



WOMEN'S EMPOWERMENT

NGO ACTION GUIDE

Examine key social and political issues impacting women through supporting video modules and activities for the acclaimed documentaries *WAITING FOR THE REVOLUTION*, *SHADYA*, *SHAYFEEN.COM: We're Watching You* and *TAKING ROOT*. From an indigenous Bolivian leader fighting for labor rights to a young Israeli-Arab karate champion with feminist ideas, from three Egyptian women working for fair elections, to a Kenyan woman leading a nationwide environmental movement, these four documentaries explore stories of women's empowerment and leadership around the world.



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NOTE: ITVS's Community Cinema Program offers a free toolkit providing step-by-step guidance to organizing a film screening and discussion. You may find this resource useful as you plan activities utilizing the video modules referenced in this guide. The toolkit is available at: www.pbs.org/independentlens/getinvolved

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I. HOW TO USE THE VIDEO MODULES AND THIS GUIDE

Film is an effective tool for showing individuals an issue, an area of the world, specific organizing ideas or for exploring a new topic. Documentary film allows groups to access serious and complicated topics through discussion and through group activities that explore deeper issues embedded within the story.

ITVS International's Global Perspectives Project supports the production of documentary films created by independent producers from around the globe. The incredible collection of films selected for the Women's Empowerment Project encompasses stories ranging from the individual struggle of a young girl coming of age in a complex world of religion, politics and tradition to national organizing efforts demanding an end to judicial corruption. Each film offers a glimpse into the personal, political and cultural themes connected to the subject, and each film is an opportunity to raise awareness and inspire individuals to take action that will create positive change.

This guide contains suggestions and tools on how to use short-format video modules (roughly 8 minutes each). Whether your organization is large or small, you can use this guide to help you effectively integrate video modules into meetings and conferences and into promoting your organization's work. Although viewing a full-length film can be a powerful experience, a format such as the video modules provided here allows time in your event for learning more about an issue and for strategizing and planning.

In the following pages you'll find tools that will help you to host powerful community discussions, organize dynamic local chapter meetings and add vitality to workshops and plenary sessions.



II. ABOUT THE FILMS

The video modules connected to this guide have been pulled from a selection of ITVS International's catalog of more than 70 independently produced documentary films for their relevance to the theme of women's empowerment as well as for their compelling subjects, their diverse geographical representation and the unique voices and perspectives of the award-winning filmmakers.



TAKING ROOT: The Vision of Wangari Maathai By Lisa Merton and Alan Dater

How does the simple act of planting trees lead to winning the Nobel Peace Prize? Ask Wangari Maathai of Kenya. In 1977, she suggested rural women plant trees to address problems stemming from a degraded environment. Under her leadership, their tree planting grew into a nationwide movement to safeguard the environment, defend human rights and promote democracy. And it brought Maathai the Nobel Peace Prize in 2004.



SHADYA By Danny Hakim, Udi Kalinsky and Roy Westler

Shadya Zoabi, a charismatic 17-year-old karate world champion, strives to succeed on her own terms within her traditional Muslim village in northern Israel. Even with her father's support, she faces the challenge of balancing her dreams with her religious commitments and other's expectations. SHADYA takes an intimate look at the evolution of a young Israeli Arab woman who has feminist ideas in a male-dominated culture.



SHAYFEEN.COM: We're Watching You By Leila Menjou and Sherief Elkatsha

After 24 years of leadership under President Hosni Mubarak's National Democratic Party, Egypt is a nation on the brink of change. However, violence and widespread allegations of fraud accompany the nation's first democratic elections, in 2005. The film follows three women activists in their quest to expose the truth about Egypt's new democracy.



WAITING FOR THE REVOLUTION By Rodrigo Vazquez

For more than 500 years, the indigenous people of the Andes have endured racism and discrimination. Now, with democracy on their side, the time has come for a change. Following two newly elected indigenous leaders from the campaign trail to their first year in office, filmmaker Rodrigo Vasquez journeys into the heart of the democratic revolution in Bolivia.

III. CONNECTING VIDEO MODULE THEMES TO YOUR ORGANIZATION'S MESSAGING POINTS

The most important aspect of using multimedia is establishing a strong connection to the work you will be promoting during an event or public session. Film evokes emotional responses and allows audiences to access issues from the personal perspectives of the people in the film. The stronger the connection you can make to a film, the bigger the opportunity you have to move your audience along a path to greater engagement with your organization. Once you have selected the video modules for your event, use the questions and tools below to identify the connections between the film(s) and your work.

Consider the following questions as you prepare to use the video modules as messaging tools:

- What themes in the video module resonate with you and your organization?
- Does your organization work on one of the issues highlighted in the film? If yes, how?
- How do the themes included in this film module connect to the campaigns, advocacy or services your organization provides?
- Are the personal or political struggles depicted in the film consistent with your organization's area of focus and programmatic work?
- Does your organization do work in the geographical area depicted in the film?
- What kind of advocacy or services does your organization provide that relate to the issues and challenges facing women around the world?
- How does your organization advocate for its mission?
- How does your organization do its research?
- How does your organization engage the public?
- Do you have a robust membership program?
- Are there volunteer opportunities within your organization?



