

**WOMEN REPRESENTATIVES TRAINING (WRT)
EIGHT WEEK SCHEDULE**

WEEK 1

1. **Empowering the Women's Caucus**
Part 1: NDI and WRT Introduction (60 min.)
 2. **Local Government Overview**
Part 1: Structure, Work Areas, and Functions (90 min.)
 3. **Identifying Community Needs**
Part 1: Introduction (90 min.)
- Homework:** i) Identify the Number of Households in Your Ward; and
ii) Invite All Ward Presidents for Next Week's Meeting

WEEK 2

1. **Review of Week 1 (15 min.)**
 2. **Homework Follow Up**
 - i) Identify the Number of Households in Your Ward (7 min.)
 - ii) Invite Your Ward President for Next Week's Meeting (8 min.)
 3. **Identifying Community Needs**
Part 2: Sample Household Needs Survey (30 min.)
 4. **Women and Men Representatives Working Together**
Part 1: Introduction (30 min.)
 5. **Identifying Community Needs**
Part 3: How to Conduct the Household Survey (90 min.)
- Homework: Conduct a Household Needs Survey**
6. **Meeting with Ward Presidents from all wards (60 min.) *Only for the trainers.***

WEEK 3

1. **Review of Week 2 (15 min.)**
2. **Homework Follow Up**
Conduct a Household Needs Survey (30 min.)
3. **Identifying Community Needs**
Part 4: Involving the Male Members in the Survey (60 min.)
4. **Women and Men Representatives Working Together**
Part 2: Communicating Assertively with Men (60 min.)
5. **Working with Women's Groups**
Part 1: Identifying Women's Groups in the VDC (60 min.)

Homework: Meet with Women's Groups in the VDC

WEEK 4

1. **Review of Week 3 (15 min.)**
2. **Homework Follow Up (30 min.)**
Meet with Women's Groups in the VDC
3. **Working with Women's Groups**
Part 2: Holding a Networking Meeting for Women's Groups (60 min.)
4. **Women and Men Representatives Working Together**
Part 3: Communicating Effectively with Men-1 (60 min.)
5. **Empowering the Women's Caucus**
Part 2: Women's Caucus Formation (60 min.)

Homework: i) Conduct a Networking Meeting for Women's Groups in the VDC;
and
ii) Conduct a Meeting of the Caucus

WEEK 5

1. **Review of Week 4 (15 min.)**
2. **Homework Follow Up**

- i) **Conduct a Networking Meeting for Women's Groups in the VDC (7 min.)**
- ii) **Conduct a Meeting of the Caucus (8 min.)**
- 3. **Mid Program Evaluation (45 min.)**
- 4. **Project Monitoring and Management**
Part 1: Identifying Resources in Your VDC (60 min.)
- 5. **Advancing within the Political Party**
Part 1: Setting Political Goals (60 min.)

Homework: Conduct a Fact Finding Mission in the VDC

WEEK 6

- 1. **Review of Week 5 (15 min.)**
- 2. **Homework Follow Up**
Fact Finding Mission in the VDC (30 min.)
- 3. **Project Monitoring and Management**
Part 2: Project Development Process (90 min.)
- 4. **Project Monitoring and Management**
Part 3: Tips for Managing a Project in Your Ward (60 min.)
- 5. **Project Monitoring and Management**
Part 4: Introduction to Budgeting (30 min.)

Homework: Continue Household Survey

WEEK 7

- Review of Week 6 (15 min.)**
- 2. **Identifying Community Needs**
Part 5: Assessing the Data (60 min.)
- 3. **Women and Men Representatives Working Together**
Part 4: Communicating Effectively with Men-2 (90 min.)
- 4. **Advancing within the Political Party**
Part 2: Tips for Advancement (60 min.)

