fair procedures in public institutions increases hopes by all minority groups that institutions will adequately address their concerns. Such measures prevent and minimize the chances of escalating differences and further violence. The protection of individual security and property rights, and the development of a fair and just judicial system encourage economic growth and foreign investment, thus minimizing black market activities. Freedoms of expression and association are critical (to) the development of political plurality. they are crucial rights for effective and lasting democratization processes.

4. Discuss the history of human rights in Iraq
- Who are human rights heroes from Iraqi history, people that worked for peace, understanding and reconciliation
- What happened with human rights in Iraq during the Saddam regime

Questions for Dialogue:
- What are some basic human rights? Which are the most important?
- Which human rights are in the Universal Declaration of Human Rights?
- What is the relationship between basic needs and human rights?
- What is the relationship between human rights and democracy?
- What is the difference between civil, political and social rights? Do you think one set of rights is more important than the other?
- How can international organizations help in the enforcement of human rights?
- Do you think international organizations should intervene, with force, into a state where human rights are being seriously violated?

Methodology of teaching of Human Rights

Step 1. Ask the participants to help you make a list of all the basic needs that are inherent in being a human being. This step can build on a discussion of how human beings are distinguished by their characteristics from various animals and other living things.

Step 2. Use the buzz group method or break up participants into groups, one for each need, reporting back whether they think the one need on which they focused is, in fact, met in our society. Characterize our society as to whether it allows individuals to meet their needs, use their potentialities and helps them develop their qualities as human beings?

Step 3. Ask each group to envision and characterize the goals of a society which they think will allow them to use and meet their basic needs and to develop their potentialities as human beings.

Step 4. Ask each group to report back its discussion through a few words. Listening to these presentations, the facilitator should construct a chart divided into three columns: (1) characteristic basic needs of a human being; (2) characteristics of the present society and whether the identified needs are met for most people; and, (3) characteristics of the desired goals for society.

1. NEEDS	2. FACTS	3. GOALS	4. RIGHTS
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Step 5. Constructing a new column (4), the facilitator shows the different human rights needed to enjoy, to protect and to enhance one's dignity. Explain that for every basic need there is a corresponding human right, introduced in

Step 6. Open a discussion about column 2, where human rights violations may be identified, and column 3, which gives a glimpse of what lies ahead if and when human rights are finally respected, protected and promoted. Ask members of each group previously formed to look at needs, and what could be done in our society to meet basic human needs and protect human rights?

A Brief History of Human Rights under Saddam

by the Iraq Foundation

Iraq was a police state on the fascist model from July 1968, when Saddam Hussein and his collaborators seized power in the name of the Ba'th Party, until the defeat of the regime in April, 2003. The state was built on an interlocking framework of internal security organizations, secret intelligence services, Ba'th party security apparatus, with additional layers of military and militia organs designed for internal repression....

The history of internal repression was a story of repeated state violence against the Iraqi people, mass murder, execution, torture, extra-judicial detention, rape, forced displacement and deportation. In pursuit of the hegemonic appetite of its leader, the regime forced Iraqis into two wars that killed hundreds of thousand of Iraqis, ruined Iraq's economy, and robbed Iraqi children of their future.

State violence was practiced against any form of real or imagined political opposition or rivalry. Thus some of the first victims of the regime were military officers who had aided the Ba'thist coup of 1968. Non-Ba'thists were purged from state institutions. Fellow Ba'th party members who were viewed as possible future rivals were either removed or liquidated. Elimination of Ba'thists continued throughout the 1970s, and was stepped up on the accession of Saddam Hussein to the presidency in 1979. Finally, the party became a pliant tool in the hands of a single individual.

In 1971 the regime began its campaign of deporting Iraqi citizens to Iran, which was to continue into the 1980s. The campaign gathered additional momentum in the late 1970s and early 1980s. Estimates put the number of people deported at 250,000-300,000, including Arabs, Kurds, and Turkoman, almost all of them Shi'a. Shi'a religious scholars were executed throughout this period.

In 1975, the regime waged its first war against the Kurdish citizens of Iraq, forcing thousands to flee to neighboring countries. In 1987-88, the regime carried out the notorious "Anfal" campaign, an operation of extermination that killed thousands of Kurds, with 100,000-180,000 more deemed "disappeared". Waves of Kurds fled across Iraq's borders to avoid the pursuit of the Iraqi army.

In 1978, the Iraqi regime turned against the Iraqi Communist Party and carried out a wave of mass executions and detentions against ICP members. ICP sources estimate the number of members killed at 7,000.

In 1988 the regime used chemical weapons against the Kurdish town of Halabja, killing over 5,000 civilians and leaving a legacy of environmental poisoning that affects newborns even today.

In March 1991, immediately following the Gulf war, the Iraqi regime turned its Republican Guard units against citizens who had risen in rebellion against the regime's oppression. Two million Kurds fled across the mountains into Turkey and Iran, as many children and elderly died of exposure and starvation. In the south, the regime's then defense minister boasted that the Republican Guard had killed 300,000 people. Conservative estimates place the number of dead at 30,000.

From 1992-1995, the regime waged a military and environmental campaign against the ancient region of the southern marshes, draining the waters, burning villages, killing and arresting civilian inhabitants. As many as 300,000 marsh Arabs are believed to have been driven away from their homes. Many thousands were forced to flee to Iran, where they lived in refugee camps. Until its demise, the regime continued to wage war on the inhabitants of the region surrounding the marshes: villages were razed, inhabitants were killed in shelling and men were jailed.

From 1992 until downfall, the Iraqi regime conducted a campaign of ethnic cleansing against Kurds and Turkomans in the Karkuk province (Ta'mim). Several thousand families were evicted from their homes, stripped of their identification cards (and their ration cards), lost their property and possessions, and told to leave the area.

Human rights abuses by the state were practiced daily in Iraq, against all sectors of the population indiscriminately. The prisons were overflowing, and the regime periodically conducted "prison-cleaning": mass executions to reduce the population of inmates. Officers and officials were executed regularly for their alleged involvement in conspiracies. Families were thrown out of their homes, stripped of their assets and forcibly deported to other parts of the country.

In 1993, the International Commission of Jurists said that there was "sufficient evidence of the fact that torture has become widespread in Iraqi prisons" and deplored the fact that Iraq "disregards the most important right, namely the right to life." The UN Special Rapporteur on Human Rights in Iraq said in November 1999: "Extreme and brutal force is threatened and applied without hesitation and with total impunity to control the population" and frequently expressed the sentiment that under Saddam the human rights situation in Iraq was worse than in any country since the end of World War II.

all human rights for all

FIFTIETH ANNIVERSARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

1948-1998

Universal Declaration of Human Rights

*Adopted and proclaimed by General Assembly resolution 217
A (III) of 10 December 1948*

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights.They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Minority Rights and To

Goal:

Greater understanding and awareness of minority rights and tolerance in Iraq and the responsibility of the new government to protect the rights of minorities.

Objectives:

1. Define the concept of minority

2. Explain the rights of minorities

3. Identify minorities in Iraq

4. Discuss ways to learn tolerance

5. Examine the acceptance of minorities in society

6. Discuss the importance of minority protection

OBJECTIVE 1

What is a minority?

The word minority is interpreted differently in different societies.

International law has so far provided us with no universally accepted and binding definition of a minority, and efforts by the United Nations to define a minority have proved unsuccessful.

However, according to the International Convention on Civil and Political Rights:

In those states in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practice their own religion, or to use their own language.

- Article 27 of the 1966 International Convention on Civil and Political Rights (ICCPR)

OBJECTIVE 2

What rights do minorities have?

Democracies are created to protect the inalienable rights of human kind since the self-evident truth holds that all men are created equal, that they are endowed by their Creator with the right for life, liberty and the pursuit of happiness.

Frequently minorities rights are marginalized, and minorities are under overt or covert discrimination, without power, unable to take decision over their own destiny, they may be exposed to extremes of racial abuse. Democracies rest upon the principle that government exists to serve the people without discrimination.

While the state protects the rights of its citizens, in return, the citizens give the state their loyalty, and minority rights are to be protected so that minorities give the state their loyalty. As a result, frequently, minorities do not want to be assimilated through insensitive "mono-ethnic" state policies. Securing Minority representation in Government is praiseworthy.

OBJECTIVE 3

What are the minority groups in Iraq?

The people who live in Iraq include a number of ethnic groups, physical types, and languages. According to 1993 estimates, the total population of Iraq is about 19,435,000, of whom about 75% are Arabs, about 22% are Kurds, and the rest are a variety of different groups, including Turkmens, Assyrians, and Armenians.

The Iraqi Arabs: The Iraqi Arabs share most of the values and practices of other Arabs, which is to say that their life is greatly dominated by religion, but is also affected by the same secular pressures and benefits that affect the other oil-producing Arab countries. Most Iraqi Arabs were traditionally farmers, but these days an Iraqi is as likely to be a city-dweller. The proud Bedouin nomads, with their unsurpassed knowledge of the desert, have been lured away from their difficult traditional life by government policy and by the possibility of more lucrative employment; there are very, very few of them left.

The Ma'dan: There is a distinct sub-group of Iraqi Arabs, called the Ma'dan or Marsh Arabs, who inhabit 6,000 square miles of marshy area just above the point at which the Tigris and Euphrates flow together, in a rough triangle formed by Amara, Nasiriya, and Basra. This area is truly marshland, and during high water times much of the land is submerged. The Ma'dan have a very different life from other Iraqis. They do very little farming, depending instead on fishing and the raising of water buffalo. Their quonset-hut-shaped houses, built of reeds resting on piles to keep them above water, are architecturally unique. The Ma'dan get around in canoe-like boats when the water levels

are high and in other ways have a unique lifestyle in the area. This lifestyle is in grave danger, if it has not already disappeared, as a result of actions on the part of the Iraqi government.

The Kurds: More than three and a half million Kurds, about 22% of the population, live in northeast Iraq. Irbil, and As-Sulaymaniyah, the fourth, and fifth largest cities in Iraq, are mainly Kurdish towns. Some of Iraq's valuable oil fields are in the areas where the Kurds live. The Kurds are an Iranian ethnic group who, for centuries have inhabited an area that stretches from Syria and Turkey through Iraq and Iran into Azerbaijan. The Kurds have their own language, an Indo-European language most closely related to Pashto and Baluchi, spoken in Afghanistan and Pakistan, and less closely related to Iranian Persian. These days many if not most of the Iraqi Kurds also speak Arabic.

The Assyrians: The Christian Assyrians are descendents of an ancient sect, the Nestorians. They are often called "the first Iraqis" because their presence in the area predates the Muslim Arabs. The Assyrians have a long history of persecution, and as a result there are few of them left only about 170,000 scattered throughout the area. There are old communities around the oil fields of Iraq, however, and the Assyrians constitute a disproportionate percentage of the Iraqi refugees. Some Assyrians still speak Syriac.

OBJECTIVE 4

How can people learn tolerance?

Learning about history, multiculturalism and religion is one major step toward acceptance. Understanding the role and significance of religion throughout history and the contemporary world is a critical link to fully understand the close relationship of Muslim faith to both Judaism and Christianity.

Knowing about, comparing and understanding religious beliefs are key elements in developing tolerance and then acceptance and respect. Fostering education is a very long-term activity, dissemination of information to enlighten the thinking of persons most inclined towards generalizations and prejudices may be a way to start.

OBJECTIVE 5

How are minorities accepted and Integrated into society?

The role of minority groups in the economic and political life of a society must be recognized as critical to the positive development of that society.

It is also to be taken in consideration that civil integration implies, first of all, consolidation of population by civil principle and discussion of the given issue both in regions where ethnic minorities compactly live and regions mainly inhabited by ethnic majority. So for implementation of civil integration processes it is necessary to provide support and participation of not only ethnic minorities, but also ethnic majority. It is crucial for any vibrant developing democracy that different views and opinions flourish.

OBJECTIVE 5

Why is it important to protect minorities?

Nowadays, news media focuses on violent conflict throughout the world presenting dramatic, but brief film footage and pictures of tragedies throughout the world. The whole world has been exposed to the sight of the shelling of Sarajevo, bombings in Chechnya, genocide in Rwanda and Burundi, and so many other extreme racial abuses. The world is watching and judging and many ruthless regimes are held accountable for their abuses of defenseless minorities. Among politicians and diplomats at the Security Council in New York, two of the major issues are conflict prevention and conflict management. There is hope to see in the future a promotion of minorities rights.

Talking Points:
- Why should minority protection be a priority?
- Can Islam and other religious faithes coexist? Models in Tunis, Egypt, Algeria, Jordan Indonesia and Turkey
- Can Sunni and Shii'a coexist peacefully?
- Iraq: A developing Multicultural Democracy in the Moslem World

Questions for Dialogue:
1. Advantages of a Multicultural Democracy: Ask each participant to think of one or two advantages, record ideas in a flipchart and discuss.
2. Do you know any compatriot of a different faith than yours?
3. Discuss the role of media in promoting multiculturalism and minority protection
4. How much local rule should ethnic, tribal, linguistic or religious groups have in a future government?

Conflict Resolu~~tion~~

Goal:

Promote greater understanding and awareness of 'conflict resolution and management' and facilitate discussion on how this principle can be applied by communities in Iraq.

Objectives:

1. State the widely recognized definitions of conflict management and conflict resolution within post-conflict societies

2. Identify three principle phases that societies go through in the transition to democracy

3. Define four essential skills necessary to manage or resolve conflict for the benefit of local community groups

4. Demonstrate the newly acquired knowledge and skills to a set of simulated conflict resolution scenarios that may be applicable within a local community

OBJECTIVE 1

What are the definitions of conflict management and conflict resolution?

- Conflict management is a method of preventing, limiting, resolving or transforming conflict through non-violent means.

- Conflict resolution is defined as stopping or terminating conflicts by finding solutions.

OBJECTIVE 2

What are the three principle phases that societies go through in the transition to democracy?

Transitions to democracy go through three phases:

a. Transactional - This phase includes negotiation, mediation, etc. as a country begins to dialogue about change;
b. Structural – This phase includes capacity building and civil society building for institutions including media, NGOs, rule-of-law, human rights, etc.; and
c. Transformational - This phase continues to dialogue, build confidence, rapprochement, reconciliation, and peace education.

Conflict resolution is critical to each of these phases and at all levels of society.

OBJECTIVE 3

What are the four essential skills necessary to manage or resolve conflict?

- **Problem Analysis**

    Identify root causes of issues. By understanding what is behind tension, and what structures or relationships exist, one will be able to understand the nature of the conflict and what keeps it active.

    There may be false or distorted information. A good analysis will require one to weed through the information to determine the realities of a conflict.

    There are many sources of conflict. They many not be exclusive and could be interrelated, such as political, economic, environmental, historical, and cultural sources for conflict.

- **Problem Solving**

    A framework for problem solving is a useful tool in analysis and can assist in developing an effective negotiation strategy.

- **Negotiation**

    Negotiation is the process to confer with another so as to arrive at the settlement of some matter. In a negotiation, communication may occur face to face, at a distance or through a third party. It is typically a process, and rarely a single event.

    There is often a critical pre-negotiation phase. This is a preparatory stage where the issues are clearly defined. Negotiations then continue into more detailed discussion. It is often crucial to understand the reason behind why the parties have entered negotiations at that time.

