

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 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 him 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? Ward 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 a 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 by 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 program 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 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 implement 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 put 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 day's 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, Shya 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 brick 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 lately;
- ☞ Weaknesses: Late, did not pay attention to the discussion; did not pay attention to the meeting' 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.

★ **HW*****Homework Assignment**

✓ ***Meet with Women's Groups in the VDC***

Depending on the number of women's groups in the VDC, divide the participants into pairs or small groups for their assignment. If there are women who can not read and write in the group, make sure that they are paired with women who are literate. If there are many women's groups in the VDC, let the group prioritize which ones should be met.

Explain the homework assignment. During the next week, the pairs or small groups are responsible for meeting with their assigned women's group or with women involved in the group. The objectives of meeting with the groups are twofold: 1) to learn about the groups' purpose and functions; and 2) to establish a relationship between the women, as the local representatives, and the women's groups.

The women representatives should ask the women's groups the following questions. (They will report the answers to these questions back to the training group the following week.)

1. Why did the group form?
2. What is the main objective of the group?
3. Is the group successful in reaching its goals?
4. In what ways can the VDC/ward help this women's group? (Some examples might include assisting the group financially, referring the group to other district level agencies for help, publicizing the efforts of the group in the VDC, etc.)
5. In what ways can the women's group help or become more involved in the VDC/ward? (Some examples might include being volunteers on user group committees for the VDC, opening their group to more women from different wards, helping with VDC/Ward projects related to their interests, developing a joint project with the VDC, etc.)

★ ***distribute handouts on this topic:
Questions for women's groups(H3-A)***