Homework: Meet with Political Leaders

WEEK 8

1. **Review of Week 7 and Program Summary (30 min.)**
2. **Homework Follow Up
Meet with Political Leaders (30 min.)**
3. **Identifying Community Needs
Part 6: Utilizing the Data (30 min.)**
4. **Project Monitoring and Management
Part 5: Attaining Outside Resources (45 min.)**
5. **Empowering the Women's Caucus
Part 3: Future Goals and Activities (60 min.)**
6. **End of Program Evaluation (30 min.)**
7. **Ending and Certificates (30 min.)**

Homework: 0

AGENDA: WEEK 2

1. Review of Week 1
2. Homework Follow Up
 - i) Identify the Number of Households in Your Ward
 - ii) Invite All Ward Presidents for the Next Week's Meeting
3. Identifying Community Needs
Part 2: Sample Household Needs Survey
4. Women and Men Representatives Working Together
Part 1: Introduction
5. Identifying Community Needs
Part 3: How to Conduct the Household Survey

Homework: Conduct a Household Needs Survey
6. *For the Trainers:* Meet with All Ward Presidents

Materials Needed:

- ✓ *Pictures of Hindu deities (Laxmi, Sworswati, Durga and Shiva/Parbati)³*
- ✓ *NDI VDC poster*
- ✓ *WDO cart posters*
- ✓ *South Asian women leaders poster*
- ✓ *900 household survey forms (H1-D) (100 per ward)*
- ✓ *Written dialogue for role play (R2-A)*
- ✓ *Tips for conducting household survey (Given by the UNICEF) (H1-E)*
- ✓ *4 Nepali hats/Madheshi feta*
- ✓ *4 fake moustaches*
- ✓ *Brown paper*
- ✓ *Markers*
- ✓ *Tape*
- ✓ *Scissors*
- ✓ *Extra files, handouts and supplies for any new participants*

³In areas where there are Muslim women representatives, omit using the Hindu deity posters and instead use the poster showing Muslim women leaders.

1. Review of Week 1

Ask the participants to recall the topics from last week's session. Ask questions to review the main points and clarify any confusion. Make sure that all the of the participants understand the main points.

2. Homework Follow Up

i) Identify the Number of Households in Your Ward

Ask each of the participants to come before the group and tell everyone how many houses are in her ward and how she found out this information. Although it will only take a short amount of time for each participant to take a turn, encourage applause after each turn.

ii) Invite All Ward Presidents for the Next Week's Meeting

Before starting the training session, you, the trainer should meet with VDC officials and ask whether the letter to each of the Ward Presidents was despatched on time.

3. Identifying Community Needs: Part 2: Sample Household Needs Survey

Explain to the participants that the purpose of this session is to introduce the sample household survey.

★ *Household Survey Demonstration*

Next, ask everyone to take out the household needs survey form distributed the last week (H1-D).

Lead everyone through the survey form by asking each of the participants who can read, to each take turns reading a question for the group. After each question is read, ask the same participant to explain its meaning.

Explain that anyone can devise a survey format focusing on most problem areas. Also make clear to them that the survey forms do not guarantee programs for their communities. Instead, assist the participants to identify the community's problems and may help the participants to bring programs to their communities, themselves.

4. Women and Men Representatives Working Together Part 1: Introduction

Explain that the purpose of this session is to improve relations between men and women by focusing on communication skills and assertiveness.

Also explain to the group that the training sessions on this topic, *Women and Men Representatives Working Together*, discuss problems that women representatives may encounter when trying to work with men who are difficult. Because of the focus on potential problems with difficult men, it may seem that men (in general) are shown in a negative light during the role plays and discussions. Explain that

the intention is NOT to generalize and say that all men behave in a poor manner. Some men are difficult to work with, while others are not. Just as some women are difficult to work with and others are not. The participants should be encouraged to recognize that some men can make great allies in working towards women's equality.

★ **Posters Discussions**

Discussion One: Hindu Deities. In front of the group, tape up several posters of Hindu deities⁴, including Laxmi, Sworswati, Durga and the poster showing both the male and female halves of the deity Shiva and Parvati. Tell the participants that these posters are evidence so that prove that women with powerful in the past and were treated as equals with men.

Now ask them the following question:

- 1 What do these posters mean to you?

Possible Answers:

- ☛ Women were also very powerful in ancient times;
- ☛ Women and men were equal;
- ☛ Women and men were complements to each other.

