

**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)<sup>3</sup>
- ✓ 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 kats/Madheshi feta
- ✓ 4 fake moustaches
- ✓ Brown paper
- ✓ Markers
- ✓ Tape
- ✓ Scissors
- ✓ Extra files, handouts and supplies for any new participants

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<sup>3</sup>In 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 deities<sup>4</sup>, 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.

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<sup>4</sup>In 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)

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