- **Utilizing or playing the role of a third party**

A third party may be needed to assist as the parties to a conflict need external assistance. The issues may be so complex and numerous that parties are unable to shift position or see another perspective.

The process may be difficult as the parties are unable to do the preparatory work, clearly define the issues and emotions are highly charged.

OBJECTIVE 4

Apply the newly acquired knowledge and skills to a set of simulated conflict resolution scenarios

Scenario One: A town (nahia) election is due to take place. The town manager (mudir) has decided that all candidates for office will state their qualifications for running for council at a town meeting. However, women cannot attend. The local women's association is protesting this decision.

Questions:

1. What is driving or motivating the parties to conflict?
2. What are their aspirations/underlying fears?
3. What relationships exist among the leaders?
4. What communication channels exist?
5. Define the problem in very specific terms.
6. What is your preferred solution to the problem?
7. What is your plan of action to get there?
8. Can you get agreement on the plan of action?
9. Are there consequences to non-compliance? Advantages to compliance?
10. Does the issue need follow up?

Talking Points:

- Conflict is inevitable; but violence is not!
- The great majority of violent conflicts are now internal rather than inter-state, with at least one party a non-state community, and no mutually acceptable official structure through which disputes can be settled.
- Conflict resolution and peace building are and should be an integral part of the democratization process.

- Nonetheless, if democracy is to survive, it cannot tolerate every kind of discord. While democracy encourages some kinds of conflict as essential or beneficial to its nature and purposes, it must also provide peaceful means by which conflict can be expressed and managed and discourage some conflict that is detrimental to its values.

- Specifically, conflict resolution projects, particularly those involving marginalized groups in society, such as women, youth, children, and ethnic or religious minorities, contribute to sustaining a culture of democracy.

- To be successful, a transition to democracy requires local civil society actors who are involved in both conflict resolution and the democratic transition.

Questions for Dialogue:

1. Discuss conflict that enhances democracy vs. conflict that threatens democracy.
2. Discuss the role of media and how it can fan flames of conflict or contribute to resolution.
3. Dialogue about justice, accountability and immunity to punishment as issues in regard to victims of conflict.

Gender Equality

Goal:

Promote an understanding of the concept of gender equality, the reasons for democratic development, the Promote equal participation of women and men in society provide a balance and can more accurately reflects the composition of the society, interests and the general good of all citizens.

Objectives:

1. Define the concepts of gender equity and gender equality

2. Explain the objectives of gender equality

3. Discuss the role of women's equal participation in promoting democratic development

4. Identify the rights of men and women

5. Understand what citizens can do to promote gender equality

6. Describe the role of the media in promoting gender equality

OBJECTIVE 1

What is the meaning of gender equity and gender equality?

Gender equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural

development, and to benefit from the results.

Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play.

Gender equality requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards. Gender equality does not mean that men and women become the same, but that their opportunities and life chances are equal. The emphasis on gender equality and women's empowerment does not presume a particular model of gender equality for all societies and cultures, but reflects a concern that women and men have equal opportunities to make choices about what gender equality means and work in partnership to achieve it. Because of current disparities, equal treatment of women and men is insufficient as a strategy for gender equality. Equal treatment in the context of inequalities can mean the perpetuation of disparities. Achieving gender equality will require changes in institutional practices and social relations through which disparities are reinforced and sustained. It also requires a strong voice for women in shaping their societies.

OBJECTIVE 2

What are the objectives of gender equality?

The objectives of gender equality are:

- To advance women's equal participation with men as decision-makers in shaping the sustainable development of their societies;
- To support women and girls in the realization of their full human rights; and
- To reduce gender inequalities in access to and control over the resources and benefits of development.

OBJECTIVE 3

What is the role of women's equal participation in promoting democratic development?

The World Bank has estimated that for each additional year of schooling a woman's income increases by 10-20%, agricultural productivity increases by 10%, infant mortality drops by 10%, and the return on investment in deferred health care expenses is 25%. More education for girls means smaller, healthier families. In short, investing in education empowers girls and women to have greater control over their lives and is the single highest-yielding investment that a developing country can make. Yet, one out of

five, or 130 million, children around the world ages 6 - 11 are not in school. Of these, 73 million are girls; this means that 2 out of every 3 children not in school are female. (UNICEF, 2000).

Equal relations between men and women are a precondition for sustainable people-centered development. The promotion of women's rights and gender equality is essential for the achievement of democratic development.

Greater partnership between men and women in political life provides better responses to needs of society as a whole. The different choices of priorities and women's sensitiveness also can help solve men's social problems. In countries such as Iraq, a strong presence of women in the highest political posts would lead to equal access to education, which as the World Bank shows, is good for the society as a whole.

Both men and women have a stake in building a more just society where all people are equally valued for their contributions. Yet, gender equality has often been seen as a 'women's issue' separate from men and 'gender' often been confused to mean women only. This is part of a tendency to consider men's characteristics as the norm and women's characteristics as different from the norm. Yet, both women and men are influenced by their gender and thus, ideas about the status of women are interrelated with ideas about the status of men. In short, change for women means change for men and vice versa.

OBJECTIVE 4

What are the rights of men and women?

The UN declaration on Human Rights states rights to which each person is entitled irrespective of sex, race, age, religion, political opinion or skin colour.
Two international covenants on Civil, Political, Economic, Cultural and Social Rights spell out in more detail the rights of each person…

Every woman and man has the right to:

- **Life and Liberty:** The right to live freely without confinement or interference from others

- **Freedom of expression and freedom of movement:** The right to go where you want and say what you want

- **Freedom of religion and freedom of conscience:** The right to practice your religion without interference, to make up your own mind and express your views.

- **Free and equal franchise:** The right to vote without interference from anyone

- **Protection from arbitrary arrest and detention:** The right to be free unless you break the law

- **Fair punishment:** If you break the law, punishment equal to the crime

OBJECTIVE 5

What can citizens do to promote gender equality?

Since it is women who predominantly experience inequality, empowerment supports women to become more aware of the unfair power relations they face. This process will be different for women of different according to their race, ethnicity, culture, class, age, disability and/or other status.

Empowerment allows both men and women to take control over their lives by gaining skills, setting their own agendas and building self-confidence and self-reliance. It also means that women have increased control over their lives by acquiring a voice to challenge and overcome the inequality they experience.

Empowerment is both a process and a result that cannot be achieved by an individual or organization for someone else. A woman can only empower herself, although organizations and agencies around the world can play a role in supporting this journey.

Specifically, women and men can promote gender equality by:
- Learning about their legal rights
- Knowing how to use parliamentary procedures
- Being confident
- Supporting national and local projects that aim to increase women's participation in politics.
- Supporting measures in the judicial sector that help women to become prosecutors and judges and help women take part in legislative procedures, in drawing up laws and in jurisdiction in the courts.
- Ensuring the inclusion of concrete gender-equality goals in projects for developing local governance and administration.
- Supporting efforts to improve women's legal and economic literacy.
- Ensuring that electoral supervision processes supported by Iraq guarantee men and women equal opportunities to participate as candidates, voters and election supervisors.

- Supporting the participation of women and women's organizations in decision-making with regard to conflict prevention and solutions and post-conflict reconstruction by helping to develop their leadership and negotiation skills and possibilities to obtain information.

OBJECTIVE 6

How can the media be used to better support gender equality?

- Advocate for and promote the important role of women by showing the examples of the active participation in decision making process of women in other Muslim countries as Morocco, Algeria and Iran
- Disseminate materials about the equality of rights between men and women
- Be a forum for dialogue about the role of equal rights in a democratic system

Talking Points:

1. What inequalities exist between men and women?
   - Inequality in economic structures and policies, in all forms of productive activities and in access to resources
   - Inequality between men and women in the sharing of power and decision-making at all levels

2. What limitations exist for women's participation in leadership and decision-making?
   - Lack of skills
   - Lack of self-confidence
   - Lack of resources
   - Cultural barriers

3. Assertiveness and rights. The 1948 United Nations Charter on Human Rights declared that member states believe in:

   'The dignity and worth of the human person' and 'equal rights of men and women.'

   In reality citizens often have to assert themselves and advocate to acquire their rights through parliamentary debate; through lobbying; through the media and by persistently campaigning. In a democracy your main tool is persuasion.

4. What international instruments support the concept of gender equality? These documents provide an essential framework to monitor and protect women's human rights:

- UN Universal Declaration of Human Rights (1948);
- International Covenant on Civil and Political Rights (1966);
- International Covenant on Economic, Social and Cultural Rights (1966);
- Geneva Conventions (1949) and the Two Additional Protocols (1977);
- UN Convention on the Elimination of All Forms of Discrimination against Women (1979);
- Declaration on the Elimination of Violence against Women (1993)
- Beijing Declaration and Platform for Action (1995)
- Rome Statute of the International Criminal Court (1998).
- Optional Protocol to CEDAW, (1999)

A series of global conferences and other developments in the UN in the first part of the 1990s had an important effect on the international community's awareness of the human rights of women and led to a series of actions to enshrine and protect women's human rights:

- June 1993 - Vienna - UN World Conference on Human Rights
- September 1994 - Cairo- UN International Conference on Population and Development
- March 1995 - Copenhagen - UN World Summit for Social Development
- September 1995 - Beijing - Fourth UN World Conference on Women produced the Beijing Declaration and Platform for Action.

While these documents may not be signed or ratified by every state, they provide an essential framework to monitor and protect women's human rights.

Questions for Dialogue:

1. How can women's participation be integrated into traditional cultures?
2. Is gender equality compatible with Islam?
3. What knowledge, skills and understandings do women and men require to live and work in tomorrow's world?
4. What kinds of changes are likely to occur in our society and what demands will this place on tomorrow's adults in terms of relationships, households and family units, in civic and community life, and in workplaces?
5. What limitations exist for women's participation in leadership and decision-making?

Lack of skills
Lack of self-confidence
Lack of resources
Cultural barriers

Comparative Democratic S

Goal:

Describe the different types of democracy, explain what essential factors determine whether or not a country is a democracy and discuss each type of democracy with respect to Iraq

Objectives:

1. Define the principle of popular sovereignty
2. Identify different types of democracies
3. Discuss why there are variations of democracy
4. Identify characteristics of developed democracies
5. Discuss democracy in Iraq

OBJECTIVE 1

What is popular sovereignty?

In a democracy, political power is legitimate only when it arises from the people. It can arise from the free decisions of the people as a whole only when each person has the liberty to make fundamental political choices. Liberty is fundamental for the very concept of democracy.

There are two ways in which the legitimization of government by the people takes place in democracies.   First, the people never give up their inherent authority to make and remake their form of government. Second, the people continuously authorize the use of political power in their name by officials and institutions that remain accountable to them. Thus, in a democracy the people:

- **authorize** ("author") the fundamental plan of the political system at its beginning and approve the subsequent design of its institutions and

- **consent** (agree to) to the conduct of the offices of government established as part of that system, including the actions and policies of those institutions.

The concept of democracy is centered on the principle of the **popular sovereignty**. In a democracy, people cannot give up their sovereign power, nor can they give up their inherent liberty to give and withhold their consent to government. Even in a representative democracy, where the people authorize others to act on their behalf, they do not in fact surrender their power; the people merely delegate it to others who serve as their trustees. According to the principle of popular sovereignty, authority flows from people to those in positions of political power, not from rulers to the people.

Since it is founded upon the sovereignty of the people as a whole, the concept of democracy at its most basic level includes majority rule and respect for those in the minority, because they are part of the whole people. In its status as an integral part of the people, a minority may never legitimately be treated unfairly. All members of the polity possess a political status of equal citizenship. Therefore, to the degree that any part of the people of a political community (whether individuals or groups) is excluded from full participation in political life or is unfairly targeted for negative or detrimental treatment, a country is less democratic.

OBJECTIVE 2

What are some different types of democracies?

The following are alternative kinds of democracy which represent different political configurations of the people's delegation of their authority. In practice, moreover, elements of the following kinds of democracy are mixed and their combination may vary over time within a country.

Direct or representative democracy

❖ **direct democracy** - citizens rule directly, usually through popular assemblies.

❖ **representative democracy** - citizens choose individuals to rule in their place or on their behalf, ancalled "private libd delegate power to one or more legislative bodies.

Majoritarian or consociational democracy

❖ **majoritarian** - laws are passed by simple majority vote either by the people or by legislative assemblies.

❖ **consociational or supermajoritarian** - laws cannot be passed without the approval either of a legislative supermajority (such as two-thirds or three-quarters of members) or of defined communal groups, e.g., ethnic groups. In some cases these arrangements amount to power-sharing by two or more ethnic or cultural groups.

Competitive or consensual democracies

❖ **competitive** - the processes of deciding political issues are designed to accommodate a struggle among divergent interests and goals in which there may be winners and losers.

❖ **consensual** - the processes of deciding political issues are designed to harmonize divergent interests and goals into a mutually acceptable agreement.

Centralized or decentralized democracies

❖ **centralized** - a single government is paramount and can overrule its subservient local or regional components or it can dispense with them and rule localities directly.

❖ **decentralized** - each of two or more governments (or levels of government) has sufficient power for some ends, but neither is paramount in all spheres. In some cases they must share responsibilities (e.g., a federal system).

Unitary or Federal Systems
❖ Unitary:
  ➢ Laws give virtually all authority and resources to the central government
❖ Federal:
  ➢ Laws limit authority of the central government
  ➢ Laws are made both by the central and regional governments and the central government
  ➢ Resources are divided between central and regional government

Parliamentary or Presidential systems
❖ Parliamentary
   a. After direct elections, the executive authority of government is vested in the Prime Minister who is chosen from among members of the parliament
   b. While the Prime Minister is the head of government, the head of state may be a separate person, monarch or president (without executive power)
   c. The Prime Minister's cabinet must be composed of members of the parliament
   d. In a bi-cameral parliamentary system, a Senate provides additional controls
   e. Parliamentarians are directly elected but Senators may be nominated or elected
   f. The parliament influences and controls the political will of the state
❖ Presidential
   a. The President is elected by the people and is not a member of the legislature
   b. The President is both the head of government and the head of state
   c. The President can appoint his own cabinet
   d. The President has decisive political power and is for the most part independent of the legislature
   e. The legislature is elected by the people
   f. The President may exercise limited power over the legislature and vice versa

OBJECTIVE 3

Why are there variations of democracy?

There is no such thing as a perfect democracy. Democracies are built on the choices the polity makes. There are many trade-offs that happen during this process. For

example, political systems must structure the relationship between the individual and the community. Democracies must organize this relationship in such a way that both the integrity of the individual and the wellbeing of the community are protected and realized. Practical political arrangements, however, may require a choice of emphasis on the behalf of the individual or the community.

Democratic political systems embodying these different orientations may be categorized as **individual-centered** or **community-centered**. These two categories reflect a distinction between what has been erty" and "public liberty." Private liberty refers to the capacity of the individual, as an independent agent, to act autonomously. Public liberty refers to the capacity of the people, as an independent polity, to govern themselves. Any particular democracy that can exist in practice will be a mixture of these two theoretical orientations—individual-centered and community-centered. These orientations are in fundamental tension, which cannot be completely resolved in a democracy without undermining the autonomy of the individual or the sovereignty of the people as a whole, both of which are essential to democracy. For example, a particular democracy might emphasize individual freedom over social equality.