Discussion Two: South Asian Women Leaders. Tape up the photocopy of South Asian women leaders. Ask the participants if they know who these women are. Then explain that there have been women Prime Ministers or Presidents in Sri Lanka, India, Bangladesh and Pakistan. Explain that this proves that women can become leaders who are respected by men.

Discussion Three: Nepali Women Leaders. Ask the women participants if they can name some Nepali women leaders (Lila Koirala, Sahana Pradhan, etc.). Reinforce the idea that some women in Nepal have been able to rise to very powerful positions, even ministers, and, in one case, party president. All of them, without exception, have had to work hand in hand with men to achieve these positions. Explain then that as ward representatives, the women in the training program, too, hold important positions in the community. Some of them may be interested in running for other posts some day, such as ward president. They, too, will need to work hard, side by side with the men on the ward committees.

Then, ask the same question again:

- 1 What do these posters mean to you?

Possible Answers:

- ☛ In neighboring countries and even in Nepal, women have top ranking positions;
- ☛ Women, as well as men, can help govern the country.

⁴In VDCs with Muslim women representatives, do not use the posters of Hindu deities. Instead, use a specially prepared poster of Muslim women leaders.

Discussion Four: WDO "cart" photocopies. Next, tape up the two small posters from the WDO showing: 1) a horse trying to pull a cart with unequally sized wheels; and 2) the horse pulling the cart with the same sized wheels. Ask the women what the difference is between the two posters. Explain that the cart represents the community. One wheel of the cart represents women. The other wheel of the cart represents men. If the two wheels are not the same size (if the wheel representing women is smaller than the wheel representing men) then the cart, or the community, can not move forward smoothly.

Now, repeat the question again.

1. What do these posters mean to you?

Possible Answers:

- ☛ Women and men are the two wheels of a cart;
- ☛ Society can not develop without the equal participation of women and men.

Discussion Five: NDI Poster (women and men at a VDC meeting.). Finally, tape up the NDI campaign poster showing men and women working together at the VDC. Ask the questions below again:

1. What do these posters mean to you?

Possible Answers:

- ☛ Women, as well as men, can represent the community;
- ☛ The Country's development is possible only if there is a partnership between women and men.

Now, provoke discussion asking the following general questions for all posters:

2. What message is these posters trying to convey?

Possible Answers:

- ☛ Women and men should have equal responsibilities in political and social spheres;
- ☛ Women should recognize their own capabilities and strength;
- ☛ Women and men should work together cooperatively.

3. Do the men and women in the posters appear equal? Why?
4. Do the posters reflect reality or fiction?

5. How can women become equal to men?

Possible Answer:

- ☛ By recognizing their capabilities and working cooperatively and assertively with men.

At the end of this discussion, emphasize that the main point of the posters and the discussions is that the participants have the power to become equal partners with men in moving the community forward towards development.

5. **Identifying Community Needs:**
Part 3: How to Conduct the Household Survey

Explain to the participants that the purpose of this session is to discuss how they should conduct a household needs survey. Explain also that in this session, everyone will be given a chance to practice asking the questions on the survey form.

★ ***Group Discussion on House Hold Surveys***

Lead a discussion and ask the participants the following questions. Write down their answers on brown paper.

1. How should the survey be started?

Possible Answers:

- ☛ By greeting the interviewee respectfully (saying *Namaste*) and introducing oneself politely;
- ☛ By addressing the constituents as relatives such as, *didi, dai, baba, ama, bhai, bahini* etc.

2. What things should you keep in mind when asking questions?

Possible Answers:

- ☛ Use local dialect as much as possible;
- ☛ Do not spent time for unnecessary discussion;
- ☛ The convenience of the interviewee.

3. What do you need to conduct the survey? (Note down the needs on brown paper)

Possible Answers:

- ☛ Blank forms, a pen, a file;
- ☛ An assistant if you cannot read and write;
- ☛ The knowledge on how to fill out the forms.

Refer the participants to the UNICEF handout (H1-E) on tips for conducting a household survey (distributed at last week's session).