Need more help making connections? Try using the table below to map it out:

Video module	Your organization's issue priorities	Advocacy actions your organization is currently promoting
What issues does the film confront that your organization works on?		
How does the struggle of the protagonist reflect the work of your organization?		
How can people outside your organization support change?		

Use this formula to develop your message:

The (struggle / issue / person) in the film highlights (issue / work of your organization) in the following ways: (issue priorities + work / research). (Advocacy work) is how our organization is combating this issue, and (action) is how you can help end this problem.

For example:

In the video modules for WAITING FOR THE REVOLUTION, women are the primary drivers and organizers of the PLANE initiative. At (organization name), we know that women are some of the most effective organizers in a community, and we work to provide women with resources to organize and training to develop their leadership skills. We achieve this work through (describe the program(s) in which your organization does this work). You can you help us address these issues by (describe actions that event participants can take).

Note: In some circumstances ITVS may be able to make the full film available for screening. Please contact outreach@itvs.org for more information.



IV. STRATEGIES FOR USING VIDEO MODULES IN YOUR ORGANIZATION'S WORK

Using video modules at organization meetings, public events, sessions, conferences and panel discussions provides a great opportunity to engage your staff and colleagues, educate large numbers of people, grow your membership, and offer your most active members takeaway resources and tools. This section provides specific examples of how to integrate video modules into the ongoing work of your organization, either in the office or out in the field.

Note: Include interactive activities to engage your participants and address different learning styles. And be clear about how people can take action when they leave the event.

Example 1: Use video modules as a discussion tool in an organizational meeting.

Regularly scheduled meetings can turn into week after week of business and routine; using a video module is a great way to break up the repetition. Consider using a video module to change the order of the regular agenda, to introduce a new campaign or action, or to add to your meeting's regular business.

Strategy 1: Show a video module to open your meeting and facilitate a short discussion about your group's current actions and plans. Trying something different can be a useful way to spark group creativity. A video module is a good choice if your group needs to brainstorm new activities or discuss specific issues.

Strategy 2: Use a video module to move people toward action as you close your meeting. Be ready with your petitions, postcards, letter-writing or other actions.

Note: See **Appendix A** for video module discussion questions.

Example 2: Show video modules at an event that includes guest speakers and/or experts.

Prep your moderator and your speakers by providing the modules in advance and explaining how they are connected to your organizational work and goals.

Sample Agenda for a 60-Minute Session

Content	Time allotted
Moderator welcomes attendees, explains what will happen at the event and makes any announcements.	5 minutes
Show video modules.	10-15 minutes
Moderator connects video modules to the issue of the session and introduces keynote speakers.	5 minutes
Featured speaker makes presentation.	15 minutes
Second speaker makes presentation. (The second-speaker spot is great for a researcher, a very active volunteer or other staff member. If you don't have a second speaker, extend the featured speaker's time to 20 minutes or include time for questions.)	10 minutes
Moderator or second speaker explains the call to action and closes the event.	5-10 minutes

Example 3: Show video modules at a lunch gathering or open session.

The modules will serve as a foundation for discussion during a meal or in small groups. Have a copy of the discussion questions at each table.

Sample Agenda for a 60-Minute Lunch Gathering or Open Session

Content	Time allotted
Moderator welcomes group and explains how the session will work. If this session includes food, start the welcome after the majority of people are seated.	5 minutes
Show video modules.	10-15 minutes
Engage in table discussions using discussion questions provided at each table.	15-20 minutes
Moderator conducts a full-group wrap-up. When taking final questions about the video modules, connect the answers to the work your organization does.	10-15 minutes
Moderator transitions to your organization's call to action. Be sure to have the action materials (letter, petition or organizing information) available to distribute.	5 minutes

Example 4: Show video modules at a public event.

Use the modules to introduce the work of your organization and to invite participants to join your organization through advocacy and membership.

Sample Agenda for a Public Event

Content	Time allotted
Mingle and informally welcome guests. Consider playing music, displaying photographs or having a teaser question about your organization's work or issue area. Moderator formally welcomes participants and explains how the event will work.	20 minutes
Show video modules.	10-15 minutes
Moderator (or another discussant) facilitates a group discussion. Use the sample discussion questions included in this guide to get you started. If your group is larger than 30, consider breaking into smaller groups for the discussion. To do this, assign one person in each small group to facilitate the discussion.	15-20 minutes
Moderator or discussant closes out the discussion by connecting the issues raised to the work of your organization.	10-15 minutes
Moderator makes short presentation on your organization, concluding with a brief Q&A session.	15-20 minutes
Moderator closes the event with a call to action. Be sure to have materials related to the action that attendees can take with them. Promote your next event, campaign or action. Take contact information of attendees who are comfortable sharing that information, and add them to your mailing list.	5 minutes

Example 5: Use video modules as a part of a workshop event.

Film is a fantastic way for your workshop participants to explore an issue and begin to understand its complexities. This workshop can be part of a conference, day of training, community seminar or other event. This workshop design can work as a stand-alone session or as part of a larger agenda.