OBJECTIVE 4

What are some characteristics of developed democracies?

No democracy is static, even if it is considered mature. Even though mature democracies continue to evolve, they possess certain general characteristics that mark them as stable and developed. These characteristics include:

1. **Preservation of popular sovereignty**. The sovereign people have an enduring presence and capacity to exercise their authority in political affairs.

2. **Adherence to democratic principles.** Mature democracies adhere to fundamental principles in their day-to-day operation both through the activities of governance and in the lives of the people.

3. **Fidelity to legitimizing purposes.** Mature democracies strive to be faithful to the reasons that justify the people's choice of democracy, e.g., the protection of individual rights and promotion of the common good, responsiveness of government to the will of the people.

4. **Coherence of democratic elements.** In mature democracies essential democratic elements form a systemic and coherent whole that has enduring stability and acceptance among citizens. This is sometimes called "consolidation."

5. **Functioning institutions.** Institutions of mature democracies attempt to work effectively to address changing problems that require attention for the present and future well-being of society.

6. **Stability.** Even in the context of continuing evolution, a mature democracy exhibits a predictable character and maintains its integrity as a system of governance and way of life.

7. **Status among nation-states.** Mature democracies govern their own internal affairs and take their place as members of the international community.

OBJECTIVE 5

What is the condition of democracy in Iraq?

No existing or historical political order fully realizes the basic idea of democracy. Nonetheless this idea of democracy can be used as a standard by which a person can evaluate a country as being more or less democratic. Use the form in Appendix QW to determine where Iraq falls on the democracy scale. Discuss how to improve Iraq's democracy quotient.

Talking Points:

The function of government is to ensure the common welfare of its people. Throughout history governments have endeavored to provide for the welfare of their people through a variety of governmental systems.

- In the 4th century BC Aristotle defined three types of government:

  Democracy: rule by many

  Oligarchy: rule by the few

  Monarchy: rule by the one

- All democracies share the following common traits (in varying degrees):

  Encourage popular participation in the political process through direct elections and other means of achieving public consensus

  Limit concentration of power by diffusing political power structurally and institutionally

- misuses of the term "democracy." Many countries claiming to be democracies do not meet the criteria of the basic idea of democracy outlined above. Such claims may arise from a misunderstanding of the concept or from the intentional misuse of it. To understand the concept of democracy, it is helpful to understand how and why the terms "democracy" and "democratic" have been corrupted and misused. These terms have been invoked to:

  - Cloak despotic regimes that manipulate and appeal to popular sentiment but which violate fundamental rights of the people,.

- Disguise a despotism in which political participation and elections are mere showpieces rigged by government to accomplish predetermined outcomes, e.g., sham democracies.

- Incorporate only highly selective elements of democracy or incorporate some elements in a distorted fashion, e.g., an election that empowers an autocracy; majority rule that becomes a tyranny of the majority.

Questions for Dialogue:

1. What types of democracy are possible?

2. Why is it important to distinguish between different types of democracy?

3. How would Iraq be different if it were governed by a unitary or federal system?

4. Which type of democracy do you think would govern most effectively in Iraq and why?

CONSTITUTIONAL DEMOCRACY: AN OUTLINE OF INDICES

The following are some of the essential indices that may be used to determine the degree to which a society reflects the fundamental characteristics, principles, and values of constitutional democracy. How would you rate Iraq on each indicator below? Use the following scale for your ratings:

5 = Excellent 4 = Good 3 = Adequate 2 = Poor 1 = Unsatisfactory

A. Constitutional Government

1. **Popular Sovereignty**. The people are the ultimate source of authority of the government and their sovereignty is reflected in the daily realities of your political system.

2. **Majority Rule And Minority Rights**. People agree to abide by decisions of the majority, but there are effective protections for the rights of minorities. Protection of minority right s assures the legitimacy of government.

3. **Limited Government**. There are limits on the powers of government which elected and appointed officials obey.

4. **Institutional And Procedural Limitation On Powers**. There are institutional and procedural devices which effectively limit the powers of government to serving its proper ends.

   a. **Separation And Sharing Of Powers**. The powers of government are separated and shared among different agencies or branches such as those responsible for legislative, executive, and judicial functions.

   b. **Checks And Balances**. Each agency or branch of government has adequate power to check the powers of other branches.

   c. **Due Process Of Law**. Individual rights to life, liberty, and property are protected by the guarantee of due process of law.

   d. **Leadership Succession Through Elections**. Key positions in government are contested at regular intervals. The transfer of power is accomplished through orderly and peaceful means.

A. Protection Of Individual Freedoms

1. **Personal Freedom**

   a. **Freedom Of Religion**. Freedom of conscience and of worship are protected and individuals are free to profess no religious beliefs.

   b. **Freedom Of Opinion And Expression**. Everyone has the right to freedom of opinion and expression and the right to seek, receive, and impart information and ideas throughany media.

   c. **Freedom Of Association**. Individuals are free to associate with other individuals and groups free from government interference or intimidation. Individuals are free from mandated membership in government-sponsored organizations.

   d. **Right Of Privacy**. The government recognizes that there is a private realm into which it may not unreasonably and unfairly intrude.

e. **Freedom Of Movement**. Individuals have the right to freedom of movement and residence in their own country. They have the right to travel abroad and the freedom to emigrate.

f. **Political, Economic, And Legal Equality For Women**. Women are accorded the same political, economic, and legal protections as those accorded to men.

g. **The Rights Of The Child**. Parents, men and women as individuals, voluntary organizations, local authorities, and national government recognize the rights of the child and strive for their observance by legislative and other measures in accord with the principles of the United Nations Declaration of the Rights of the Child.

2. **Political Freedom**

a. **Freedom Of Speech**. Citizens are free not only to debate the actions and policies of their elected officials but to express their thoughts about politics, art, religion or any other topic without fear of recrimination.

b. **Freedom Of The Press**. Individuals have access to information from independent publishers, radio, television, and other means of communication which is free from censorship by government.

c. **Right Of Peaceful Assembly**. The right to peaceful assembly is free from restrictions, except those necessary for the protection of the rights and freedoms of others.

3. **Economic Freedom**

a. **Freedom From Slavery And Serfdom**. Individuals are protected from all forms of forced labor, and children and young persons are protected from social and economic exploitation.

b. **Right To Acquire And Own Property**. Individuals have the right to acquire and own property. Government is required to pay fair market value for property it takes for public use.

c. **Freedom To Choose One's Work**. Individuals are free to choose their own work and to establish private businesses free from unfair or unreasonable government regulation.

d. **Right To Join Labor Union**. Individuals have the right to strike and the right to persuade others to join unions without fear of intimidation.

B. **Legal And Judicial Protections**

1. **Equality Before The Law**. All persons are entitled to the equal protection of the law. They are free from discrimination based on gender, age, race, ethnicity, religious beliefs, class or socio-economic status.

2. **Due Process Of Law**. All branches and agencies of government (legislative, executive, and judicial) use fair procedures in the gathering of information and the making of decisions. Fair procedures provide for:

a. **Comprehensiveness**. The procedure increases the likelihood that all information necessary for making a wise and just decision is obtained.

b. **Public Observation**. The procedure allows interested members of the public to observe how information is gathered and used in making decisions.

c. **Effective Presentation**. The procedure allows interested persons to present information they wish to have considered in the decision-making process.

d. **Impartiality**. The gathering of information and the making of decisions is conducted without bias.

e. **Reliability**. The procedure ensures that information which has been gathered is reliable.

f. **Notice**. Enough notice is given of when, where, and why information is to be gathered or decisions are to be made, so those concerned can prepare adequately.

g. **Predictability And Flexibility**. The procedure is predictable and flexible enough to promote justice.

h. **Detection And Correction Of Errors**. There is an established process to detect and correct errors in procedures used in the gathering of information and the making of decisions.

3. **Criminal Due Process**. Persons suspected or accused of crimes are protected by fair procedures.

   a. Law-enforcement agencies are required to use procedures that protect the rights of those suspected of crimes.

      1) Individuals are free from arbitrary arrest and detention.

      2) Persons are secure in their homes and property from arbitrary search and seizure.

      3) Arrested individuals are informed of their rights and brought promptly before a judge to be informed of charges against them.

      4) Individuals have the right to have a court or other impartial body determine the legality of their arrest and detention.

      5) Individuals are protected against being forced to confess to crimes.

   b. The courts are required to use procedures that protect the rights of the accused.

      1) Accused persons are informed of the specific charges against them.

      2) The accused are brought to trial only after there has been a fair hearing to determine if there is enough evidence to justify a trial.

      3) The accused are given a speedy and public trial.

      4) The accused have the right to a trial by a jury.

      5) The accused have the right to counsel for assistance in their defense. Government is required to provide counsel for those who cannot pay for legal assistance.

      6) The accused have the right to cross-examine and challenge witnesses against them.

7) The accused have the right to compel witnesses on their behalf to appear in court and to testify.

8) The accused have the right to refrain from testifying against themselves.

C. Justice

1. **Distributive Justice**. The benefits and burdens of society are distributed fairly. The political system protects and promotes

   a. Equality of political, economic, and social opportunity.

   b. Reduction of gross disparities of wealth.

   c. Equality before the law.

2. **Corrective Justice**. Fair and proper responses are used to correct wrongs and injuries. Individuals are protected against cruel or excessive punishment.

3. **Procedural Justice**. All agencies of the government use fair procedures when gathering information and making decisions. Civil and criminal procedures adequately protect the rights of individuals and the interests of the society.

The Constitution

Goal:

To promote greater understanding of constitutions, different constitutional models and facilitate dialogue on the constitutional drafting process in Iraq.

Objectives:

1. Define the concept of a constitution
2. Provide information on the purpose of a constitution
3. Explain essential elements of constitutions
4. Compare different constitutional models in Iraqi context
5. Discuss participation in the Iraqi constitutional process
6. Consider whose rights a constitution should protect

OBJECTIVE 1

What is a constitution?

A constitution is a set of customs, traditions, rules, and laws that sets forth the basic way a government is organized and operated. It is the most important law of a country, explaining the relationship between the people and its government.

OBJECTIVE 2

What does a constitution provide?

The basic framework for governance in a democratic system
Defines the relationship between people and government
Establishes a society based on the "rule of law" (law and order)
Establishes rights
Describes the duties and obligations of citizens and government.

Reflects the religious, historical, cultural, political and economic values of a society - expressing a common ideology.
Articulates the basic structure and principles of governing institutions.
Creates a political system for making and interpreting the rules.

OBJECTIVE 3

What are the essential elements of a constitution?

- *Guarantees for the sovereignty of the state*
- *Description of the form of government*
    Will the government be a presidential or prime ministerial system?
    Will the political system be federal or unitary?
    Will it be bi-cameral – that is, have two legislative houses?
    How will the president or prime minister be chosen and for how long?
- *A Bill or Charter of Citizens' Rights*
    Defines the universal freedoms: belief, opinion, expression, press, assembly, association
    Ensures that the laws apply to all people fairly and without discrimination based on place of birth, gender, age, colour, language, ethnicity, belief, physical disability, or political or social orientation.
    Guarantees that individual and social rights (life, liberty, security, property) are protected by of the law, (access, transparency, impartiality, public notice, predictability, procedural fairness, right of appeal, etc).
- *Limits the Power of the Government* – Provides for Checks and Balances
    Allocates the separation of powers between executive, legislative and judiciary
    Provides for judicial review of executive decisions
    Describes the power-sharing arrangement
    Determines whether minority communities will be given autonomous status regarding certain matter
    Establishes the division of powers between national and governate level?
- *System for electing the government*
- *Means of amending or changing the constitution*

OBJECTIVE 4

How do constitutions differ?

- There are several good ways to establish a system of government.

While most constitutions exist in writing, some are partly written and partly unwritten, and some are not written at all.

When a constitution is not written, it means that laws are based on customs, the long-term relationship between a government and its citizens.

An unwritten constitution is legal because courts can argue why behavior contrary to well-established and generally-accepted social customs is unacceptable.

- Present chart/matrix highlighting what middle-eastern and other governmental constitutions provide/do not provide

OBJECTIVE 5

IWhat you would like to see in Iraq's new constitution and how can you influence the Constitutional process?

- List potential elements and discuss/debate. For example:
    Consensus
    Rule of Law
    Inclusion
    Good Governance
    Fairness
    Equality
    Representation
    Tolerance for Diversity

- How to influence the form a constitution takes?
    Participate in the drafting process
    influence the process by.... petition, meetings with town councils, using the media, joining civil society initiatives, starting your own NGO, running for public office during an election (ie March 2005 constitutional assembly)
    Oversee the manner in which issues and values are considered.

OBJECTIVE 6

Whose rights should the Constitution protect?

- How can/should the Constitution protect the following:
    Women
    Religious
    Cultural
    Linguistic
    Youth

Foreigners
Minorities

Talking Points:
The concept of Constitutions originated in Iraq.
>Code of Hammurabi -1780 BCE
>Constitution of Medina (Dustur al-Madinah), Mohammed (622) — Constitution of government which united Muslims, Jews, Christians and pagans, in the city-state of Medina, perhaps the first written constitution.

Questions for Dialogue:
1. Does the existence of a constitution guarantee that citizens' rights are protected?

2. How can the constitution improve security for all Iraqi people?

3. How can the constitution realize those rights that belong to the people and how to safeguard those rights?

4. Should the constitution officially recognize religious and minority differences or not? If yes, how?

5. Should a president who would be elected directly by the people or a prime minister, who would be appointed by the parliament, lead the country?

6. Should special measures be adopted to provide for participation or representation of women, minority groups, tribal entities or other groups at different levels of the government? If so, what measures are needed to be taken?

7. How should the new constitution guarantee the rights of the people? How can the obligations of the government envisaged in this constitution be realized?

Sample Activites

Activity 1. Basic Elements of a Constitution

Develop worksheet that lists what basic elements participants would include in a constitution and facilitate a discussion as to why these elements should or should not be included.

Activity 2. Constitutional Creation: Executive Branch/Legislative/Judicial

Develop worksheet for each branch that enumerates some basic responsibilities. Ask participants to discuss and give option for adding and deleting provisions along with their reasoning for adding or eliminating some provisions.

Activity 3. Rules for Constitutional Convention
What rules should govern the constitutional conventions? Who should be invited? Why?

Activity 3. Constitutional Convention

Develop scenario for mock constitutional convention

Points to Consider during your mock constitutional convention

- How can the constitution improve security for all Iraqi people?

- How can the constitution realize those rights that belong to the people and how to safeguard those rights?

- Should the constitution officially recognize religious and minority differences or not? If yes, how?

- Regarding the people's rights, in your view, which rights should be supported and guaranteed?

- Should a president who would be elected directly by the people or a prime minister, who would be appointed by the parliament, lead the country?

- Should special measures be adopted to provide for participation or representation of women, minority groups, tribal entities or other groups at different levels of the
- government? If so, what measures are needed to be taken?

- How should the new constitution guarantee the rights of the people? How can the obligations of the government envisaged in this constitution be realized?

- If the constitution were to define the behavior and characteristics of the judicial what would your proposals be in this regard?

The Rule of Law

Goal:

Provide an understanding of the rule of law, show that one of the most important tenets of democracy is that the rule of law should govern rather than the rule of individuals and explain that the rule of law means that no individual is above the law.

