NDI/Nepal
Promoting Women's Political Participation

Women Representatives Training (WRT) Program
Trainer's Manual

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

1. 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

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

Empowering the Women's Caucus
Part 1: National Democratic Institute (NDI) and Women Representatives
Training (WRT) Introduction

2.   Local Government Overview
Part 1: Structure, Work Areas, and Functions

3.   Identifying Community Needs
Part 1: Introduction

Homework: i)   Identify the number of households in your ward
           ii)   Invite all ward presidents for a meeting next week

Materials Needed:

✓   *Plastic files (including one notebook and one pen)*
✓   *Election symbols for introduction game*
✓   *Matching game table for VDC structure*
✓   *Poster with nine VDC work areas*
✓   *Needs survey cartoons (4)*
✓   *Letter to the VDC to request a meeting of all the ward presidents the following week*
✓   *List of NDI expectations from the training*
✓   *A hat (topi)*
✓   *Brown paper*
✓   *·Markers*
✓   *Tape*
✓   *Scissors*

Handouts Needed:

✓   *VDC structure handout (H1-A)*
✓   *Case study for Bhayananagar VDC (H1-B)*
✓   *Needs survey cartoons handout (H1-C)*
✓   *Sample household survey handout (H1-D)*
✓   *UNICEF survey tips handout (H1-E)*
✓   *Schedule for the eight-week program (H1-F)*

Empowering the Women's Caucus:
Part 1: The National Democratic Institute for International Affairs (NDI) and Women Representatives Training (WRT) Introduction

★ **Welcome**

Welcome participants to the training and give a brief explanation of the National Democratic Institute for International Affairs (NDI). Explain the purpose of the WRT and how it contributes to a goal of the promoting women's political participation. Include the following points:

> NDI is an international non-government organization that has worked in over 80 countries to promote democracy.

> ► NDI is nonpartisan, meaning that it does not favor or support any particular political party.

> NDI/Nepal previously conducted a program for the 1997 elections which trained almost 4.000 women candidates and their staff in eight Terai districts by working with political parties in the region.

> The main goal of the WRT is to increase the capacity of women representatives to govern effectively by forming a women's caucus of elected (and nominated) women leaders in the VDC.

> NDI has the expectation that the women representatives will form a caucus and continue to meet and work together after the completion of the eight-week training program.

★ **Introduction Game**

Preparation: Prepare ahead of time small pieces of paper and place them in a hat. On each piece of paper is an election symbol such as a bumble bee, temple or airplane. There will be a pair of each symbol.

Ask participants to each draw a piece of paper from a hat. Once each participant has taken a paper, ask them to find the person with the matching symbol. Next, give the participants two to three minutes to meet and exchange personal information (such as their name, ward, position, party, and hobby). Next, in front of the group, each participant will take a turn stating her symbol and introducing her partner to the group, until everyone has been introduced.

★   **Eight Week Schedule Review**

Pass out and review the schedule (H1-F) for the upcoming eight weeks. Give a very brief explanation of each session, highlighting some of the activities such as role plays and the group puzzle.

★   **Training Norms and Rules**

Ask the participants if they have ever participated in a training program before. Suggest to the group, that the group should make up some rules and norms for the training period, that everyone should follow. (Give suggestions to the group if the participants have difficulty in coming up with ideas, such as speaking in turn, coming to the training on time, respecting the opinions of others, etc.)

Once a list has been written down on brown paper, ask for consensus from the group on the list of rules and norms. Keep the written rules at the VDC and post them each week in the training room. If the participants do not follow these rules, remind them that everyone helped to make the rules and all agreed to follow them.

★   **Training Expectations of NDI**

Explain to the participants that NDI, and particularly those conducting the training, also have expectations for the training. Prepare a list of these expectations on brown paper before the session. Share these expectations with the participants so that they are clear. Explain the rationale or reason for each of these expectations to the participants.

These expectations include:

> commitment;
> timeliness;
> attendance;
> full participation;
> completion of homework; and
> respect of differences within the group.

2.   Local Government Overview:
        Part 1: Structure, Work Areas, and Functions

★   VDC Structure

Matching Game: Use the prepared cards for this game about VDC structure. All of the information **bolded** below has a laminated flash card with graphics.