Sample Workshop Design 1: Skills Development

Workshop Title:	<i>Select appropriate and informative name for the workshop.</i>
Workshop Description:	<i>Describe in three to five sentences what participants will learn at this workshop. This description is what you will use to promote this workshop.</i>
Organization's Priority, Issue, Skill:	<i>In addition to increasing participants' knowledge and awareness of the issue at hand, the workshop is designed for facilitators to add a specific skill. Examples of skills are: lobbying, media spokesperson skills, event organizing, creation of media materials, and member recruitment.</i>
Facilitator(s):	<i>Name, phone, email, role/title</i>
Participants:	<i>Number of anticipated participants: 30-70</i>
	We assume the audience: <ul style="list-style-type: none"> <u>o Assumption 1 (e.g. what are the learning needs and expectations; what do participants know or not know).</u> <u>o Assumption 2.</u> <u>o Assumption 3.</u>
Time:	<i>90-120 minutes</i>
Objectives:	By the end of this session, participants will: <ul style="list-style-type: none"> <u>o Understand how our organization impacts (name the issue).</u> <u>o Have a clear idea of actions they can take home to promote (name the issue).</u> <u>o Have gained a deeper understanding of (name the issue).</u> <u>o Be able to practice their enhanced skill(s) in (name the skill(s) added through participation in the workshop).</u> <u>o Objective 4</u> <u>o Objective 5</u>
Materials:	<i>List and attach any handouts, PowerPoint presentations or other prepared materials mentioned above in the workshop activities.</i>
Logistics:	<ul style="list-style-type: none"> • <i>Room setup</i> • <i>Flip chart and marker needs</i> • <i>Media and audio-visual equipment needs</i> • <i>Any additional materials needed</i>

Workshop Agenda and Activities

Provide a step-by-step description of each content item and activity. Examples of activities include:

Short presentations: These can be in the form of lectures, PowerPoint presentations or bullet points on a flip chart. Including an opportunity for questions helps the facilitator gauge whether the group understands the information. To keep people engaged, hold lectures to 10 or 15 minutes.

Forums: This alternative to a presentation by an expert is usually in the form of a Q&A. It can involve a panel of witnesses.

Demonstrations: Participants watch a demonstration of the skill they are developing. Whenever possible, demonstrations should be followed by an opportunity to practice the skill.

Discussion groups: These help participants learn from each other. Groups can be self-directed, but often work better with a leader or facilitator. Provide groups with a specific task, such as working through a set of discussion questions or developing a plan of action.

Games: These are great for longer workshops and for injecting energy. You can adapt childhood games, lead short energizers, etc. For a helpful list of activities and exercises, visit <http://www.trainingforchange.org/tools>.

Case studies: These present detailed information of a realistic situation, problem analyzed or personal profile. Participants need enough detail to enable them to make reasoned judgments, but not so much that it is difficult to assimilate. Beware—it is easy for participants to get mired in peripheral details.

1. Introductions

(5-10 minutes)

Introduce facilitators. Depending on the size of the group, do a short activity to have participants introduce themselves.

2. Workshop overview

(5 minutes)

This workshop is designed to explore (name issue) and develop (name skill).

3. Screen video module(s)

(10-15 minutes)

Show one or two video modules.

4. Debriefing after screenings

(10 minutes)

Debrief after participants have viewed the video modules. Ask them how each module made them feel and what they saw as the primary issues. See sample discussion questions in Appendix A.

5. Activity: Explore the issue(s)

(15-20 minutes)

Present (short lecture, PowerPoint, skit) the issue from your organization's perspective. Discuss how your organization and participants in the workshop will be asked to impact the issue (lobbying, spreading awareness, media work, new media promotion).

6. Activity: Skill development

(20 minutes)

Example: Lobbying – Is your organization lobbying Congress or the state legislature? Identify your target and design a short exercise to show participants how they will be develop their lobbying skills to take action. Consider having a mock lobby meeting or having participants work in pairs to accomplish a task.

7. Wrap-up

(20 minutes)

Break participants into groups and have them practice the skill. Consider having groups develop sample plans for a public event, conduct practice lobby meetings, or draft plans to attract local media attention around the issue.

8. Evaluation

(10-15 minutes)

Review the issue, the skill and the call to action. Leave five minutes for participants to complete a workshop evaluation.

Sample Workshop Design 2: Connecting Local Actions to a Larger Movement

Workshop Title:	<i>Select appropriate and informative name for the workshop.</i>
Workshop Description:	<i>Describe in three to five sentences what participants will learn at this workshop. This description is what you will use to promote this workshop.</i>
Organization's Priority, Issue, Skill:	<i>This workshop design is a good choice if your organization works on local issues and wants to connect local work with similar work globally and to allow participants to see their organizing work as part of a larger struggle, campaign or movement.</i>
Facilitator(s):	<i>Name, phone, email, role/title</i>
Participants:	<i>Number of anticipated participants: 30-70</i>
	We assume the audience: <ul style="list-style-type: none"> <u>o Assumption 1 (e.g. what are the learning needs and expectations; what do participants know or not know).</u> <u>o Is aware or wants to be aware of local women's issues.</u> <u>o Assumption 3.</u> <u>o Assumption 4.</u>
Time:	<i>90-120 minutes</i>
Objectives:	By the end of this session, participants will: <ul style="list-style-type: none"> <u>o Understand (name the issue).</u> <u>o Have a clear idea of actions they can take home to promote this issue.</u> <u>o Objective 3.</u> <u>o Objective 4.</u>
Materials:	<i>List and attach any handouts, PowerPoint presentations or other prepared materials mentioned above in the workshop activities.</i>
Logistics:	<ul style="list-style-type: none"> • <i>Room setup</i> • <i>Flip chart and marker needs</i> • <i>Media and audio-visual equipments needs</i> • <i>Any additional materials needed</i>

Workshop Agenda and Activities: Refer to Workshop Design 1 on page 9 for detailed descriptions of the following examples of activities to include in a workshop.