★ ***Role Plays and Group Discussion***

Next, you, the two trainers will do a role play, showing how to conduct the survey by interviewing a community member. One trainer will role play a woman representative, and the other trainer will play a community person. The trainers will fill out one household survey form during the process. The trainer who role played the woman representative should show the participants how she filled out the form after the completion of the role play. Next, ask the participants for feedback on the role play. (Refer appendix R2-A for dialogues)

After the role play, ask the participants following questions:

1. How was the role play?
2. Was the role play effective? Did it serve the purpose of getting the necessary information?
3. What were the good points of the role play?
4. What suggestions do you have for improving this?

Next, the two trainers should conduct the same role play again, except this time they should reverse their roles. They should also include at least two mistakes, (such as forgetting a greeting or not thanking the person, etc.) to see if the participants can critically analyze the role play. Tell the participants that the second role play will include mistakes and they should watch out for them. When the second role play is complete, show the participants how the form was filled out and the answers were marked. Lead a discussion to critically analyze the second role play, by asking the same questions listed above.

Next, ask for two participants to volunteer to do the same role play in front of the group. Help each of them if they have problems or questions during the role play. When the role play is complete, lead a group discussion by asking the same four questions that were asked before to critically analyze the role play.

★ ***Small Group Role Play***

Next, divide the group into two small groups. If there are women who cannot read and write, divide them so that they are in both groups. One group can go outside while the other remains in the training room. Each trainer will work with a small group to complete this role play exercise to ensure that every participant has an opportunity to participate in this role play and practice using the survey form. [Note: Literacy, in particular, may be a problem for some women representatives. Encourage participants who cannot read and write to memorize the form and have a helper (such as a family member, neighbor or friend who is able to read and write) go with her when she does this assignment.]

★ **Group Discussion**

Ask the group to come back together again and ask them if they are ready to conduct the survey themselves in their own wards. If they need more practice, make time to do this. Suggest to them that they practice at home with family members or friends before actually starting the survey. Ask them what their needs are in order to conduct this survey in their own wards. (Some needs might include time, literacy, forms, person-power, etc.). Explain that many women representatives who have participated in the NDI training programs before have filled out household surveys for their entire wards successfully.

★ **HW*****Homework Assignment:**

✓ **Conduct a Ward Level Household Survey**

Give the participants from each ward 100 survey forms. During the next week, tell the participants that they will be responsible for starting the needs survey in their own wards. Explain to them that later they will need to talk with the ward president and other ward members about this survey, but for now they should just concentrate on starting it. Ask each participant how many surveys she will complete during the next week. Write this number down. Encourage everyone to do at least five-to-ten surveys to get some practice. Some participants might choose to talk with the other members of the ward committee to start organizing the ward survey. Tell the participants to bring in the filled in forms to the next week's session to discuss the problems faced while doing the survey.

6. **For the Trainers: Meet with All Ward Presidents**

Meet with the Ward Presidents whom you invited the last week. Explain to the Ward Presidents that the main purpose of the meeting is to inform them about NDI and its WRT program and to seek their suggestions. Remember the following points during the meeting:

Introduction to the NDI;
Introduction to the Women Representatives Training (WRT) program;
Brief introduction to each of the WRT modules; and
Need for support of the Ward Presidents.

Note down if the Ward Presidents have any suggestions for the improvement of the program. Also, answer any questions raised.

NDI/NEPAL
Role Play Dialogues

Identifying Community Needs

Interview with community members for household needs survey

WM: Woman Ward Member

CM: Community Member

Action!

Namaste. Didi.

Namaste

How are You?

I'm fine but who are you? I do not recognize you.

I'm the ward member for whom you voted, and I was elected to office.

After a while.

think you are busy harvesting wheat these days.

Yes, we did not hire any laborers today so I stayed home.

But when are we free? Cattle, kitchen....always busy. What is your business of coming to me. by the way?

As your representative, I need to listen to your opinions. This form is to find out the actual needs of our community. I hope you'll help our ward committee by giving me the correct information.

Do I need to tell you about the problems of this community? I think you know these all

WM: How could I know every thing?

Well, I'll answer your questions as well as I can.

Then, WM asks the questions and CM answers.

OK, Thanks a lot. I have to go to other houses also. So goodbye for today. See you.

CM: OK, bye.