Structure	Meeting Time	Members
Ward Committee	**meets twice a month**	**5 (1 ward president and 4 ward members-at least 1 woman ward member)**
VDC Committee	**meets once per month** ·	**13 (1 VDC President, 1 VDC Vice President, 9 Ward Presidents, plus two nominated positions including 1 woman and 1 person from a minority caste)**
VDC Council	**meets twice a year**	**53 (1 VDC President, 1 VDC Vice President, 9 Ward Presidents, 36 Ward Members, plus the 6 nominated positions on the VDC Committee)**

On brown paper. list only the three structures of local government listed above. Ask the participants to match the points on the laminated cards with the correct level of local government. Conduct the game by asking the participants if they know the "answers" that relate to the level of government, the meeting time and the number of members. If a participant knows the correct response, ask her to come forward and allow her to "stick" up the flash card with that answer, until all six answers are completed. Mix up the order of the cards. Repeat the game several times and ask the participants to take turns matching.

★   *Distribute the handout on this topic: VDC Structure: Meetings and Members (H1-A)*

★   VDC Work Areas

Group Discussion: Conduct a group discussion on the nine different work areas of the VDC. Show the participants the corresponding picture (These are not available in this manual) for each of the work areas. Ask them to identify the work area by looking at the picture.

★   **VDC Functions and Purpose**

Group Discussion: Ask the participants the following questions to provoke a discussion on the function and purpose of local government:

Why is the VDC (Ward Committee, VDC Committee, VDC Council) needed?

> *Possible Answers:*
> ☞   Because it is not possible for the government at the central level, alone, to oversee all of the country's development programs;
> ☞   Because there is a great deal of diversity among different communities at the local level and the local level government best understand the problems and needs of their communities;
> ☞   Because it is more efficient, less expensive for the local government to be responsible for some tasks of the local level.

2.   What is the main purpose of local government?

> *Possible Answers:*
> ☞   To identify and solve local level problems at the local level;
> ☞   To further the development process at the local level by efficiently mobilizing the available resources;
> ☞   To preserve and protect available local resources;
> ☞   To act as a local contact point for constituents.

3.   What should be the relationship between elected representatives and the voters?

> *Possible Answers:*
> ☞   Like the nail and the fingertip;
> ☞   Like a bus driver and the passengers;
> ☞   Like a mother and her children.

4.   What does it mean to say that "democratic government is by the peoples, for the people?"

> *Possible Answer:*
> ☞   This means a government in a democratic system is elected by the people and consequently, the government must work towards solving the needs and problems of the people.

3. **Identifying Community Needs:**
    Part 1: Introduction

Explain that identifying community needs is an important job for local government representatives. Explain that the next exercise-a scenario-helps to explain why this is so. Next. read through the following case study twice. Explain that the following story. or scenario. is fictional.

★   *Case Study Script*

In Bhayanangar[1] VDC. most of the poor people of the village live in the northern part of the VDC and have very little land. The land is only suitable for *makai*. or corn. The poor people's land is not irrigated. and it is very rocky and sandy. The rich people of the VDC live in the southern part of the VDC and have nice land for growing *dhan*. or rice. Because the land is irrigated. the rich people can plant two crops of *dhan* per year. The most influential ward presidents and members. plus the VDC president and vice president all live in the southern part of Bhayanangar VDC. Two years ago. the leaders talked with community members and decided that the biggest need in the community was to build small bridges and to install one water pumping system. They also used some of the VDC money from some wards to plant trees along part of the irrigation canal that borders the VDC. ·Almost all of these projects -- the bridges, water pump system and the trees -- were all placed in the soutnern part of the VDC. The people there were very happy with the leaders. In the northern part of the VDC. the leaders of those wards spent most of the development funds on roads which connected the parts of the wards where the leaders lived to the main road. The residents in the northern part of the VDC were too poor and too busy working their fields to complain.

★   *Case Study Questions for Discussion*

Lead a discussion using the following questions as a guide:

In Bhayanangar VDC, what were the problems of the people?

> *Possible Answers:*
> ☞   Lack of irrigation facilities;
> ☞   Lack of fertile land:
> ☞   The poverty of the residents in the North.

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[1] In Nepali. *bhayana* means "wasn't" or "didn't happen." Roughly. Bhayananagar VDC could be translated as "Not-Happening Town."

★ **VDC Functions and Purpose**

Group Discussion: Ask the participants the following questions to provoke a discussion on the function and purpose of local government:

1 Why is the VDC (Ward Committee. VDC Committee, VDC Council) needed?

> *Possible Answers:*
> ☞ Because it is not possible for the government at the central level, alone, to oversee all of the country's development programs:
> ☞ Because there is a great deal of diversity among different communities at the local level and the local level government best understand the problems and needs of their communities:
> ☞ Because it is more efficient less expensive for the local government to be responsible for some tasks of the local level.