Provide a step-by-step description of each content item and activity. Examples of activities include: short presentations, forums, demonstrations, discussion groups, games and case studies.

1. Introductions (5 minutes)

Introduce facilitators. Depending on the size of the group, do a short activity to have participants introduce themselves.

2. Workshop overview (5 minutes)

This workshop is designed to identify shared community concerns and to develop skills (or action plans) to impact the issue.

3. Opening brainstorming session (15 minutes)

- Use some or all of the following questions to generate ideas from the group:
- Name a woman in the United States (living or dead) who inspires you, and in a single short phrase, tell why. For example, "Sally Ride, because she is an explorer."
- Name a woman in this community (neighborhood, school, state, city, region) who is doing work to protect/promote/increase women's rights, and use a few words to describe her work. For example, "Jane Smith recruits pro-bono lawyers for battered women."
- What do you think are the most urgent issues facing women in this community (neighborhood, school, city, state, region)?
- What changes are being made? What changes still need to be made (or initiated)?

4. Screen video module(s) (10-15 minutes)

Before showing the video modules, consider asking participants to look for specific details as they watch, such as organizing tactics, methodology, aspects of the issue and so on. Show the modules.

5. Debriefing after screenings (15 – 20 minutes)

- Use some or all of the following questions to debrief after participants have viewed the modules:
- What was the issue the organizers were working to change?
- How were they successful?
- What tactics did they use?
- What effective tactics have you used or seen be used?

Example: Sample questions for SHADYA:

- Do you think Shadya is struggling against her socially defined role in her family/community?
- Why or why not?
- Does Shadya redefine her gender role?
- Do you think Shadya is rebellious? Why or why not?

6. Activity: Making the connection (15 minutes)

Prepare a short lecture (5-8 minutes) that identifies the similarities between the topics in the video modules and the issue of greatest concern identified during the brainstorming session. Ask if participants have other observations.

Select one to two issues from the brainstorm list that your organization is in a position to impact and how, and describe the resources your organization has to offer participants (action materials, educational modules, local groups/chapters).

7. Activity: Group work (20 minutes)

Break into small groups (4 to 5 people)

Instructions to groups: Our organization is working to impact women's rights. Within your group, work together to come up with three to five ways (this local chapter/your local chapter back home/individuals) can contribute to (organization's goals). Consider awareness-raising public events, advocacy actions, working within the political system, fund-raising and so on.

Distribute several pieces of paper and markers to each group. Groups should write one recommendation per piece of paper. Give groups 10 minutes to come up with recommendations, then bring them back into a full group and have them report on their ideas.

**8. Activity:
Synthesize
recommendations
from the group work**

This section can be used in several ways. See examples of activities above to help design this section.

1. Once the small groups have completed their work, have them post the recommendations around the room. Then, reconvene all participants to decide on a course of action. Consider having people walk around and write additional suggestions related to the recommendations, then take the time to vote. (Each person gets three votes. They can make their mark with a pen, or give each person three self-stick notes to vote with.)
2. Provide ideas for participants to take back to their local chapter/school/neighborhood. Consider having someone take down all the ideas and emailing the list to participants who are willing to provide their email address.
3. Train participants in a particular skill to accomplish a task related to one of the recommendations (organizing, lobbying, planning).

9. Wrap-up

Review the next steps, such as that participants will organize a public event around a specified issue, accomplish a specified advocacy action, take ideas back to their home groups/organizations and so on. How will you stay in touch with this group? Consider a sign-in sheet.

10. Evaluation

Leave five minutes for participants to complete a workshop evaluation.

Sample Workshop Design 3: Introducing a New Campaign to Constituents

- Workshop Title:** *Select appropriate and informative name for the workshop.*
- Workshop Description:** *Describe in three to five sentences what participants will learn at this workshop. This description is what you will use to promote this workshop.*
- Organization's Priority, Issue, Skill:** *This workshop design is a good choice if you will be working with participants who do not live in the same area, who have a large amount of technical information to share or who are introducing a new campaign.*
- Facilitator(s):** *Include name, phone, email, role/title*
- Participants:** Number of anticipated participants: 30-70
We assume the audience:
- o Assumption 1 (e.g. what are the learning needs and expectations; what do participants know or not know).
 - o Assumption 2.
 - o Assumption 3.
- Time:** *90-120 minutes*
- Objectives:** By the end of this session, participants will:
- o Understand (name the issue).
 - o Have a clear idea of actions they can take home to promote this issue.
 - o Objective 3.
 - o Objective 4.
- Materials:** *Please list and attach any handouts, PowerPoint presentations or other prepared materials mentioned above in the workshop activities.*
- Logistics:**
- *Room setup*
 - *Flip chart and marker needs*
 - *Any media and audio-visual equipments needs*
 - *Any additional materials needed*

Agenda and Activities

Workshop Agenda and Activities: Refer to **Workshop Design 1** for detailed descriptions of the following examples of activities to include in a workshop.