Repeat this role play again and make a couple of mistakes such as do not say Namaste and Thank you)

AGENDA: WEEK 3

Review of Week 2

- 2. Homework Follow Up
Conduct a Household Needs Survey**
- 3. Identifying Community Needs
Part 4: Involving the Male Members in the Survey**
- 4. Women and Men Representatives Working Together
Part 2: Communicating Assertively with Men**
- 5. Working with Women's Groups
Part 1: Identifying Women's Groups in the VDC**

Homework: Meet with Women's Groups in the VDC

Materials Needed:

- ✓ ***Puzzle (cut up pieces of an NDI poster)***
- ✓ ***Written dialogue for role play***
 - ***Involving men in the household survey (R3-A)***
 - ***On the inactive role of woman (R3-B)***
 - ***On the active role of woman (R3-C)***
- ✓ ***Cartoons saying "Why a household survey?"***
- ✓ ***A large envelope***
- ✓ ***4 Nepali hat/Madheshi feta***
- ✓ ***4 Fake moustaches***
- ✓ ***Brown paper***
- ✓ ***Markers***
- ✓ ***Tape***
- ✓ ***Scissors***
- ✓ ***Extra files, handouts and supplies for any new participants***

Handout needed:

- ✓ ***Questions for women's groups (H3-A)***

1. Review of Week 2

Ask the participants to recall the topics from the last week's session. Ask questions to review the main points and clarify any confusion. Make sure that all the of the participants understand the main points.

2. Homework Follow Up Conduct a Household Needs Survey

Ask the participants to individually report on how they did with their household needs surveys. Ask the participants if they had any problems while doing the survey.

★ *Problem Solving Group Discussion*

Lead a discussion on problems that the participants may have encountered while doing the survey in their wards. Discuss and list possible solutions for each problem. (Note: Remember, try to encourage lateral teaching in this exercise. If one of the participants has an idea or answer to a question, ask her to teach it to the rest of the group.) Additionally, discuss some of the following potential problems and discuss possible solutions.

false data
incomplete data
time problems
other ward members not interested, uncooperative

3. Identifying Community Needs: Part 4: Involving the Male Members in the Survey

Explain to the participants that the purpose of this session is to show how they can convince the other male ward leaders to assist in conducting the ward level household needs survey.

★ *Group Discussion*

Lead a discussion asking the participants whose responsibility it is to do a household needs survey. Ask them who can help organize it? (NGOs? Women Ward Members? Male Ward Members? VDC President? Community Volunteers? Etc.)

Review the cartoon of the women ward members explaining why a needs survey is necessary from the previous lesson.

★ *Role Play*

Select three participants to be involved in a role play with you for a total of five people (including you and the two trainers) in the role play. The women representatives will play only minor roles as male ward members. One of the trainers will play the part of a male ward president and the other will role play a female ward member trying to convince the president and male ward members of the value of

household needs survey. All the males will wear *topis*, or Nepali hats. Distribute these hats to the participants who are in the role play. At the beginning of the role play, the ward president and the female ward member will meet. After the president is convinced that the ward should conduct the survey, the female ward member will meet with the whole ward committee to try to convince everyone. In the role play, the president and ward members should put up some resistance. The female ward member should try to convince them by using arguments that will be taught later in the training. Following are the dialogues for the role play. Also for the convenience of the trainers, the dialogues are included in the appendix. See Appendix: R3-A.

Action!

Ward President is sitting and the Woman Ward Member comes.

Namaste! Mr. President.

Are you here with any business?

WM: Yes. I need to talk to you about why a household community needs survey should be conducted in our ward to help identify projects and programs in that should be implemented in the ward.

Why be bothered? We know all about our ward.

We should try to prioritize the needs according to people's wishes and work to solve those problems that are most important. We should represent the wishes of all people since we are elected as a result of their valuable votes.

WP: OK. I agree with your opinion. But we ourselves are also the members of this community. So we are familiar with all of the community's problems. If we know all the problems, why should we conduct the survey?

What are you saying Mr. President! There may be many important problems to solve which we haven't seen. So we should conduct the household needs survey and find out which problems the people want solved first. If we do it this way we'll get the people's support, and we can do more work with the same budget. People will feel encouraged about what we are doing for our community and development work will take place faster. Besides, we should conduct programs based on fair data, not just our opinions.