Objectives:

1. Define the rule of law

2. Explain the concept of fairness and the rule of law

3. Provide an understanding of constitutions as the basis for the rule of law

4. Describe the functions of laws

5. Discuss the rule of law in Iraq today as compared to the rule of law in the past

OBJECTIVE 1

Define the Rule of Law

Citizens of a democracy are subject to "the rule of law, not of men".

1. Citizens are all subject to the laws that they create together as a society. No one is above the law;

2. Because citizens create the law together, citizens owe a responsibility to other members of society to obey the law. This even includes laws with which people disagree.

3. Laws must be created according to established procedures by those with the authority to do so.

4. Even the authorities and the governing institutions are under the law.

5. A constitution can only be modified by a previously-agreed amending formula.

6. The judiciary branch of government must be independent of political influence

OBJECTIVE 2

How does the concept of fairness fit within the rule of law?

In a broader sense, the rule of law is about ensuring fairness in a society. Because democratic societies value fairness, they require governments to:

- Ensure that all people are innocent until proven guilty by judicial process
- Publish laws so that they are available to all
- Provide all citizens with equal access to the law
- Allow all citizens the right to appeal a judicial decision
- Apply punishment in proportion to the committed crime (i.e. should a person be put to death for stealing a cow?)
- Punish people only for things that are crimes (and were crimes when the act was committed).

There are two specific forms of fairness that governments are required to observe:

- **DUE PROCESS** is found in criminal law and requires government and its agents (police, prosecutors, judges, etc.) to treat individuals fairly and to observe their rights during the course of an investigation, arrest and trial.
- **PROCEDURAL FAIRNESS** is found primarily in administrative law, and requires government agents who make decisions in non-criminal matters to treat individuals in an honest, open and impartial manner.

OBJECTIVE 3

What is the basis for the rule of law?

The basic law of every state is a constitution that defines the principles upon which a state is created.

The Constitution outlines the basic rights and responsibilities and duties of its citizens and sets out the principles of political organization. A constitution is the most important legal document of a nation. All laws and rules are under the constitution, even the drafting and enacting of new laws.

OBJECTIVE 4

What are the functions of laws?

Rules and laws are ever present in our lives. In families, rules based on customs and traditions play an important role in guiding behavior, determining relationships, and establishing order. At sports events, like soccer games and wrestling competitions, rules dictate the behavior of players, coaches, referees, and fans. When playing games such as chess, rules specify the ways in which the chess pieces can be moved and the ways in which players may proceed. In the workplace, rules govern when employees begin their workday and when the workday ends, and rules govern proper behavior and performance expectations of workers and administrators.

Laws are often defined as rules made, carried out, and enforced by local, regional, and national governments. Laws play many roles in society:

- Laws dictate the ways people should behave (e.g., people must respect the property of others).
- Laws specify what activities are permitted and prohibited under certain conditions (eating during Ramadan).
- Laws serve to maintain order, ensure predictability, and provide security (e.g., they require that people drive on a given side of the road; they require that people pay for services rendered).
- Laws in many nations spell out which individual rights and freedoms will be protected (e.g., personal, political, and economic rights).
- Laws guarantee certain benefits to citizens (e.g., schools, health services, public transportation, and garbage collection).
- Laws assign responsibilities to citizens (e.g., paying taxes, military service).
- Laws define what duties the government will perform while limiting the power of governmental officials.
- Laws can facilitate different forms of social change (e.g., toxic waste disposal, anti-discrimination, and prohibition of spousal abuse).
- Laws are used to manage different forms of social tension.
- Laws evolve from the constitution at the base of society and into a pyramid of the rule of law.

Ideally, laws should be well designed to achieve a just purpose. They should be understandable so that the average citizen can interpret them. Laws that protect

individual rights and that promote the common good of all citizens, regardless of class, race, religion, or ethnicity, can nurture values associated with democracies.

Talking Points:

The rule of law derives from a common understanding of the terms freedom, order, and equality.

■ **Freedom**

Freedom from constraints on behavior.

Freedom to, do things or to secure things for yourself

■ **Order**

The idea of rules that preserve life and protect property. Social order refers to established patterns of authority in society and to traditional modes of behavior.

■ **Equality**

Political equality has at least one basic meaning, referring to the right of each citizen to one vote. It can also mean providing equality of opportunity for everyone or ensuring equality of outcome.

■ **Justice**

The rule of law and the respect to rules can be enforced by individuals through an independent and respectful Judicial Branch.

Questions for Dialogue:

1. Why is the rule of law important?
2. Why are constitutions needed?
3. Who establishes the rule of law?
4. Are the police capable of implementing the laws needed to create a just society?
5. What is the purpose of the rule of law? Protecting the liberty and rights of all individuals, promoting the public good and general welfare, fostering justice and equality?
6. How can governments ensure the rule of law?
7. What are the trade-offs between equality, freedom and order?
8. Discuss the concept of justice and how it can be applied in Iraq.

Civil – Military Rela...

Goal:

Define the roles of civilian-military relations in a democracy.

Objectives:

1. Explain the concept of civilian control.

2. Identify the various ways that civil-military relations may be re-defined within the contexts of a country's constitution.

3. Identify the reforms usually necessary to strengthen the role of civilians in the making of national security policy.

OBJECTIVE 1

What is the concept of civilian control?

- In a democracy, elected officials are the only ones who can claim to represent the national interest or the will of the people. In order to govern, these officials delegate responsibilities to different organs of the state, such as the military or the ministry of health, which are then held accountable to the elected officials for their actions.
- Under non-democratic regimes, militaries are seldom accountable to democratically elected leaders and display minimal respect for civil liberties.
- Military may even violate these principles, by operating autonomously within the defense arena, playing an important role in non-defense areas, and participating in regime violations of human rights.

OBJECTIVE 2

How can Civil-Military Relations be redefined in a Constitution?

- The military should not be granted any special status that puts it on a par with, or above, the duly constituted branches of government – the executive, legislature and judiciary.

- Recognition of the principle of civilian supremacy is sometimes made explicitly in constitutions, as is the case in the Philippines (*"Civilian authority is, at all times, supreme over the military. The Armed Forces of the Philippines is the protector of the people and the State. Its goal is to secure the sovereignty of the State and the integrity of the national territory"* [Constitution of the Philippines, Article II, Section 30]).
- Civilian supremacy may be acknowledged implicitly, simply by not granting the military any special status and by discussing the armed forces only in the section of the Constitution on organs of the government. The explicit recognition of civilian authority provides the surest legal safeguard, since standard constitutional references to the military as protector of the "people," the "state," or the "nation" can be (and often are) interpreted by the military as a mandate to interpret the will of the people or the nation on their own.
- In some countries, the constitution assigns the military a more ambiguous role of "defending the Constitution" (for instance, in Brazil and Chile) or preventing the president from seeking re-election or staying in power (as is the case in El Salvador and Guatemala).
- The role of "defending the Constitution" can be interpreted in many benign ways – as the duty to defend the Constitution from external threats or as an injunction against actions contrary to the democratic system. However, it is also frequently understood by the military as a duty to interpret the Constitution and act autonomously to veto what it judges to be unconstitutional policies or objectionable constitutional reforms. In effect, the military becomes a fourth branch of government, checking and balancing the power of the other branches rather than being accountable to them.

OBJECTIVE 3

Reforms to Strengthen Civilian Control

History suggests that reforms are usually necessary to strengthen the role of civilians in the making of national security policy.

- Collective bodies with strong military representation should be relegated to advisory roles with reduced command or policy authority (as occurred with the Joint Chiefs and the National Defense Board in the 1984 reform of Spain's Organic Law on National Defense).
- The responsibilities accorded to civilians should be specifically defined or else it is likely that many tasks will fall by default to the military. The division of labor between military and civilian personnel on policy, administrative, and professional functions varies within democratic regimes, but it is generally agreed that the more civilians are in the top policy-making posts, the more effective civilian control is likely to be.
- Civilian control is likely to be more effective if civilian power is concentrated and there is a single unambiguous chain of command, so that the military cannot pit civilians within the executive branch against one another. However, advanced democracies differ in the extent to which they are organized in such a fashion.

- Removing military from non-defense related responsibilities.
- Establish channels for popular input into national security policy-making.
- Ensure civilian oversight into military budget and officer promotions
.

Talking Points:

- After a transition away from authoritarianism, one of the central challenges facing new democratic elites is redefining civil-military relations.

- Any institutional or policy moves towards establishing democratic civilian control over the military necessitates civil-military negotiation and bargaining.

- But military leadership, the officer corps, and rank and file do not have to be in agreement with the democratic norms seeking more open, transparent governance. History shows in southern European and Latin America ccounties in the 1970s and 1980s, sustainable democratic reforms occurred despite military preferences and nostalgia for "good old days" of authoritarianism. Once reform process begins, social and economic forces tend to push control by military leaders in unintended directions.

Questions for Dialogue:

Case studies suggest that militaries that suffered serious setbacks, including those in combat (Argentina 1982, Greece 1974) or in failed regimes as rulers (Uruguay, Peru and Ecuador in late 1970's and Brazil early 1980's) tend to have minimal leverage to preserve institutional privilege in early stages of transition. This enhances the likelihood of establishment of sustainable civilian control.

Militaries that have been viewed as having been damaged by former authoritarian systems or played direct roles in ousting authoritarian rulers (Portugal 1974, Philippines 1986) tend to use their past to gain or sustain institutional power and autonomy from civilian control during the reform process.

- Discuss why military are less likely to maintain control depending on their role prior to the change in regime.

- Discuss reforms that may be useful in Iraq.

Transparency, Accounta[...]
Corruption

Goal:

Provide greater understanding and awareness of the concepts of transparency, accountability and anti-corruption; suggest means of strengthening transparency and accountability during a transition period and identify areas lacking transparency and suffering from corruption in Iraq.

Objectives:

1. Define the concepts of transparency, accountability and corruption
2. Identify the role of governments and civil society in preventing corruption
3. Explain the ways transparency and accountability can be promoted
4. Discuss corruption and anti-corruption in Iraq

OBJECTIVE 1

What are transparency, accountability and corruption?

- **Transparency**: The availability of information to the public on all decisions and actions that are made by government.

- **Accountability**: The way in which government exercises responsibility in making known how it intends to make decisions or actions, the actual decisions and actions that it makes as well as the result or outcome of such decisions and actions.

- **Corruption:** discretionality + lack of transparency.

OBJECTIVE 2

How can transparency and accountability be promoted?

Three key areas in which can be promote transparency and accountability:
- Structure of system
  - Identify the ongoing benefits from the change process and beneficiaries and facilitate communication of same to the wider community
  - Promote stakeholder participation in all change initiatives
  - Where existing processes are not transparent and not accountable provide information on and foster the benefits of a change
  - Support people to make these changes and encourage institutions to support people to carry out these functions fairly
- Open dialogue
  - Transparency of governance is facilitated by open dialogue about the problem. 'This decision makes no sense to us', and 'Is there the possibility of corruption here' are questions that should be possible to ask without risk of affront.
- Directness
  - Transparency is enhanced wherever funding is channeled as directly as possible to the beneficiary, in the form of a benefit that they know and understand.

OBJECTIVE 3

What is the role of civil society in promoting transparency and accountability?

The responsibility of a transparent reconstruction process does not fall on governments alone. Civil society plays a fundamental role in raising awareness, establishing and contributing to priorities, and monitoring progress. Individuals need to take on their responsibility as active citizens building a better tomorrow.

Institutional strengthening efforts address the internal structures of local government to ensure broad-based member participation and transparency in organizational decision-making. Restructuring can promote accountability and a fresh responsiveness by new leaders to its members.

OBJECTIVE 4

Discuss Corruption and Anti-Corruption in Iraq

Designing a new State or Country requires paying attention to the elements that contribute structurally to a corruptly-designed government. A lack of discretion in the management of a government departments (budgeting, spending, hiring, equipping) has

extensive consequences for the public trust and foreign confidence in that government. Management practices which are not monitored by independent auditors lead to bad practices, a lack of quality public services and the eventual breakdown of government responsibilities.

Talking Points:

- Identify the difference between 'accounting' and 'accountability.'
- Discuss barriers to change in Iraq and where practicable use your knowledge of existing rules and procedures or foster a new approach.
- Discuss how to prevent corruption in Iraq.
- If citizens are not aware of how reconstruction and transformation should be developing, if they have no avenues to express their own priorities, to monitor or to evaluate progress and problems, then even well-institutionalized systems of accountability will falter.
- Uninformed, uninvolved, skeptical citizens may find other avenues outside the normal political process to demonstrate their lack of confidence and distrust of government reconstruction progress, undermining the legitimacy of duly elected democratic governments.

Questions for Dialogue:

1. What are some of the ways citizens can address corruption?
2. How can citizens organize themselves to hold the government accountable for its promises?
3. What can you do to help other people to understand their responsibility to hold the government accountable?
4. What role does Iraqi culture play in:
    a. Accountability
    b. Transparency
    c. Anti-corruption
5. Discuss what information you, as a citizen of Iraq, have a right to access.

Elements of Free & Fair E

Goal:

Discuss the meaning of free and fair elections, promote the understanding that free and fair elections are a basic component of democracy and discuss how and which system would be best suited for Iraq.

Objectives:

1. Define elections
2. Describe the elements of free and fair elections
3. Identify the basic components of an election law
4. Clarify the concept of electoral authority
5. List the responsibilities of an independent election commission
6. Describe the basic elements of elections

OBJECTIVE 1

What are elections?

Elections are an inclusive exercise through which a majority of people, using fair and transparent rules, choose an individual or a group to represent voters in a decision-making process.

OBJECTIVE 2

What Makes an Election Free & Fair?

- UNIVERSAL: All voters should be included in the electoral register without discrimination by the authorities. It also means that all those who want to become parliamentarians or stand for election as President can register as candidates without discrimination. Citizens who meet the qualifications, such as age, should automatically have the right to vote.
- FAIRNESS: The minimum standard of fairness demanded by International standards is that the voter is given information about each party and each candidate and their

programs. This minimum can be expanded to cover many other issues to ensure that the election is fair to all and that the voter is aware of the different policies.

- SECRECY: This means that the individual must complete the ballot slip alone and must do so in private in a closed voting booth. Other people should not be able to see into it. It also means that the ballot-slip should be folded so that no-one can see what is written on it and it should be placed in a sealed ballot box which cannot be opened. "Secrecy" also means that unauthorized people -- including police or security officials -- should not be allowed into the polling station while the vote is taking place or the ballots are being counted.
- FREEDOM: This principle covers many issues. One is that a citizen should be able to cast his vote free of intimidation or bullying from supporters of any party or from the security authorities. It also means that candidates should be able to make speeches, hold public meetings and have access to the media throughout the election campaign without intimidation.
- TRANSPARENCY: This also covers a number of issues. For example, the election law must be clear and understandable. Voting procedures must be clear and easily understood by all who go to the polling booth. "Transparency" also means that a small number of observers approved by the political parties and election monitors can watch the counting process at all levels to ensure that it is honest.

OBJECTIVE 3

What are the basic elements of election laws?