Provide a step-by-step description of each content item and activity. Examples of activities include: short presentations, forums, demonstrations, discussion groups, games and case studies.

1. Introductions (5-10 minutes)

Welcome the participants. Depending on the size of the group, consider an interactive activity for participant introductions.

2. Workshop overview (5 minutes)

This type of workshop is designed to help participants explore a very specific aspect of your organization's work. It is useful if you have new research, have a new campaign or are moving into a new area of work.

3. Screen video module(s) (10-15 minutes)

Show video module(s)

4. Debriefing after screenings (10 minutes)

These film modules are great examples of the work that our organization is (researching/campaigning/moving into) around the issue of (name the issue).

Give two to three examples from the modules that underscore your organization's work.

5. Activity: Explore the issues (15-25 minutes)

Example: Informational Fish Bowl

- Bring one or two of your organization's experts (researcher or issue expert) and another pre arranged volunteer (could be the facilitator).
- Explain to the group that you will be role-playing a short phone call between the issue expert and a journalist who is writing a story.
- Bring your expert volunteer(s) to the front of the room. They should be prepped in advance with either a script or just the questions, depending on the comfort level of your expert.

Below is a sample script. Adjust or add questions and provide participants with the key information you want to convey:

Journalist: Hi, XX, I am calling from XX paper to discuss XX issue.

Expert: Hi, XX.

Journalist: Will you start by telling me how your organization got involved in this issue?

Expert: (Offers a two- to three-sentence response.)

Journalist: Why do you think this issue is so critical?

Expert: (Offers one or two key statistics and, if appropriate, a basic timeline.)

Journalist: Can you give me an example?

Expert: Consider the case of XX person. (Explains in three to five sentences.)

Journalist: How will your organization work to help people like XX?

Expert: Our goals are XX, our organization will take XX action, and individuals can help out by doing XX and visiting the website at XX.

Journalist: What areas are most affected by this issue?

Expert: (Offers a two- to three-sentence response.)

6. Activity: Audience participation
(15-20 minutes)

Transition the role-playing to a questions panel.
Open the floor for participants to ask clarifying questions.

7. Activity: Discuss and discover
(25-30 minutes)

- Break participants into groups. (This can be done as a full group discussion if the group is 15 to 20 people. If you stay in a full group discussion, take 15 to 20 minutes for the discussion).
- For the first 10 minutes, ask the groups to finish the following statement with as many examples as they can think of: In my community/school/event, (name the issue) looks like this...
- For the next 10 minutes, have groups share with the larger group their top two examples.
- For the last 10 minutes, bring issue experts and, if appropriate, organizers into the discussion to show how the work of the organization can impact the examples.
- Call the participants to action.
- Provide participants with action opportunities and resources and direct them to appropriate online resources.

8. Wrap-up
(8-12 minutes)

Review the issue, your organization's work, and recap two or three of the actions participants can take home with them.
Identify what your organization can do to support participants working with your organization on the issue.
Don't forget to have a sign-up sheet.

9. Evaluation

Leave five minutes for participants to complete a workshop evaluation.

V. USING FILM FOR FUND-RAISING

In fund-raising efforts, you can use video modules to evoke emotion and open up space to talk about a range of issues related to your organization.

Strategy 1: Have a one-on-one donor meeting. Use the video modules to open a donor meeting and jumpstart a discussion on the issues related to your organization's work.

Strategy 2: Host a fund-raising event for your organization. One way to boost local giving is to ask a major donor to host a fund-raising event at their house, an office or a local restaurant. Work with your donor to select the best location to suit your needs.

Sample Agenda for a Fund-raising Event for Small Groups (no more than 20 people)

Note: See Appendix B for additional tips on organizing an event.

Activity	Time allotted
Mingle. Use this time to speak with each guest individually. Ask questions about their interests. If there are staff people or experts in the room, be sure to make introductions.	10 minutes
Donor welcome. Ask your host to talk about why s/he is a donor and to provide one or two success stories.	10 minutes
Moderator (or donor if s/he feels comfortable) introduces the film and explains why it is a good example of the work your organization does or the need your organization uniquely addresses.	5 minutes
Show video modules.	10-15 minutes
Speaker makes presentation. Consider a researcher, someone from an impacted community or an organizer. Speaker should focus on connecting the video modules to the organization's work, specifically with regard to key activities and financial needs.	10 minutes
Donor thanks participants and makes a call to action. For example, "I give to XX organization because of (name two or three reasons). Your contribution of (XX dollars) tonight will help accomplish XX goals."	5 minutes
Donor closes by passing out envelopes and telling participants whom they can give envelopes to and who can answer more questions.	

NOTE: ITVS has acquired permission from the filmmakers to offer these video resources for educational and community-based engagement purposes. Depending upon the specifics of the setting, fund-raising may or may not be included in ITVS's rights agreements with the filmmakers. Please contact ITVS Community Relations to ensure proper rights observances for fund-raising activities at: outreach@itvs.org.

APPENDIX A. VIDEO MODULE DISCUSSION QUESTIONS

Discussion guides for each of these films are available for download at www.pbs.org/independentlens/classroom. Discussion guides include background information on the countries and issues portrayed, Web resources, suggested action steps and additional discussion questions.