You're right. It is our responsibility to identify the people's needs and implement the programs accordingly. Our Ward Committee is meeting tomorrow, and we'll discuss this idea with other ward members at the meeting. We should conduct the household needs survey and submit a good proposal for programs to the VDC based on the findings of the survey.

WM: Thanks, Mr. President. You know, if we do this household needs survey, our chances of getting funding from NGOs and INGOs also becomes stronger since they like to see the actual data of the area where they want to impalement their programs. Moreover, this process of identifying community needs is a fair one in which all the community members will participate.

WP: You are right.

The role play ends.

Next, ask the group the following questions:

What was the point of the role play?

Possible Answer:

☛ Women representatives should seek help from the male counterparts for the household needs survey.

2. How did woman representative get the men to listen to her?

Possible Answers:

☛ By convincing them of the importance of household survey in identifying the community needs.

☛ By convincing them that it was the duty of the representatives to identify the important problems of the community in a fair manner.

3 Do you think the men representatives respected her point of view?

Possible Answer:

☛ They did not respect her at first but they respected her when she logic to make her point.

4 Is there anything that women can do to get men to listen and show respect ?

Possible Answers:

☛ Have a good understanding of the responsibilities of a ward representative;

☛ Prepare ahead of time for some possible questions that the men could put to her;

☛ Seek support from the constituents for her agenda.

5. Are there any special problems that women face when communicating with men?

Possible Answers:

- ☞ Yes, some men don't believe in the importance of women's political participation;
- ☞ Yes, some men are jealous of a woman's progress;
- ☞ Yes, some men oppose anything that women puts forward.

6. How can women work to overcome these problems?

Possible Answers:

- ☞ Recognize their own capabilities and not feel discouraged when they encounter setbacks. Instead, they should try again using a new approach;
- ☞ Work cooperatively and politely;
- ☞ Face problems with confidence.

Next, ask the participants to list some of the arguments that the men might use against doing the survey (not necessary, wastes time, costly, etc.). And then ask the participants to give counter arguments. For each counter argument, ask the woman who gave the answer to come forward in front of the group and role play with a trainer using her argument.

If necessary, break down the group into pairs and ask them to practice this role play together.

4. Women and Men Representatives Working Together Part 2: Communicating Assertively with Men

Explain to the participants that this session will involve a role play demonstrating communication problems with men due to a lack of assertiveness.

★ *Role Play*

Preparation: while participants are arriving for the days' training session, select three and discuss with them briefly the role play and how they will participate. (Note: Read the role play dialogue to get a sense of what the participants who are in the roleplay will be responsible for.)

Call the three participants that you've selected ahead of time to the front of the room to play the part of a male ward members in the role play. Put *topis* (Nepali hats) on them and on one of the trainers. The trainer with the *topi* will role play the male ward president. The other trainer will play a woman ward member. Read the following set up for the role play to the participants.

"Welcome to our ward committee meeting," (point to the men ward members and president sitting together. At this point, you - the woman ward member - are off stage at the front).

(Introduce each of the male members using fictional male names, such as Ram Bahadur, Shyam Prasad, etc.)

Continue.

“The male members have been discussing a plan to make a big fancy Ward Hall in which to host the meetings. The project is very expensive and will use up most of the money in the Development Budget. The male members are even talking about placing a large brass plaque with their names on it, outside the new building. Let’s see what they’re up to:” (Refer to appendix R3-B for detailed dialogue.)

Role Play Action.

At the start of the discussion, the ward president acknowledges that the new woman ward member has not showed up yet but they start the meeting anyway. They talk disrespectfully of her.

The ward president leads most of the discussion while the others just agree with him and go along with his plans. He asks one of the members for the plan from the architect, another for the budget. One ward member says that he is a contractor and he can get a really cheap deal on the cement and bricks and everyone laughs together knowing that each can take a cut from this for themselves. He asks everyone if they would like their names on the plaque also about the idea of a fancy garden in the courtyard of their meeting hall....