- Electoral Legislation :
    Integral: The law must cover all issues and define the electoral system
    Flexible: The law must allow for changes
    Modern: The law must take the use of technology and administration into account
    Feasible: The law must take the realistic condition of the country into account

- Elements of an Election Law:
    Composition of Independent Election Commission
    Powers of election commission
    Who can vote (citizenship)
    Who can be a candidate, political party
    Electing formula (minimum threshold)
    Registration of voters, candidates, parties
    Election boundaries (geographic limits per seat)
    Campaign rules, access to media
    Limits of media, party agents, observers
    Counting procedures witnessed by others
    Judicial recourse for complaints

OBJECTIVE 4

What is an Electoral Authority?

- State dependent, party dependent or independent
- Election Commission or Tribunal
- Code of conduct of Commission members

OBJECTIVE 5

What are the Responsibilities of an Independent Election Commission?

An independent election commission should:

- Provide for a voter and candidate registration system
- Publish financial rules for candidates, parties
- Allow for voter education
- Train polling officials
- Select polling locations
- Oversee the supplying, logistics of polling equipment
- Design a secure ballot paper
- Ensure proper security arrangements with police
- Publish official election results
- Have members which obey a code of ethical conduct

OBJECTIVE 6

What are the basic elements of elections?

- Voter registration.
    Location, access and number of Voter Register Centers (VRCs)
    Technology: Computerized vs. Manual vs. Mixed
    National ID card? Voter ID card?
- Nomination of candidates
    Equal opportunity
    Independent candidates
- Electoral campaign:
    Fair treatment and equal opportunities for political campaign dissemination

Code of conduct (incl. definition of electoral misdemeanors, penalization and law enforcement; and campaign funding regulations and monitoring)

Fair use of state media

Monitoring (International and Domestic)

- Public awareness and voter education

    Through election commission, NGOs, media, political parties/candidates, international observers

    To all and with all stakeholders (PP, CS, IO, Cit, Voters, population)

- Training

    For all election commissions, PP's. NGO's

    Direct, practical, continuous, professional

    Media, Internet, posters

- Electoral Observation

    Local and international observation

    Long-term and short-term observation

    To all phases of elections

    Access to databases, resolutions, information and archives

- Election Day :

    Polling station officials (male and female)

        President – voter card verifier and voters' list controller

        Vice President – finger verifier and ballot paper issuer

        Ballot box controller

        Queue controller / security

        Registrar (special envelope)

    Logistics

        Ballot design, printing and control

        Security

        Voting, counting and transmission of results technology

        Military, handicapped, hospitals, jails, voting abroad

        Measures to avoid multiple, family, proxy, dead voting; impersonation

    Media Center, journalist's accreditation

    Counting procedures: Who counts? Ruling special circumstances. Quick count, parallel tabulation, transmission of provisional and definitive results

    Electoral complaints management

- Post-electoral activities

    Election law analysis

    Election results process and analysis

    Financial analysis

    Lessons learned analysis

Talking Points:

1. Define the concept of proportional representation, a special allocation of seats (women, minority groups, tribal groups etc.) Discuss whether or not this violates the concept of free and fair elections.

2. What international instruments support free & fair elections?

- Universal Declaration of Human Rights
  Adopted by the United Nations General Assembly in 1948, it recognizes the role that transparent and fair elections play in ensuring the right to a democratic government. Article 21 states "everyone has the right to take part in the government of his/her country, either directly or through freely-chosen representatives." A second paragraph says the authority of the government rests on the will of the people. It adds that "this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage, and shall be held by secret ballot or by equivalent free voting procedures."
- International Covenants
  1966 International Covenants on Civil and Political Rights, Article 25: (a) To take part in the conduct of public affairs, directly or through freely chosen representatives; (b) To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors; (c) To have access, on general terms of equality, to public service in his country.
- United Nations Resolution
  1991 UN General Assembly (UNGA) resolution 46/137 (17 December): Enhancing the effectiveness of the principle of periodic and genuine elections.

Questions for Dialogue:

- Are free and fair elections important for Iraq? Why or why not?
- Is Iraq prepared to hold free and fair elections?
- What factors might make it difficult to hold free and fair elections in Iraq?
- Can the democratization process continue without free and fair elections?
- What can citizens do to ensure free and fair elections in Iraq?
- How important is the monitoring of an election in order to declare it "Free and Fair"?

The Role of Media in De

Goal:

Define and discuss the role of media in a democracy

Objectives:

1. Define the various functions that media serve in a democracy
2. State the elements required for media to be supportive of democracy
3. Identify characteristics of media that undermine democracy
4. Discuss the government's role in regulation of the media

OBJECTIVE 1

What are the functions of the media in a democracy?

- Access to information ensures that citizens make responsible, informed choices.

- Media supply political information upon which voters base their decisions.

- Identify problems in society and serve as the outlet or medium for discussion.

- Serve as the watchdogs that we rely upon to uncover errors and wrongdoings by those who have power.

- The most important functions of the media are:

    Defining the public agenda

    Providing a platform for debate across a diverse range of views

    Holding officials accountable for the way they exercise power

    Encouraging citizens to learn, choose, and become involved in the political process

    Resisting efforts to subvert the right to free speech

What are the characteristics of media that is supportive of democracy?

- **Editorial independence:** For the media to operate as an accurate source of information about public affairs or as a check on power, they must be insulated from control by the objects of their inquiries whether they are, for example, governmental, economic, or religious.

- **Freedom from Censorship:** Censorship corrupts the system of providing information appropriate for a people to govern themselves, whether or not that censorship is government-sponsored or it arises from any other use of power in the public domain. Even within the news gathering organizations, power can be used in such a way that the effects of censorship occur. Or news organizations may be inducted to perform self-censorship as a result of intimidation or threat of economic penalties. This abuse of power can occur by the choice of what will or will not be reported, as well as by how news is reported.

- **Diversity and Plurality of Voices:** Self-government requires not only the choice of what policies to pursue, but also the ability to select which perspectives and ideas seem most valid to individual citizens. There must be a range of options from which to obtain information and opinion regarding the public domain. Thus, the number of sources and outlets of information must be many and varied. They must also present a diversity of perspectives.

- **Quality:** For citizens to be able to decide wisely, the information and knowledge presented to them by media must be of sufficient scope, depth, and accuracy to provide an adequate foundation for their deliberation.

- **Integrity:** The function of the media is to do more than transfer information given to them. Often the information most relevant to public deliberation can be obtained only as a result of persistent and even courageous investigation into the activities of those in power. This role is often undertaken not only by professionals but also, with great effectiveness, by citizens themselves who may refuse to rely on standardized sources of information.

- **Accessibility:** The media cannot be closed to public participation. Citizens must be able to communicate directly with other citizens and to those in power through the media. In addition, publications of the best information will be of little consequence for self-governance if it is not readily available to the people. Unless the people develop the knowledge and skills required to obtain and evaluate public information, their participation in the public domain may be limited in its effectiveness.

- *Financial viability:* To get away from government control, media outlets need to be able to earn their own way, pay decent salaries, and cover production costs from newsprint to transmitters. Training may be essential to teach media owners and managers about advertising, marketing, and financial management so they can stand on their own. The programs also assist with feasibility studies, business plans, and creating audit bureaus to certify circulation to determine advertising rates.

- *Serving the public interest:* The public interest may be defined as representing a number of voices throughout a number of media outlets which represent a diversity of views.

OBJECTIVE 3

What are the characteristics of media that might undermine democracy?

When the media exhibit the following characteristics, they may undermine or subvert democracy:

- *Concentration of ownership.* The ownership and control of the media may be so concentrated either by government or among private corporations that the type and range of information, issues, and perspectives is restricted. Thus the scope of information available to the public is so narrowed that the people cannot become aware of the alternatives available for choice. Even when they are aware of the issues, they may not have sufficient facts and perspectives to make decisions that best serve their own interests.

- *Distortion.* Distortion in the media can take many forms other than the most obvious misrepresentation of the facts. These include:

  Selective inclusion of some facts and the deliberate exclusion of others

  Framing information in such a way that one perspective dominates and obscures other ways of looking at the same facts

  Over-generalizing where a few accurate details are given such emphasis that they lead to a false portrayal or substitute for a complete picture

  Using "loaded" (emotion- or value-laden) language that prompt conclusions not based on careful reasoning

  Using and perpetuating stereotypes that prompt people to draw unexamined and possibly unfounded conclusions or unwarranted expectations based on highly visible traits

- *Imbalance.* Even when some issues are worthy of media focus, the media may concentrate so much attention on them that other important issues are eclipsed. Or arguments on one side of an issue may be well presented while opposing arguments

may not be presented at all or may be poorly presented. In addition, a predominant focus on personal, local, regional, national, or international issues to the detriment of the other levels creates an imbalance that makes it difficult for a democratic people to attend to all of the levels of governance that affect them.

◁ **Negative portrayal of human beings.** When the media focus predominantly on human shortcomings and misdeeds such as scandal, corruption, crime, and depravity, they distort people's perceptions of society and their fellow citizens. This undermines confidence in their institutions, replacing it with mutual distrust and doubtfulness about the human capacity for self-government. When information itself almost exclusively takes the form of entertainment, the media have defaulted on their obligation to keep the public informed. In extreme cases they can become so preoccupied with entertaining a mass audience by providing titillation and evoking strong emotions that may portray human nature as so depraved, violent, or unreasoning that democracy is impossible.

◁ **Inaccessibility.** The media often characterize themselves as standing in the place of the people. They purport to be "the eyes and ears" of the public and to fulfill the public's "right to know." And yet, although there may be a great variety of sources of information, many media organizations deny access for participation or contribution by members of the public. The people may have little influence on one of the most important sets of institutions for determining what knowledge and perspectives are available to them to use in making judgments about public affairs. Thus important issues may be neglected or differing perspectives may be selectively excluded from the public domain.

OBJECTIVE 4

What is the government's role in regulating media?

- As a general rule governments should not restrict the contents of the media.
- The accountability and responsibility of the press is ultimately decided by the people.
- Governments may regulate the technical aspects of broadcasting.
- Frequencies should be allocated in a fair and non-discriminatory manner.
- The media are subject to the law of the land, in matters such as defamation or incitement. Many countries now have libel laws in order to protect citizens from the excesses of the media.

Talking Points:
- The mass media constitutes the backbone of democracy.
- Independent media around the world have emerged as some of the most powerful forces in the struggle to change repressive regimes into open and productive societies.

Questions for Dialogue:

- Why it is necessary a free media report from an objective position?

- How would a free media have the ability to change a closed, repressive regime?

- What laws or regulations may a democratic society place on the media?

- Discuss reforms in the media that may be useful for Iraq.

- A problem in many new democracies is that journalists that once had to toe the single-party line often equate independence with opposition. Because they speak out against the government, they believe they are independent. But hasn't one affiliation just been traded for another?

Federation of Arab Journalists
Code of Ethics

Adopted by the Third Conference of the Federation of Arab Journalists, in April 1972, in Baghdad. The Code is based on the following principles:

1. Commitments to the objectives of the public and the right of the Arab nation to unity, freedom and progress.

2. Journalists pledge to respect the right of individuals to privacy and dignity. They should abstain from publishing personal or family scandals that aim at weakening family relations.

3. The message of the press is sacred: it should not be subjected to opportunism, dishonesty, defamation.

4. The message of the press entails adherence to objective reality and truth. Journalists are committed to obtain information and facts by legal means and to correct any published material in case inaccuracy is discovered in it.

5. Solidarity among Arab journalists must be based on defence of professional ethics, and exposure of those who behave improperly or those who seek out personal profit and give priority to personal interests by publishing unfounded news and by making statements aiming to create sensation and to encourage corruption and crime.

6. Journalists are committed to support justice in courts, not to support any party against the other or decide any case so long as the authority concerned had not issued the sentence.

7. Journalists should respect publication rights, abstain from plagiarism.

8. Before practising the profession, the journalist (according to the statute of his own organisation) should make the following oath: "I swear by professional honour to perform my work honestly and truthfully, to keep professional secrets, to abide by the regulations and traditions of the profession and to defend its dignity."

9. A clear distinction should be made between information and opinions or advertisements so that no propaganda or political opinions and ideas slip into publication as edited materials. Such

materials should be clearly specified as advertisements in newspapers and magazines.

10. Political advertisements submitted by foreign bodies are prohibited unless they are in harmony with the national policy. In that case publication should be equal to established prices so as not to turn advertisements into indirect donation from a foreign State.

Members of affiliated unions and organisations should refrain from publishing their names under advertisements so that the reputation and moral influence of journalists are not utilised by advertisers. Advertising represents a social service, its essential function being to push the sales of goods which are useful to the consumer: such a function does need to be performed through lies or cheating. Newspapers, magazines and other mass media are entitled to check data and facts in advertisements in order to maintain the reputation of the press. In addition, journalists should dedicate pages for special campaigns against advertising that spreads propaganda for the benefit of imperialist states, reactionary forces and foreign monopolies in contradiction with supreme Arab interests.

Rights & Responsibilities

Goal:

Inform participants about the various rights that can be afforded to them as citizens of a democracy and ensure participants understand that along with their rights come responsibilities for protecting the welfare of their country and of their fellow citizens.

Objectives:

1. Define the concepts of rights and responsibilities
2. Identify basic rights that everyone has
3. Explain why rights are not absolute and how they function to serve a diverse citizenry.
4. Explain the correlation between rights and responsibilities.
5. Identify ways in which they can fulfill their responsibilities within their community.

OBJECTIVE 1

Define Rights and Responsibilities

- Rights are things one is entitled to.
- Responsibilities are actions and behaviors which one is expected to do.

OBJECTIVE 2

What basic rights does everyone have?

Exercise/Discussion:

1. Why would certain rights only be applicable for certain age groups
2. Name four rights that have age restrictions
3. Name a responsibility that comes along with each of those rights

To vote	Vote in elections.
Education	Go to school.

Apply for Iraqi passport	Be a good 'ambassador' of Iraq when in foreign countries.
Be a candidate in national and/or local elections	Participate in the political system and allow others to also stand for election.
Enter and leave Iraq freely	Have the proper paperwork.
Express your opinions freely	Respect the rights and freedoms of others to express their opinions.
To join a group and meet with others; i.e. trade union, student council	Obey the laws. Hold meetings in an orderly and peaceful fashion.
Ask questions of and/or criticize the conduct of your government, and your national and local representative	Know and understand how the government works; the roles of each governing body; role of courts, parliament, of City Hall, etc.
Assemble and/or demonstrate	Assemble and/or demonstrate peacefully. To register with police before holding a rally.
Freedom of worship/religion	Appreciate and help preserve Iraqi's multicultural heritage.
Justice/ right to a fair trial / innocent until proven guilty	To not ignore the criminal intentions of others.
Private ownership of property	Respect others' property. Care for and protect the environment.
Security	Respect others' safety as well, for instance by driving safely.
Equal opportunity / protection against discrimination	Do not to discriminate or treat others unfairly.
To live in a society free of violence and harm	Perform national service, ie join the armed forces.
Housing, water, electricity services	Pay taxes, local fees.

OBJECTIVE 3

Why are rights not absolute and how do they function to serve a diverse citizenry?

Exercise/Discussion:

1. Evaluate situations involving conflicts between rights and propose solutions to these conflicts.

    Religion

    Gender

    Geographical

2. Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good.

3. Examine how societal needs are balanced against the individual's rights and responsibilities (e.g., protection of environment)

OBJECTIVE 4

What is the correlation between rights and responsibilities?