TAKING ROOT Video Modules

Kenya and Wangari Maathai (7:46)

This module portrays the story of Wangari Maathai, the first environmentalist and first African woman to win the Nobel Peace Prize. Short clips examine her personal philosophy, her leadership of Kenya's Green Belt Movement and her ability to empower rural women to mobilize around Kenya's issues of dwindling natural resources, widespread poverty and oppressive government practices.

The Green Belt Movement (7:43)

This module shows how Wangari Maathai and the Green Belt movement mobilized citizens to stand up to their government and demand social and environmental justice. Short clips depict the strategies and tactics that rural women, Maathai and other activists used to protect critical public lands, fight for human rights and protest political corruption.

Primary discussion themes:

- Women's leadership and decision making
- Women's impact on environmental change
- Community and environmental healing, cooperation and organizing
- Impacts of colonialism and deforestation
- Movement building and the strength of civil society
- Violence against women and human rights/environmental defenders

Starter discussion questions:

1. What do you think motivated the women in the Green Belt movement to continue their struggle?
2. What organizing tactics did the Green Belt movement use?
3. What organizing tactics of other movements do you think have had a positive impact on people?
4. What surprised you the most about Wangari Maathai's Green Belt movement?
5. Why is the idea of women organizing threatening to individuals in power?
6. Women leaders struggle for recognition and respect. How does the work of (name of organization) lift up and support women struggling for their rights and their land?
7. Maathai's Green Belt movement grew into a robust struggle for human rights in Kenya. Why do you think the Kenyan people embraced Maathai to support and organize with her?
8. Why do you think the Kenyan government was intimidated by Maathai and her civil movement?

SHADYA Video Modules

An Israeli Arab's Experience (6:33)

This module introduces seventeen-year-old Shadya Zoabi, an Israeli Arab karate champion who is fiercely independent despite growing up in a male-dominated, Muslim culture. At the same time, Shadya is grappling with the challenges that Muslims face as citizens of Israel. Her internal conflicts intensify when she meets the Palestinian team at a karate competition.

Shadya and Morad (9:02)

In this module, viewers meet Shadya's fiancé, Morad. Shadya's own opinions about her independent spirit and the future of her continued participation in karate are shown in contrast with the opinions of her family members as well as with Morad's. Her coach, Danny, attends her wedding and visits the newlyweds in their new home.

Primary discussion themes:

- Women's participation in sports
- Cultural mores and women's liberation
- Exploration of cultural, religious and national identity
- The personal as political
- Family relationships and rebellion

Starter discussion questions:

1. Shadya's father is her strongest ally despite resistance in the family. Why is it important for fathers to support their daughters?
2. What surprised you about this module? Why were you surprised?
3. What risks is her father taking to support her in the face of family opposition? Why do you think Shadya's father supports her in the way he does?
4. Why is it important for women of all ages to have opportunities to pursue their interests outside the home? What opportunities do women in our country have to pursue their interests?
5. In what areas is a woman's access still limited in our country? In other countries?
6. Shadya's story is very personal. How does it reflect the work of our organization?

SHAYFEEN.COM Video Modules

Egypt's 2005 Elections (6:53)

In this module, viewers meet three Egyptian women who form a watchdog organization to monitor the 2005 multi-party elections; the first such elections allowed by President Mubarak in twenty-five years. They witness and report electoral fraud and voter intimidation, particularly in communities where there is support for opposition parties.

Technology, Activism and Democracy (7:24)

The Shayfeen.com activists support the brave judges who step forward and ask for an investigation of the election abuses. The women of Shayfeen.com develop media projects and specific messaging for the Internet to mass public support. This module examines the use of digital technology to further civic engagement in the face of repression.

Primary discussion themes:

- The power and limitations of on online movement building
- Organizing for change
- Free and open elections
- Election monitoring
- Election fraud
- Judicial independence
- Digital activism

Starter discussion questions:

1. Why is it important for movement organizers to come from all socioeconomic groups of a community?
2. Do you think women who organize are treated differently than men who organize? Why or why not?
3. Why is it important to have independent election monitors? How does the international community recruit and train election monitors?
4. How does a corrupt judiciary impact society?
5. What is the international community's duty when it comes to supporting free elections? Do you think it has fulfilled this duty?
6. Organizers who work to change national institutions are often in danger of being arrested, mistreated and denounced publically. Why do you think people organize despite these dangers? Does the international community have a duty to protect these organizers?
7. In what ways can organizations such as ours ensure that movement organizers and small organizations working in dangerous situations are protected and their voices are heard?
8. Organizations are turning more and more to online organizing. What are the benefits of this? Can groups organize and grow with only an online presence? Why or why not? Would Shayfee.com's activities have been as powerful without their use of the internet?

WAITING FOR THE REVOLUTION Video Modules

Bolivia's Indigenous Workers (9:06)

This module provides background on Bolivia and a window into the lives and economic plight of its indigenous people. Various footage captures the rise of coca growing, failed U.S. attempts at eradication and the ascent of a poor coca grower, Evo Morales, to the Bolivian presidency in 2005. Viewers will also follow the campaign of Jiovana Navia, who becomes one of only a few women serving in the Bolivian Parliament. She is elected with the help of a labor organization called *PLANE*.