The woman ward member then shows up late, makes a poor excuse for her lateness and then sits down on the outside of the group. There is very little acknowledgment of her arrival. The men continue the discussion and ignore her. The ward president soon tells her that she is probably busy with housework so if she wants to go home, he will stop by her home later and fill her in on the meeting. She is very passive. She first disagrees mildly, but then he insists that she leave. She goes. The men continue to talk and pretend that they are calculating how much money they can take off the project for themselves.

The end.

★ *Group Discussion on Role Play*

Ask the participants to discuss the following questions:

How was the role play?

2. What do you think about the woman ward member?

Possible Answers:

- ☛ Inactive;
- ☛ Shy;
- ☛ Unclear to her own responsibilities.

3. What were her strengths and weaknesses?

Possible Answers:

- ☛ Strengths: Attended the meeting although late;
- ☛ Weaknesses: Late, did not pay attention to the discussion; did not pay attention to the meeting's decisions, signed the minutes without reading it, did not participate in the discussion.

4. What did the men in the role play think of her?

Possible Answers:

- ☛ Women don't know anything, they have no minds of their own;
- ☛ Women can not be trusted, they have no place in politics;
- ☛ Women are not corrupt, they are easily persuaded.

★ **Role Play Re-Play**

Next, you, the trainers will ask the participants what the woman ward member should have done in the situation of the role play. Ask the participants to give suggestions directly to the trainer that role played the woman ward member. The other trainer should lead the discussion and write down the suggestions. After all the suggestions have been given, start the role play again incorporating all of the suggestions. In this role play, the trainer role playing the woman ward member should be much more assertive. (Refer appendix R3-C for detail dialogue.)

★ **Group Discussion on Role Play Re-Play**

Ask the participants the following questions:

1. How was the role play this time?
2. What did you think about the woman ward member this time?

Possible Answers:

- ☛ Active;
- ☛ Knowledgeable about her responsibilities;
- ☛ Able to use logic.

3. What were the main differences between the first and second role plays?

Possible Answers:

- ☛ In the first role play, the woman was inactive and in the second she was active;
- ☛ In the first role play, the woman only supported others' thoughts and in the second she put forward her own views, too.

- ☞ In the first role play, the woman was unfamiliar with her responsibilities, and in the second one she was familiar with them.

4. Can you give examples of situations where women should be more assertive?

Possible Answers:

- ☞ When the men ignore women;
- ☞ While a woman is putting her own proposals forward.

★ *More Role Play*

Repeat the last part of the exercise, giving another participant a chance to role play the assertive woman ward member. Also repeat the group discussion questions above, if there is time.

5. **Working with Women's Groups**

Part 1: Identifying Women's Groups in the VDC

Explain to the participants that there are many local women's groups in the district and state that the purpose of the sessions on identifying women's groups in the VDC is to improve women's access to local government.

★ *Women's Group Puzzle*

Preparation: The pieces of the women's puzzle join together to form the answer to the women's puzzle (such as a women's symbol). On each piece of the puzzle is the name of a type of women's group that could be in the VDC, including: women's NGOs, women's literacy classes, women's credit and savings groups, youth clubs, Mother's Groups, women health volunteers, WDO programs, Spiritual Women's Groups, Women's Skills Development groups, political party women's organizations, user group committees with primarily women members, and informal women's groups. Put into a hat all the pieces of the women's group puzzle. Next, ask each participant to take a piece of the puzzle from a big envelope.

Ask each participant to then take a turn and come before the group to state whether or not this kind of women's group exists in the VDC and what she thinks this group does generally. If she is not sure, she can ask the group for help or confirmation. After completing her presentation, she should tape her puzzle piece to the wall in the front of the room.

At the end, fit all the puzzle pieces together (if the participants have not done this already while taping their puzzle pieces to the board. Ask the participants what the significance is of each piece fitting into a shape to solve the puzzle. (Answer: each person has one piece but individually it has no meaning. Only when all the pieces are joined together does one see the full picture).

With the participants, make a list on brown paper of the types (and number) women's groups that are present in the VDC. You may include some groups, such as the Save the Children-funded literacy programs. Then explain the homework assignment.