Exercise/Discussion:

1. Name five rights that are important for you and explain why you think each one is important.

2. Name a responsibility to match each of your rights and explain how you think they match up.

OBJECTIVE 5

How can citizens fulfill their responsibilities within their community?

1. Being an Iraqi citizen is more than voting and obeying laws. Being a citizen also means having responsibilities, getting involved in the community and the country. Explain the importance of taking an active role in political leadership and public service in your community.

2. Identify significant characteristics of an effective citizen

3. Why might people not want to see their responsibilities?

4. Everyone has something to give to make Iraq a better place. Devise and execute a strategy for advancing a position on a public issue relating to individual rights, justice, or equality.

Talking Points:

- Rights and responsibilities go hand-in-hand. You cannot have one unless you have the other.

- People are born with inalienable rights which can not be denied them by any institution due to international treaties and universally-recognized norms of conduct.

- Additionally, as long as someone is a citizen of Iraq, they have rights given to them by the Constitution of Iraq – regardless of gender, age, ethnicity or religion.

- Some rights are based on your age (i.e. the right to and education for everyone under the age of 18 or the right to vote for everyone over the age of 18).

- With these rights come responsibilities, obligations, to your country, your neighborhood and your fellow countrymen and women. For example voting is both a right and a responsibility.

- It is your duty to not just know, but to respect your rights by fulfilling your responsibilities. For instance, a person cannot plead ignorance to the law, that looting is illegal, than land must be claimed.

Questions for Dialogue:

1. Discuss the rights you think you are entitled to.

2. Discuss the rights you have as a woman? A student? A business man? A mother?

3. Discuss responsibilities you have as an Iraqi.

4. Dialogue about ways you can get involved in your community to:

   Educate everyone about their rights

   Encourage your neighbors to undertake your responsibilities

Civic Participation, Empowe
Advocacy

Goal:

Promote the understanding of the role of citizen's participation in bringing about change in democratic societies, consider mechanisms for participation and develop strategies for advocacy.

Objectives:

1. Define civic participation, empowerment and advocacy
2. Explain the purpose of participation and advocacy
3. Discuss how governance affects civic engagement
4. Show how civic engagement affects governance
5. Identify factors contributing to civic engagement
6. Develop strategies and tools for advocacy
7. Appreciate the difference between power and powerlessness

OBJECTIVE 1

What are civic participation, empowerment and advocacy?

Civic Participation: Involvement in all stages of decision-making. Since a fundamental tenet of advocacy is informed participation in the political decision-making, citizens have to gain the confidence, knowledge, skills, and organization necessary to be involved in their government.

Empowerment: A process aimed at changing the nature and direction of systemic forces which marginalize disadvantaged groups. The term empowerment refers to a range of activities from individual self-assertion to collective resistance, protest and mobilization that challenge basic power relations. For individuals and groups where class, ethnicity and gender determine their access to resources and power, their empowerment begins when they not only recognize the systemic forces that oppress them, but act to change existing power relationships.

Real empowerment can only be achieved by citizen participation in the decisions that allocate resources and determine priorities. The coming together of the two trends are the influential nature of advocacy.

Advocacy: There are many different ways to conceptualize advocacy. When NGO leaders in different countries are asked to define advocacy there is usually a debate between those who believe advocacy is speaking on behalf of the voiceless (*representation*), those who believe it is encouraging others to speak with you (*mobilization*), and those who believe it is supporting the voiceless to speak for themselves (*empowerment*).

Advocacy involves different strategies aimed at influencing policies, attitudes and practice at the many levels of society. It explores:

- **Who decides:** Elections, appointments and selection of policymakers, judges, ministers, board of directors, managing directors, administrators, etc.
- **What is decided:** Laws, policies, priorities, services, programs, institutions, budgets, statements.
- **How it is decided:** Accessibility of citizens to information and the process, extent of consultation with the public and accountability and responsiveness of decision makers to citizens and other stakeholders.
- **How is it enforced or implemented:** Ensuring participations of citizens and accountability so that decisions are put into action and laws enforced equitably, etc.

OBJECTIVE 2

What is the purpose of participation and advocacy?

Effective participation and advocacy may succeed in influencing policy decision-making and implementation by:

- Educating leaders, policy makers and others who make or carry out policy;
- Influencing or reforming existing policies, laws and budgets or developing new projects or programs; and
- Creating more participatory, accountable, and transparent decision-making structures.

OBJECTIVE 3

How does governance affect civic engagement?

- The formal political and legal arrangements such as laws governing election, association, information flow.

- Social norms and traditions that influence governance such as relationships among people on the individual level between castes or classes, religions and ethnic groups, tribes and races all dictate the balance of power and relationships among citizens and between them and their government.

- Capacity and reliability of representatives (elected and appointed) responsible for understanding and articulating the message of the citizens to various policy and decision making forums.

- Flow of information between stakeholders: government, civil society, elected representatives and private sector.

OBJECTIVE 4

How does civic engagement affect governance?

- Improved accountability of government;
- Improved responsiveness of government;
- Creation of self-sustained service delivery systems;
- Formation of partnerships to improve the service delivery and policy making systems already in place.

OBJECTIVE 5

What factors contribute to civic engagement?

- The reasons citizens decide to take action
- Ownership
- Prerequisites for civic engagement
- Modalities of capacity strengthening
- Empowerment

Understanding power and powerlessness

Advocacy is about influencing or changing relationships of power. It is therefore important to understand what makes some individuals and groups in society more powerful than others. Society and governments have ways of perpetuating power and powerlessness by shaping the way people think about themselves and their rights. One of the most fundamental ways of controlling who has and who does not have power is by shaping the way we think – and more importantly, by shaping our acceptance of who has power and who does not.

What is power? There are four ways to look at the concept of power:

> *power to* refers to the creative potential of each individual to influence his/her own life;
> *power for* is the productive capacity of each person to generate ideas and things, and the purpose which each person's life presents;
> *power over* includes strength, force, control, money, class, abuse, knowledge and ideas;
> *power with* refers to the strength of a group to multiply the impact of one person to do something that is greater than the sum of its parts.

Explore how personal experience with power and powerlessness provide general insights into alternative sources of political power and what empowerment might entail.

On a piece of paper draw a line down the middle. On the one side draw a situation or event which made you feel powerful and on the other side one that made you feel powerless. List the actions which were at the heart of the feelings of power and powerlessness, and note them in the box below.

Powerful	Powerlessness

What is an advocacy strategy?

- ◁ It is <u>what</u> you want to change
- ◁ <u>Who</u> will make the change
- ◁ <u>How</u> you will make the change
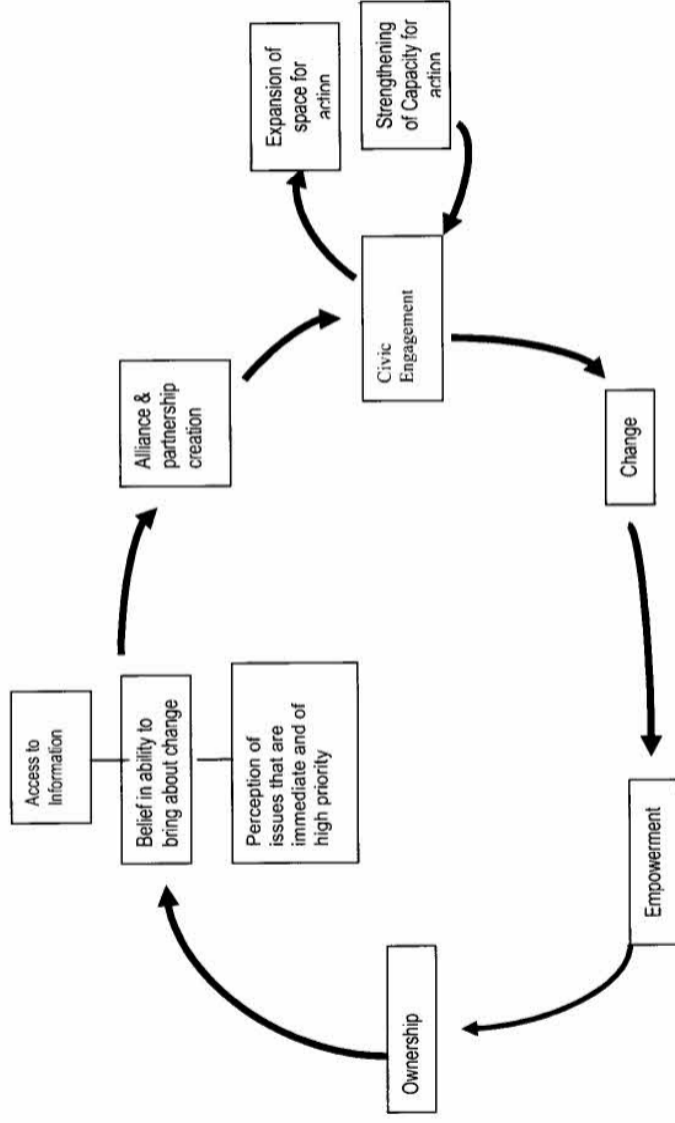- ◁ When the change will be made

From Problems to Advocacy Solutions

- ◁ Strategies are a solution to a problem. Advocacy strategies propose using or challenging policy or law as a solution.

- ◁ Effective advocacy strategies have a clear understanding or analysis of the problem its self—its nature, extent, and causes

- ◁ How the policy/law can respond or address the problem either with better policy or better enforcement

- ◁ Because problems are more than a reflection of poor policies or laws, strategies require comprehensive political as well as policy remedies aimed at changing citizens' attitudes, behavior, and involvement in their own governance as well as reforming how policy is made and implemented in the first place.

Different types and ingredients of advocacy alternatives are:

- ▪ Public demonstration/marches. A public demonstration of support relying on numbers of supporters. Numbers and timing are crucial elements for planning such a tactic. Boycotts can also be extremely powerful tactic but require large-scale and sustained support.

- ▪ Litigation- Using the courts to change a law or draw attention to the problem

- ▪ Education and Media: This alternative includes fact-finding, street theatre, public forums, letters to the editor, press conferences, radio, web pages, internet, TV, paid advertisements, canvassing opinions and participatory problem identification as a step in engaging a constituency.

- ▪ Organizational-building. Building groups and alliances to expand and sustain citizen opportunities to participate and demand access.

- ▪ Persuasion:
    - ◁ Clout-showing strength through mobilizing popular support in coalitions. Numbers of actions or get-out-the- vote initiative and by using opinion leaders;
    - ◁ Negotiation – building on the ability to show power, this involves bargaining with decision makers.

Access to
Information

Belief in ability to
bring about change

Perception of
issues that are
immediate and of
high priority

Alliance &
partnership
creation

Expansion of
space for
action

Strengthening
of Capacity for
action

Civic
Engagement

Change

Empowerment

Ownership

Cycle showing how civic engagement can bring about change

National Reconcilia~~t~~

Goal:

Promote greater understanding and awareness of the concept of national reconciliation, apply this concept to Iraq today and consider how this might impact on Iraq's future democratic development.

Objectives:

1. Define the concept of national reconciliation

2. Identify the reasons national reconciliation programs are used

3. Understand the different methods used to bring about national reconciliation

4. Compare national reconciliation models and discuss how they might apply to Iraq

OBJECTIVE 1

What is national reconciliation?

National Reconciliation is a process of reuniting country where all communities live together in peace, harmony and prosperity. To "reconcile" means "to restore to friendship or harmony; to settle or resolve differences." The purpose of national reconciliation is to restore peaceful relations as between and among ethnic, religious and/or political communities that have been in conflict.

Through a program of reconciliation, the source of the original conflict is examined, and a sense of justice is restored through peaceful means.

Whether a program of national reconciliation is successful in creating an environment for peaceful coexistence can depend on many factors, including, the nature of the conflict and the will of the citizens to commit to a program of national reconciliation.

OBJECTIVE 2

Why are national reconciliation programs useful?

National Reconciliation Programs can help to:

1. Create a general climate of tolerance, national unity and security to overcome the conflicts and divisions of the past;

2. Re-establish equality of citizens;

3. Establish an atmosphere of trust between citizens;

4. Create general social, political, security and economic conditions for normalization of life;

5. Include all citizens in the building of a democratic society within the framework of the existing democratic system;

6. Establish the truth in relation to past events as well as the motives for the circumstance in which gross violations of human rights have occurred, and to make the findings known in order to prevent a repetition of such acts;

7. Establish and make the fate or whereabouts of victims known and restore their human and civil dignity by granting them an opportunity to relate their own account of the violations of which they are the victims and by recommending reparation measures; and

8. Create a political framework for the implementation of relevant legal norms.

OBJECTIVE 3

What are the methods of national reconciliation?

Truth Commissions: One method of promoting national reconciliation has been to establish truth commissions to investigate and report on human rights abuses. Several South American countries, e.g. Chile, Argentina and El Salvador, which in the 1980's were governed by military regimes and have only recently re-established democratic systems of government -- have employed truth commissions, principally, to evaluate the abuses of military rule. Truth commissions have been granted authority to subpoena witnesses and take testimony on human rights abuses. The purpose is not to try individuals for specific crimes, but to allow people to take responsibility for what happened.

War Crimes Process: A second method of promoting national reconciliation has been to establish a war crimes process that will identify and prosecute individuals responsible for international crimes. In Bosnia (in 1993) and in Rwanda (in 1994), for example, war crimes tribunals were established by the United Nations as a measure to help promote the preservation of peace and security in the Balkan region in Southern Europe and in Central Africa. This method results in individuals being tried and convicted for their crimes.

Reparations: As part of the process of uncovering and prosecuting injustices, Chile, Argentina and El Salvador have established commissions to provide victims reparations-- usually awards of money or services and educational opportunities to acknowledge their losses. In states like South Africa, however, where whole communities suffered psychological and material injuries as a result of the policy of apartheid, providing reparations is a larger and more complicated process.

Legal Changes: A legal after the American Civil War (1861-1864), the goal of reconstruction was to reform the political, legal and cultural institutions of the Confederate states so that they could rejoin the Union. One critical feature of reconstruction was the abolition of slavery. The ratification of the Thirteenth, Fourteenth and Fifteenth Amendments to the U.S. Constitution -- abolishing slavery, and establishing the federal rights to equal protection and to vote -- were important legal advances that enabled national reconciliation.

OBJECTIVE 4

What are the models of national reconciliation?

Croatian Model and Structure: A National Committee with subcommittees at Provincial, City and Neighborhood Level.

South African Model and Structure: A Truth and Reconciliation Commission (11-17 members), a Committee on Human Rights Violations, a Committee on Amnesty and a Committee on Reparation and Rehabilitation.

Fiji Model and Structure: The Ministry of Information was merged into the Department of National Reconciliation under the Ministry of National Reconciliation, Information and Media Relations.

Talking Points:

- ❏ Explain the concepts of justice, amnesty and immunity to punishment
- ❏ Discuss national reconciliation from differing viewpoints: Victims of the previous regime; a minister in the future government; a low-level Baathist party member; a member of the armed forces during the recent war.

- 400 prisoners were recently freed to return to their homes and families, "In a gesture to give incentive to those Iraqis who wish to reconcile with their countrymen." Debate the fairness of this action and have the participants list the pros and cons.