PLANE's Fight for Workers' Rights (6:49)

Representative Navia and President Morales struggle to implement legislation to provide greater equality for indigenous peoples, the nationalization of resources, agrarian reform, and support for worker programs like *PLANE*. Violent conflicts intensify around the country as wealthy landowners stymie legislation in the Parliament and workers in *PLANE* are not paid for months. *PLANE* leader, Esther Encinas, accuses Navia of betraying the women who elected her.

Primary discussion themes:

- The power and limitations of political representation
- Organizing change from within the political system
- Organizing change from outside the political system
- Nonviolence versus revolution
- Labor rights, including issues related to unemployment
- Labor organizing and unions
- Women's access to education and employment

Starter discussion questions:

1. The film begins with a quote of Che Guevara: "Liberators do not exist. The people liberate themselves." Do you agree? Why or why not? Does the film support his statement? If so, how?
2. Is there a compromise solution to the demands that divide Bolivia's wealthy class and the workers? If you could advise either Evo Morales or Jiovana, what would you recommend as possible fruitful approaches to each side?
3. What do you think is the role of international NGOs in addressing the problems we see in this film? How can their support lead toward a long-term solution for women such as those we see in this film?
4. What is your assessment of Jiovana's political skills? Could she have headed off the anger of her constituents? Could she have harnessed their anger to achieve her goals? If so, how?
5. How is Jiovana successful? What does she learn by representing her constituents?
6. What similarities are there to labor issues in this country? What could labor organizers learn from this struggle?
7. Why is it so important to have women involved in organizing alongside men?
8. Why is it important to have people from impacted communities lead organizing efforts? How does (name organization) support impacted communities?

APPENDIX B. TIPS ON ORGANIZING AN EVENT FOR FUND-RAISING, EDUCATION OR ADVOCACY

STEP 1: BEFORE THE EVENT

Set the date and the agenda. Decide when and where you will host your event.

Create a theme for your event. For example: "Exploring the strength of women: (Name of your organization) and empowering women!"

STEP 2: BE CLEAR ABOUT THE PURPOSE OF YOUR EVENT

Events work best when there is an immediate call to action: "We need you to sign letters against/in support of (name the issue)." "We need you to do (describe actions)." "We may be asking you to take action on (describe the issue)." "We will supply you with a video illustrating (name the issue) as well as more general organization handouts." Other times, you may have an issue that relates specifically to an action your organization is taking.

It is also important to have a very clear goal, for example, "by the end of the evening, we would like to have (written 100 letters or whatever your goal is) on behalf of (name the issue).

Consider what you will say before and after the presentations and screenings and how you will transition between agenda items. Maybe you want to have some kind of fun group activity to develop your theme with participants. Be creative. Keep it relatively light. You will be discussing some heavy topics, so you may want to add a little levity to the evening.

STEP 3: PROMOTING YOUR EVENT

Special events are a great way to bring new supporters to your organization or local chapter. You can invite friends, neighbors, co-workers and other people you know who might not necessarily be involved in your organization but who may have an interest in the issue. Of course, invite your own group members and allied groups and organizations, especially those that might be working on the same issues but from a different angle. However, be sure to include new people—otherwise you're just preaching to the choir. And last but not least, get your invitations out early.

STEP 4: THE INVITATIONS

Today there are more ways than ever of getting the word out. Don't depend on just one method. And remember, people threw successful parties before e-mail existed.

- **Send an e-mail to all invitees.** Make sure you mention why you are hosting the event, for example, "we want to send a message to President Smith to investigate the killings of women in the border area, and we will be writing letters to the president." And don't forget to include pertinent information – obvious things like your address, phone number and e-mail address. Consider using free programs, such as Evite (www.evite.com), which sends out invitations, then tracks responses and sends out reminders automatically.
- **Use snail mail.** The same rules apply (include your reason for the event, the pertinent information and so on). A personal invitation remains an impressive way to get the word out; personal invitations are popular because they work.
- **Post flyers.** This is a low-tech, but effective approach. Tack them on your church bulletin board, on community boards in your local grocery store and coffee house, etc.
- **Make a phone call.** More personal than any other method, phone calls can be extremely effective. So work those phones!
- **Follow up.** Send out a reminder. You can easily do this via e-mail if it's a collective date push: "Only XX more days until the (name of your organization) (national/regional) (name of event) on (date of event)."

STEP 5: PREPARE TO HOST THE EVENT

The best way to have an event that flows seamlessly is to think through the agenda from start to finish beforehand. Consult Section IV for a suggested agenda and format. If you are planning your own event, create your theme around your selected presentation materials, such as video modules and guest speakers.

Decide how you want to introduce the theme, and don't forget to mention your organization's position and suggested actions around the issue. Using video modules means you can use more than one video or you can pair one video module with a speaker or small panel to draw out local connections to the issue and connect the film to your organization's work. Be sure to leave time for discussion after the presentation. Time your agenda to ensure it isn't too long. Most important, include a simple, direct action your guests can take on the spot, such as writing a letter.

STEP 6: MAKE A CHECKLIST FOR YOUR EVENT

It's all in the details.