- Discuss how national unity and reconciliation can be helped and hurt by each of these factors:

  Political

  Legal

  Economics

  Social Affairs

  Media

  Culture

  Education

  Refugee Return and Reconstruction

Questions for Dialogue:

- Is national reconciliation important at this point for Iraq?

- How do you think reconciliation could support or hinder the democratic process?

- What is the connection between the constitution and a national reconciliation program?

- What might Iraq look like in five years if there is a reconciliation process? What might it look like if there is not a reconciliation process?

- What are the most pressing issues of reconciliation in your region?

Holding a Forum

A forum provides an excellent means of focusing on local views of the topic. They offer a great opportunity to bring together a diverse audience and offer them an opportunity to ask and get answers for their questions on a particular topic.

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A forum is a public meeting or assembly for open discussion. The objective of forum is to raise (and discuss) a topic related to democracy.
Various means can be used to initiate discussion
  ❖ handouts
  ❖ presentations
  ❖ speeches
  ❖ questions and answers
  ❖ panel discussion

Participants and speakers can be from similar backgrounds (i.e. all university students or a very diverse setting (i.e. local civic, community and religious leaders, government officials, students, women, etc.)

When organizing a forum, keep in mind:
  ❖ There must be a clear topic
  ❖ Panelists may need coaching
  ❖ Everyone needs to listen to and respect other's perspectives and opinions.
  ❖ A forum requires a strong moderator or facilitator to ensure there is a good flow of information and questions and answers.

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  ❖ You want to give people an opportunity to air their questions

- ◈ You want to reach a lot of people and involve them in feeling part of the process
- ◈ Build participation skills

1. Form a small planning group

Bring together key players to start planning the forum. Brainstorm topics, formats, and schedule, speakers, panelists, etc. Also discuss learning objects, desired outcomes, and follow-up. Then define the purpose and create an agenda.

2. Do Logistics

- ◈ Select a date and time that is going to be convenient
- ◈ Find a place that is large enough for the expected crowd including separate areas for breakout groups. Possibilities include schools, universities and hotels.
- ◈ Identify speakers or panelists.
- ◈ Identify audience (key individuals, organizations, students, women, government officials, etc) and send invitations with as much notice as possible supplying details such as when, length of meeting, where it will be held (including directions) and a brief statement of the purpose.
- ◈ Contact and confirm attendance of speakers and panelists as well as the moderator.
- ◈ Prepare any visual aids that will help discussions such as a slide show or an enlarged map of the area being discussed.
- ◈ Arrange for refreshments and food, if it will be served.
- ◈ Obtain supplies needed for information gathering and reporting such as easels, flipcharts, pens, colored dots, sticky pads, tape, audiovisual equipment, etc.
- ◈ Contact media and provide them with list of issues to be discussed.
- ◈ Prepare (and stick to) a budget

Materials needed
- Pre-forum publicity, flyers, banners, handouts
- Invitations to VIPs and desired attendees
- Invitations and topics to speakers / writers
- Forum Program
- Handouts
- Reading materials – translations of keynote addresses
- Follow-up materials / contact information
- Lots of pens, paper, notebooks

Equipment needed:
- PA system w/ extra microphones

- Backup generator
- Table and skirt/dressing
- Chairs
- Lectern w/ microphone
- Banner and/or flag for background
- Flag
- Tables for materials, chairs for monitors

3. The actual Forum

While the actual format can vary, following is a suggested agenda:

- **Welcome, Introduction of Panelists.** (10-15 minutes) During the welcome it is imperative to explain the format of the forum.
- **Opening statements by Panelists** (15 minutes) This is optional. It allows the panelists an opportunity to share their thoughts on the chosen topic.
- **Presentation/Video** (15 minutes) This too is optional. It's another way to kick off the topic of discussion.
- **Question & Answer** (1-2 hours).
- **Meeting Summary** (15 minutes) The moderator presents a final summary of the day's discussions, offering any appropriate observations about the process and the experience, and explains how the information will be used and what happens next. Finally, recognize the panelists and thank all of the participants for their time, energy and brainpower.

4. Follow Up

- It is important to discuss afterwards with the planning committee
- the overall effectiveness of the event
- if the response was what everyone had hoped for
- media response to the event
- what would you do differently next time and why

Holding a Confere

Organizing and running a conference takes work: a lot of time, money and resources. They can be extremely energizing events; they can also be deadly dull. What makes the difference is the planning. Having clear objectives, exciting speakers and topics, and plenty of opportunities for freely exchanging ideas are the keys. Conferences offer a tremendous opportunity to positively reach large numbers of people and generate publicity.

A Single or multi-day large group meeting for information exchange, debate, and/or the exploration of ideas or issues.

Conferences are planned, publicized gatherings that provide people the opportunity to share information and to network. The events are usually large and on average last two or more days. A conference format typically includes one or more key speakers who address all attendees. There may also be smaller sessions or workshops, hands-on experiences or tours, special meals or receptions, or any number of options that relate to the purpose of the conference. Before embarking on planning activities, make sure a conference is the best medium by considering:

- Is the message concise and clear enough to communicate in other ways, such as printed material or a shorter meeting?
- Is the information so complex that it would be better presented as a course or class that runs over several weeks?
- Are similar conferences planned that could be united?
- Is the topic of only local interest or would a national or regional conference be more useful?

◇ You have a specific purpose and target audience who share a common interest, and/or occupation.

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◇ You want to reach a lot of people at one time to motivate and/or share new skills and ideas.
◇ You have the opportunity to book a well-known speaker whom people want to hear.

◇ You lack the either financial or people resources or your planning group cannot decide upon a clear objective.
◇ You need an immediate gathering. Successful conferences require a long lead-time to plan, advertise and organize. The bigger the event, the more months of planning required. The objective is to get a message communicated, make contacts, or learn new skills.
◇ You have nothing new to offer. If you cannot get interesting, provoking speakers and an exciting program, you will also probably not get an audience.

1. Define it

The first step is the hardest: identify the purpose of the conference, the target audience (who will attend), and the outcomes (what attendees will gain). The more specific you can be, the more likely to meet everyone's expectations and have a successful conference. Give the conference a title; determine its length and the anticipated number of attendees.

2. Name a chairperson and a committee

There needs to be one person in charge, someone who can devote large blocks of time to planning, communicating, and organizing. The overall conference design committee will ideally be comprised of content experts, people with excellent organizational and technical skills, and representatives of potential attendees.

3. Develop the program

Using the defined purpose as the basis, design the program. Consider if you want to include different specialty tracks, shared meals, break-out sessions, panel discussions, a wrap-up session, etc. When the conference is mapped out, take these ideas and get input from key individuals or stakeholders; ask their perspectives on the purpose and content then make revisions accordingly. Finalizing the program will enable you to tell speakers exactly what you want and tell the audience what they can expect. (Conferences may also be designed solely around a specific speaker and topic. That means the speaker is asked, a date is set that is convenient for him or her, and then the program is developed.)

4. Make a work plan and budget

Pick a date(s) for the conference and work backwards identifying key deadlines for tasks such as the ones outlined below. Assign people to be responsible for each task and determine budget allocations.

5. Select and book meeting facility

Consider cost, location/parking, room size, seating comfort, security, sound, lighting, audiovisual capabilities, food, translation, people-flow, etc.

6. Confirm speakers

Speakers can be the star attraction and make or break the conference, so handle and work with them as necessary. Determine if fee and/or per diem will be given. Get final confirmation of availability, topic, audiovisual needs, and travel arrangements. Send letter with title, assigned speaking time, support requirements, and any specific directions such as providing text copy in advance. If there are multiple speakers, provide a list of all speakers and their topics. Follow up just before conference with a meeting or telephone call to go over any questions.

7. Promote it

Generating good publicity begins with creating an exciting, professional conference brochure. It must have a lot of specific information but should also be visually appealing. Have a clear, catchy title. List dates of conference and exact name and location of the facility. Describe the conference's purpose including appropriate background information. Include the order of events and times.

8. Open the gates

Have a clearly marked registration table, name tags, and prepared registration packets. The packet may include a copy of the conference brochure, an updated agenda, list of attendees, a sample publication such as newsletter, a conference feedback form and printed materials such as posters. When it's time to begin – and be sure to begin on time – the host should open the session. The host can be the conference organizer or someone else specially appointed. This person will set the tone welcoming participants and reviewing the purpose of the conference. Then go over logistics such as schedule, restroom locations, guidelines for beepers and cell phones, etc. The host should also publicly thank volunteers and recognize VIPs in attendance.

9. Follow up

If feedback forms were completed, review and summarize in a report. Send out proceedings to participants if provided by speakers.

Holding a Works[h]

Workshops are a great opportunity to bring together a diverse audience and have them generate ideas, share and gather information and get work done. The mixture of large-group presentations and small-group interactive sessions allows for greater participation and encourages open dialogues.

Workshops need strong facilitation to ensure there is good communication and active listening among attendees so that a consensus can be reached.

A combination of presentations and interactive sessions that bring people together to discuss issues and hold a dialogue for building a consensus on an issue or topic.

Workshops can last a few hours or extend over several days. The number of participants can range from a dozen to the hundreds. It all depends upon the area, the resource, the purpose for the workshop and people's invested interests.

During a workshop, real work gets accomplished. For instance, an issues and goal-setting workshop might have as its purpose to develop a workable strategy for the project that incorporates the views of community members, businesses, and government officials. The workshop would begin with instruction or training about what is going to be accomplished and how. The attendees are given background information and what the impetus is for hosting the workshop and then they will get to work. Their work might be to review a report and decide upon recommendations or brainstorm ideas for actions.

When running workshops, keep in mind:

- There must be a clear purpose, with clear tasks that will accomplish that purpose.
- Participants will need coaching on how information will be generated and recorded.
- Breakout groups should be no larger than 15 and every group needs a facilitator.
- Everyone needs to listen to and respect other's perspectives and opinions.

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- You want to build consensus. Through a workshop, people can express specific viewpoints, debate issues and come to agreement on a course of action.
- You want to reach a lot of people and involve them in defining priorities.
- You want to introduce people to basic concepts and get them thinking about how to utilize these new concepts in their communities.
- Build participation skills.

███████████████████████████████████████

1. Form a small planning group

Bring together key players to start planning the workshop. Brainstorm topics, formats, and schedule. Also discuss learning objects, desired outcomes, and follow-up. Then define the purpose and create an agenda. This group may be comprised of members from an Iraqi organization that will be hosting the event and those who will help facilitate.

2. Do Logistics

- Select a date and time that is going to be convenient
- Find a place that is large enough for the expected crowd including separate areas for breakout groups. Possibilities include schools, universities and hotels.
- Identify key individuals and organizations to invite and decide how to invite them. Send invitations with as much notice as possible supplying details such as when, length of meeting, where it will be held (including directions) and a brief statement of the purpose.
- Contact and confirm attendance of special speakers such as resource experts, elected officials, and government agencies.

- Identify and ask facilitators. Make contingency plans for having the largest group possible and estimate the number of small groups and thus the number of facilitators.
- Prepare any visual aids that will help discussions such as a slide show or an enlarged map of the area being discussed.
- Arrange for refreshments and food, if it will be served.
- Obtain supplies needed for information gathering and reporting such as easels, flipcharts, pens, colored dots, sticky pads, tape, audiovisual equipment, etc.
- Make copies of the agenda or post a large copy that everyone in the room will be able to see.

3. Run the Workshop

While the actual format can vary, following is a suggested agenda:

- ◈ **Information Presentation** to large group (30-60 minutes) to ensure workshop participants have a working knowledge of important information about the topic.
- ◈ **Information Sharing** through Dialogue (1-2 hours) to gather information about issues, opportunities and needs. This is done in small groups with a facilitator and recorder for each group. Notes are taken on flipcharts and then posted on the wall for all to see. This session culminates with a representative from each small group reviewing their thoughts and feelings for all of the attendees.
- ◈ **Community Action** (2 hours). This is when participants will generate and agree on practical, tangible steps. The large group is again broken out into small groups with a facilitator and recorder. The small groups brainstorm then prioritize their lists of actions. Each small group shares with the large group, and the large group comes to a consensus about the overall priorities.
- ◈ **Meeting Summary** (15-30 minutes) for a large group. The day's leading facilitator presents a final summary of the findings, offers any appropriate observations about the process and the experience, and explains how the information will be used and what happens next. Finally, recognize the small group facilitators and thank all of the participants for their time, energy and brainpower.

4. Follow Up

The planning group should determine how results from the workshop are going to be handled. Will they be published in a brochure or book? Will they be submitted to a local newspaper? Will they be reviewed at another meeting?

VIII. Transition to Sovereignty
Civic Education Media Development Plan

Objective: Media has a fundamental role to play in the Transition to Sovereignty civic education program as a tool for rapidly informing and motivating the Iraqi population. Given the short time frame of the Transition to Sovereignty, media and public information activities will be essential to engage the citizenry, encourage buy-in from interest groups and build a sense of legitimacy for the process and the Transitional National Assembly that emerges in July. This Media Development Plan presents a series of media and public information activities that will support and reinforce the key objectives of the transitional civic education campaign. The plan will build capacity at media outlets throughout the country while at the same time providing information to a broad cross-section of Iraqi society.

I.   Journalist Seminars

To assist media outlets in providing accurate and thorough information regarding the Transition to Sovereignty process, media professionals will take part in specialized Journalist Seminars throughout the country. Seminars to be held at the local and governorate level will provide journalists with factual information regarding the political transition process and a contextual background in principals of democratic governance. Through seminars, CPA efforts will engage journalists in the political process and promote the Transition to Sovereignty within editorial agendas.

Specific seminar topics may include (but are not limited to):

- The Transitional Administrative Law
- Caucus Procedures
- Federalism
- Separation of Powers
- Civilian Control of the Military
- An Independent Judiciary
- Citizen Rights and Responsibilities
- Role of Gender in Political Society and the Rights of Women
- Rights of the Child
- Rights of Ethnic and Religious Minorities

II.   Civic Education Program Capacity Development for Broadcast Media

To support a Civic Education strategy promoting the Transition to Sovereignty, the following is a proposed quick-impact approach to improve program production capabilities at radio and television stations throughout Iraq. This Media Program Capacity Development component will complement Journalist Seminars on specific Transition to Sovereignty issues to facilitate the national dialogue on democratic themes utilizing a variety of local and regional voices.

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This three-track training project will be implemented simultaneously over an 18-week period with the goal to create a higher professional standard of news reporting at media outlets while increasing the quantity of civic education-related programming. This complementary approach would allow improved reporting on the transition process to be packaged within programming environments that are more attractive to viewers, thus building audience loyalty to local media outlets – both for stations re-broadcasting IMN programming and non-IMN media outlets. Better programming will help to increase the quality and quantity of information communicated to local audiences about the Transition to Sovereignty process.

In addition, the improved news gathering and production abilities could potentially be utilized by the Iraqi Media Network (Al Iraqiyah) to add local and regional reports to its national news programming block. Individual correspondents could feed news packages directly to IMN from regional centers for prime newscasts, while new programming might be created where local news outlets could contribute less time-sensitive news and human interest packages to regional news programs.