- Sign-in sheet: This is important. Sign in everyone who attends your event by posting someone at the door or by having members circulate in the room. Don't forget to follow up by calling back any newcomers.
- Pens and paper: Be sure you have enough, including paper for note taking.
- Stamps: Letters don't go anywhere without postage!
- Nametags: Do you want them to help you identify guests? It's up to you.
- Your organization's literature: Include membership brochures, newsletters, handouts, maybe even a goody bag with the literature that also contains buttons and stickers. Have enough on hand and make sure it is all prominently displayed.
- Equipment: Nothing is more embarrassing than having a room full of people and not being able to get your DVD player to work. Be sure whoever is in charge of operating the equipment knows how it works and be sure it is ready to roll—before guests arrive.
- Snacks or light appetizers: It doesn't have to be a lot, but you can't have an event without them. And when planning quantity, remember the rule of halves applies, that is, if you invite 50, expect about 25 to show up.
- Document the event. Assign someone to take pictures or otherwise document the event. Be sure to inform attendees that you are taking photos and/or recording or taping the event. If you are holding the event in a location you are not familiar with, it is important to scout out the site in advance.

STEP 7: DURING THE EVENT

Once people arrive, your primary responsibility shifts to managing the evening. You will have a full plate. You should not be setting up the registration table at this point!

It's important to try to stick to the time limits so that guests who must leave early still get to participate. Maybe you can keep a timer handy. You just need to get the discussion started, remind people of the agenda if the discussion runs over and summarize any decisions taken. And don't forget to pitch your organization. Part of your presentation should include information on the various ways your guests can become more involved with your organization—perhaps by joining your group or maybe starting their own group.

So that you can stay focused on running the meeting, assign someone from your group to handle general hosting duties, such as keeping the snacks and beverages flowing, cleaning up mishaps, taking photos and so on. But don't worry! Your guests are all there because they want to help make a difference, so they won't care if things aren't perfect. It is a social gathering, so have fun.

STEP 8: THE END OF THE EVENT

Make sure a few folks from your own group stick around to help with the cleanup.

STEP 9: THANK-YOUS

Don't forget your just-departed guests; a quick thank-you note is always appreciated. Within a week or two of the event, send them a follow-up action. And don't forget to include information on how they can get more involved with your organization.

NOTE: The ITVS Community Cinema Program offers a free toolkit providing step-by-step guidance to organizing a film screening and discussion. You may find this resource useful as you plan your agenda and integrate video modules into the program.

The toolkit is available at: <http://www.pbs.org/independentlens/getinvolved>

APPENDIX C. WEBSITES AND RESOURCES

American Federation of Labor
<http://www.aflcio.org>

Amnesty International
<http://www.amnesty.org>

CARE
<http://www.care.org>

Center for Rights and Awareness
<http://www.creawkenya.org>

Girls Incorporated of the Island City
<http://www.girlsincislandcity.org>

Girl Scouts of the USA
<http://www.girlscouts.org>

Groots International
<http://www.groots.org/members/kenya.htm>

Human Rights Watch
<http://www.hrw.org>

International Republican Institute
<http://www.iri.org/>

Israel/Palestine Centre for Research and Information (Women's Issues)
<http://www.ipcri.org>

Israel Women's Network
<http://www.iwn.org.il>

International Labor Organization
<http://www.ilo.org>

Ms.Foundation
<http://www.ms.foundation.org/>

National Council of Women's Organizations: Includes a list of more than 200 organizations in the United States working on women's issues,
<http://www.womensorganizations.org/>

The National Council for Women, Egypt
<http://ncw.gov.eg> National Democratic Institute <http://www.NDI.org>

National Labor Relations Board
<http://www.nlr.gov>

Nisan Young Women Leaders: A group for the advancement of Jewish and Arab/Palestinian women
<http://www.nisan.org>

Regional Network on Arab Women, Social Research Centre, American University in Cairo
<http://www.aucegypt.edu/src>

UNIFEM
<http://www.unifem.org>

Yes Girls Radio: The voice of girls in the Arab world
<http://www.banat9bass.com>

Women's Sports Foundation
<http://www.womensportsfoundation.org>

World Affairs Councils of America
<http://www.worldaffairscouncils.org>

World Savvy Monitor, Global Status of Women Issue
<http://worldsavvy.org/monitor> (click on "archived editions")



GUIDE CREDITS

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Mona Cadena is an independent consultant bringing 10 years of experience in campaigning and organizing with international human rights organizations. She has coordinated teams winning legislative policy victories in six U.S. states, directed national/international thematic organizing campaigns, and contributed to the development of several organizing guides designed to effectively engage and grow volunteer participation.

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ITVS International is a division of the Independent Television Service that promotes an international exchange of documentary films made by independent producers, bringing international voices to U.S. audiences, and American stories to audiences abroad.

Through a unique public-private partnership called the Global Perspectives Project, ITVS International administers the International Media Development Fund (IMDF) and True Stories: Life in the USA. The IMDF funds international producers and supports the American broadcast of their programs. True Stories: Life in the USA promotes a series of American independent films to audiences around the world.

WOMEN'S EMPOWERMENT PROJECT PARTNERS:

- Care USA
- Girls Incorporated of the Island City
- Girl Scouts of the USA
- Global Fund for Women
- Ms. Foundation
- United States Committee for Unifem
- World Affairs Councils of America