The three-track training project would have the following components:

> On-Site Multi-Skilled Journalism Training
> Short-Form Training Courses with Matching Equipment Grants
> Monthly Journalism Civic Education and Ethics Workshops

Stations wishing to take part in the Program Capacity Development project would be required to agree to: 1) participate in all three components of the project; and 2) offer locally-produced civic education-related programming for re-broadcast on IMN or local broadcast outlets throughout the country.

The proposed three-track approach in detail:

- **On-Site Multi-Skilled Journalism Training** – International journalism trainers with multi-skilled backgrounds – including reporting, digital video editing, and camera operation for television; reporting, presentation and digital audio editing for radio – would be placed on-site at selected television/radio stations for four weeks to work side-by-side with journalists in the development of daily news/public interest programs. The trainers would focus on basic journalism and production skills; adding seminar/discussion sessions with editorial teams as needed to review progress and highlight areas needing practical improvement. Specific training topics would include:

  - Identifying News Opportunities
  - Writing Television/Radio News
  - Interview Techniques
  - Sourcing
  - Balanced Reporting
  - Civic Education/Democracy Reporting

- **Short-Form Training Courses With Matching Equipment Grants**
  – In order to both respond to the overwhelming technical needs at radio
  and television stations throughout Iraq, as well as to promote commitment
  to training by station management and staff, four-day training courses
  covering "Digital Editing for Journalists" would be conducted for selected
  outlets (those agreeing to participate in the training project). The course
  would teach participants from up to three broadcast outlets to use basic
  digital equipment and edit their own news/public interest reports for
  broadcast – creating a cadre of multi-skilled journalists. Upon satisfactory
  completion of the course (including confirmed attendance and practical
  evaluation or participants) participating stations would receive a targeted
  package of equipment to allow them to utilized newly-acquired skills.

  - Digital Editing for Radio Package (approximately 12,000 USD per
    station):
    - Four Computer Workstations (3 production, 1 studio play
      out, with cables for networking and accessories)
    - Five Mini-Disc Recorders (with accessories)
    - Digital Editing Software
    - Production Supplies

  - Digital Editing for Television News Package (approximately 25,000
    USD per station):
    - 2 Digital Cameras (for example, Sony DSR-PD 150 – with
      microphones and accessories)
    - 2 Computer Workstations (for production, with cables for
      networking and accessories)
    - Digital Editing Software
    - DVD Player
    - MiniDV-S/VHS Tape Deck
    - Production Supplies

- **Monthly Journalism Civic Education and Ethics Workshops** – To
  reinforce the practical skills training conducted at individual stations,
  journalism instructors would lead a series of monthly one or two-day
  round-table discussions regarding Civic Education, Ethics and Journalism
  in selected population centers. These round-table events would be open to
  participants from all media outlets in each area. Topics would include the
  role of responsible journalism vis-à-vis democratic government, the impact
  of reporting on political processes and local audiences, and ethical
  reporting standards established by international codes of conduct for
  journalists. These 1-2 day workshops would target specific audiences
  within the professional media community:

  - Month One: Station Directors
  - Month Two: News Editors
  - Month Three: Journalists/Reporters

III. Media Programming

Building upon the skills transferred to journalists and media professionals, small grants will be offered to broadcast and print outlets, non-governmental organizations, private production houses or freelance journalists to generate radio/television programming and print features/columns that highlight the issues connected to the Transition to Sovereignty. These grants will provide resources to contribute and augment programming and content offered by indigenous broadcast and print outlets throughout Iraq. Individual program concepts should be developed by local media outlets, NGOs, production houses and other indigenous groups based on their own appraisal of what program format and content will best resonate with local audiences – thus making the communication of information more effective.

Examples of projects and programming that might be supported through small grants include (but are not limited to):

- Political Roundtable Discussions
- Audience Participation Programs
- Public Service Announcement Campaigns
- Television and Radio Drama
- Community Exchange and Reconciliation Programs
- Live Public Event Broadcasts
- Op-Ed Columns
- Political Transition Feature Series for Newspapers and Periodicals

IV. Alternative Media Events

campaign, a small grants program will help indigenous NGOs organize non-mainstream approaches to raise awareness of the Transition to Sovereignty, civic dialogue and democratic themes. NGOs will be encouraged to motivate specific target constituencies by created events particularly suited to engage groups that might not normally be included in the political process.

Examples of alternative media events that might be supported through small grants include (but are not limited to):

- Art Exhibitions
- Music Concerts
- Theater
- Children's Theatre
- Children's Art Workshops
- Festivals

IX. Democracy in Iraq Today (polling and focus group findings)

Polling

In a recent *LGP* Quality of Life polling study conducted throughout Iraq in November, LGP found that:

> - 43.5 percent of the population describe themselves as not being active in their community. More than 67 percent cited one reason for not participating is that they did not know how to become involved. Nearly 50 percent say they do not have the skills to become involved.

> - 88 percent of people found that there was the potential for an increase in ethnic strife, and roughly the same amount feared an increase in civil strife.

Furthermore, in a survey conducted in October and November 2003, Oxford Research International, found that:

> - 60% of people are either not interested in politics at all or are not very interested. Among women, that number is as high as %70 percent.

> - 43 percent of people say they would never talk to other people about politics, while only 39% of people have actually done so.

> - 77% of people say they would never join a political party or citizen's action group.

> - Only 34% of people report having voted, while 27% report that they would never vote.

> - 70% believe it is important that the new government represent all the main groups in Iraqi society although nearly 15 percent found it to be unimportant.

> - 69% of people believe that Iraq needs democracy now.

> - 54% of people believe Iraq needs a single, strong leader

Focus Groups

In December 2003 and January 2004, LGP and IRI worked together to conduct focus groups in five cities throughout the south. The key purpose of a focus group is to determine the various dimensions of an opinion that different types of people might have. This activity was designed to provide a general assessment of the opinions that Iraqis might have about the CPA Announcement of 15 November 200 and to gain a better understanding of Iraqi citizen's perception of the current political process. Groups were organized to gain the thoughts of both educated and uneducated, women and

men. The focus group findings help provide a baseline understanding of the concerns some Iraqi citizens have about the transition to sovereignty. The following are some of the key results from the focus groups:

General feelings about the CPA/IGC agreement
People in the groups supported the CPA/IGC agreement almost unanimously. Nearly every participant, men and women, had heard about the agreement. Only one older man had not heard of the agreement. While diverse opinions were not obtained, it was clear that the common sentiment articulated did reflect a view that the agreement was good, was needed, and would be helpful. Some, though, were skeptical about whether it would actually happen.

In Najaf, nearly all the participants agreed that the announcement would be good for security. One women said, "We must get rid of the Baathists first before there will be stability." Another woman stated if this announcement brings an end to the occupation, it will be a good thing. After they were invited to read the announcement, one male said, "I feel really happy when I read it, because it will end the occupation." Another man said, "It will be good for security, security will be better after June 2004." One woman said, somewhat skeptically, "Of course I will be happy, if it really happens!" One older man was very skeptical, saying: I do not believe it is true."

Most people want the new government to be independent of any one group
In Basrah, there was a strong sentiment that the new government must be independent of any one religious or tribal group. One man indicated that, "Neither the Sunni nor the Shia leaders should be allowed to control this process." Interestingly, one man (who claimed he had been imprisoned by Saddam) suggested that while no high ranking Baathist should be allowed to participate, he still argued "some of the Baathists were honest people, were not guilty of any crime." Another man argued, "The Caucus must be totally honest and completely independent of any political parties."

Most believe that Iraq needs time to prepare for national elections
When asked if the process outlined in the announcement for elections was too long or too short, the majority of both male and females felt it was not too long. One women argued that "No the process is not too long, we must have two years to improve security first before we have elections." One man wondered about the many people who claim to be Iraqis and have IDs saying they are Iraqis when in fact they are not, they are Iranian who are coming in illegally." His point was to suggest that Iraq needs time to prepare themselves for elections; all these problems need to be resolved before elections can be held.

Only 3-4 participants out of the twenty men and women voiced the demand that direct elections be held before June 2003. The vast majority stated that they did not want direct elections in June 2003, "that was much too soon." There were two out of the total group of twenty who thought clerics should select the form of government. They were clearly in a minority in

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Basrah. Yet one woman stated: "The force of the Howzah should not be underestimated in Basrah."

Religious Leader Involvement

In Najaf, participants are much more willing to see clerics play a role in the caucus. Several participants mentioned the name of Abdul Azziz al-Hakim and Ali al-Sistani as leaders they trusted and had confidence in. While those in Basrah were more apt to want non-religious leaders to play the dominant role, in Najaf, the mood was very different. Sistani is seen as a great leader. One man said, "He wants only the good of the people." Another expressed his praise for him stating, "He works very hard for the Iraqi people and we trust him." One younger woman stated that she would follow her own mind, not someone else, in deciding if the announcement was good or not. Yet for the vast majority, they clearly were waiting for Sistani to tell them whether this announcement was a good thing. Following this logic, it is not surprising that direct elections as soon as possible is the preferred route to follow by both men and women. One very shy woman who had said very little, was pushed to share her opinion, she suddenly blurted out, "Just go and hang all the Baathists."

In Hillah, most participants do not want clerics involved in the establishment of government. One man stated, "No authority should be given to clerics." Another younger man said: "I want my country to be Islamic, with an Islamic leader, but not like in Iran. Among men, 7 out of 10 stated strongly that clerics should not play any role at all. Most participants were equally opposed to allowing tribal leaders to play a dominant role.

Clarity

The unclear parts of the CPA/IGC agreement involved the dissolution of the Iraqi Governing Council (IGC) and CPA in June 2004. One man questioned the sincerity of the CPA to just give up its power. A young female college student asked whether there would be any CP presence after June 2004. She was obviously concerned for security if the CF left too soon. Several people wondered "Where will they go?" There was a sense that perhaps the change would be in name only, suggesting a fair amount of skepticism that this will really happen. The other point of uncertainty brought up was whether this agreement includes the Kurdish north. For some reason, a number of people wondered why the Kurdish area is not mentioned specifically in the agreement. One man wondered if there is a special agreement between the Americans and the Kurds.

X. National Civic Dialogue Monitoring, Evaluation and Feedback Plan

The Civic Dialogue Program aims to promote and consolidate a democratic culture in Iraq through a better knowledge of the Iraqi population about its civic rights and obligations and a better understanding of the transition process and institutions. The program will reach over a million citizens and will contribute to a better knowledge of the basic concepts of democracy. It is expected that the program will contribute to positive long-term change, notably a greater participation of women and young adults in the political process. Specifically, this project will allow a large part of the Iraqi population to be better informed on the key principles of democracy and on the electoral process throughout civic education. However, it is notoriously difficult to monitor the impact of civic education on changing attitudes of an adult population given that many external factors influence a person's feelings.

The program is designed to be flexible and adaptable to the changing needs of many audiences. The impact of the civic dialogue program will be greater when the facilitators understand the concerns and views of the participants. They need to draw on this information to link broad lessons about democratic values and behaviors to the daily concerns and experiences of program participants. For that reason, a good understanding of the changes in public opinion over time will be very important to the success of the program

In order to both provide guidance to this dialogue and also to judge the efficacy of the program as a whole, a detailed plan for continuous feedback and monitoring must be included.

The Civic Dialogue Program envisages a three-fold system of providing feedback and evaluating the success and impact of these activities. This system of overlapping methodologies enables a more comprehensive understanding of the evolution of attitudes towards the democratic process and participation than a one-dimensional strategy. The Civic Dialogue program recommends the use of at least three methods, including:

- ❖ Polling and Surveys
- ❖ Focus Groups
- ❖ Event Reporting

Polling: Polls and public surveys assess the attitudes of a random sampling of a target population. They provide a snapshot of general trends in public opinion. Polls provide feedback and information from a broad cross-section of people.

Polling can be done at both the national and local levels although they require a professional to design and implement them, if a measure of accuracy is to be achieved.

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Drawing upon its successful Quality of Life survey program, LGP will conduct quarterly polls nationally that will measure broad changes in basic democratic attitudes along with interest in participation and knowledge of democratic values and institutions.

Focus groups: Because of their broad nature, public polls and surveys cannot delve into the motivations that are driving changes in public opinion.

Focus groups are a quick means to generate ideas and get reactions. Focus groups can help you understand different groups' perceptions and expectations. Questions and issues that arise in focus groups can be used as the basis of other future dialogues, media activities and conferences.

Focus groups can also be done as part of a national program, or in only one city as they are easy to do, can be done quickly and take relatively few resources. With the aid of a professional facilitator, a small group of people, and a meeting space, in only two hours it is possible to get a good understanding of some of the motivations and concerns of the population. However, it is important to remember that information gathered in a focus group should not be considered a representative sample of public opinion. It also does not measure the reach of a particular message, but the responses of a select group of people to the message. LGP worked with IRI in December and January to conduct focus groups in eight cities across the country. Future follow up focus groups are planned at the national level and support can also be provided for focus groups at the local level.

Event Reporting: Polls and focus groups measure changes in public opinion from random samplings of the population. They provide important feedback for the facilitators and program managers. This information is useful for adapting the program to the changing concerns of the population. It is also important, though, to measure the impact of dialogues as they happen. This will enable the Civic Dialogue Program to ensure that the dialogues are having the desired impact and are providing useful information to participants. It is also essential to measure the total number of persons reached throughout the life of the program, broken down into gender, economic class and age groupings.

For that reason, LGP will require every facilitator to fill out an event reporting form after each event. These forms (See Appendix 1) provide both quantitative and qualitative information that will be collected in a database, along with the polling and focus group feedback.

In this way, it should be possible to measure and track the impact of the program in term of percentage of the population reached in a given area and the efficacy of the program in terms of participant feedback.

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APPENDIX 1

National Civic Dialogue Program
Report Form

1. Theme: _____

2. Delivery Date: _____

3. Place: _____

4. Province: _____

5. Audience Type: _____

6. Number of Participants: _____

7. Number of Women: _____

8. Approximate Age Group: _____

9. Number Under Age 18: _____

10. Session Objectives Reached: yes____ no____

11. In overall terms, how was the session received?
Very Well____   Well____   Not so Well_____

12. Comments:
_____
_____
_____

13. Name of Team Leader: _____

Please submit completed forms to:
(fill in email address)
Thank you for your time!

APPENDIX 1

Dialogue Report Form

For each of these questions, give examples and as much analysis as possible.

General Evaluation

What goals were achieved? What examples show that the goals were achieved?

Toolkit

Was the information provided in the toolkit relevant and useful? What was most useful? What was least?

Process

Participation: Describe the participation level. Did everyone participate? Was it equal?

Interest Level: Were the participants interested in the discussion? How could you tell? What were people more interested in and less interested in?

Difficulties: What didn't go well? Why do you think that happened?

Group: Rate the group as a whole. How would you describe their level (beginning, advanced?) Did the group begin to analyze things themselves? What were examples?

Facilitation: What things did you do that worked well? What things didn't go well? Why do you think this happened?

Content

Focus: What were the participants most interested in discussing? Give specifics.

Issues: What local issues came up in the discussion? Give specifics.

Learning: How do you know that the groups learned anything from the discussion? (Things they said or did?)

Participant Quotations

Please record things the participants said that shows:

- They learned something or what they learned
- Their attitudes toward democracy, the topics or local issues
- Their thoughts or feelings about the Civic Dialogue Program

WOMEN COUNT!

Example of Gender Toolkit Poster