2. What is the main purpose of local government?

> *Possible Answers:*
> ☞ To identify and solve local level problems at the local level:
> ☞ To further the development process at the local level by efficiently mobilizing the available resources:
> ☞ To preserve and protect available local resources:
> ☞ To act as a local contact point for constituents.

3. What should be the relationship between elected representatives and the voters?

> *Possible Answers:*
> ☞ Like the nail and the fingertip;
> ☞ Like a bus driver and the passengers;
> ☞ Like a mother and her children.

4. What does it mean to say that "democratic government is by the peoples, for the people?"

> *Possible Answer:*
> ☞ This means a government in a democratic system is elected by the people and consequently, the government must work towards solving the needs and problems of the people.

3.   Identifying Community Needs:
      Part 1: Introduction

      Explain that identifying community needs is an important job for local government
      representatives. Explain that the next exercise-a scenario-helps to explain why this is so.
      Next, read through the following case study twice.   Explain that the following story, or
      scenario, is fictional.

★   *Case Study Script*

      In Bhayanangar[1] VDC, most of the poor people of the village live in the northern part
      of the VDC and have very little land. The land is only suitable for *makai*, or corn.
      The poor people's land is not irrigated. and it is very rocky and sandy. The rich
      people of the VDC live in the southern part of the VDC and have nice land for
      growing *dhan*, or rice. Because the land is irrigated, the rich people can plant two
      crops of *dhan* per year. The most influential ward presidents and members, plus the
      VDC president and vice president all live in the southern part of Bhayanangar VDC.
      Two years ago, the leaders talked with community members and decided that the
      biggest need in the community was to build small bridges and to install one water
      pumping system. They also used some of the VDC money from some wards to plant
      trees along part of the irrigation canal that borders the VDC. Almost all of these
      projects -- the bridges, water pump system and the trees -- were all placed in the
      southern part of the VDC. The people there were very happy with the leaders. In the
      northern part of the VDC, the leaders of those wards spent most of the development
      funds on roads which connected the parts of the wards where the leaders lived to the
      main road. The residents in the northern part of the VDC were too poor and too busy
      working their fields to complain.

★   *Case Study Questions for Discussion*

      Lead a discussion using the following questions as a guide:

            In Bhayanangar VDC, what were the problems of the people?

                  Possible Answers:
                  ☞   Lack of irrigation facilities;
                  ☞   Lack of fertile land;
                  ☞   The poverty of the residents in the North.

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      [1]In Nepali, *bhayana* means "wasn't" or "didn't happen." Roughly, Bhayananagar VDC
could be translated as "Not-Happening Town."

2. How did the leaders decide which programs should be implemented?

> *Possible Answers:*
> ☞ By listening to only the loud people;
> ☞ By seeing what programs would benefit them personally;

3. Did they properly identify the community's needs?

> *Possible Answers:*
> ☞ No, they did not;
> ☞ They only identified the needs of a minority of the community's residents.

4. Who do you think the leaders met with to ask about their problems?

> *Possible Answers:*
> ☞ Loud people;
> ☞ The residents in the Southern part of the VDC;
> ☞ The rich people.

5. In terms of identifying community needs in Bhayanangar VDC, what were the main problems?

> *Possible Answers:*
> ☞ The most important community needs were never identified;
> ☞ A good sample of people was never surveyed in order to identify community needs;
> ☞ The leaders were motivated only by their personal interests.

6. Have these kind of problems ever happened in your VDC?

7. What are some possible solutions to these problems?

> *Possible Answers:*
> ☞ The representation of the needs of a large portion of the people in the VDC while selecting projects;
> ☞ The leaders' putting the people's needs before their own.
> ☞ A household survey. (explain that a household survey will be discussed later.)

★   *Group Discussion on Community Needs*

Ask the participants the following questions to stimulate discussion on why it is necessary to assess community needs:

> What types of programs would you like to implement in your VDC?
> (Write down the answers from several of the participants on brown paper).

2.   How and on what basis did you decide which programs that you would implement?

3.   Which groups of people should you ask about their needs in order to determine the best programs to implement?

> *Possible Answers:*
> ☞   A person from each household;
> ☞   Many people in the community;
> ☞   All kinds of people in the community.

If no one has mentioned a household survey yet, ask the participants the two additional questions listed below.

4.   Do you know what a household needs survey is?

5.   Have you ever conducted a household needs survey?

If the participants do not know the answers to these questions, explain to them what a household survey is a survey, where one goes to each household to ask a series of questions in order to identify community needs. Remember, if someone knows about household surveys, ask her to explain it to the group.

★   *Case Study Review and Discussion of Cartoons (Why a household survey?)*

Next, lead a discussion designed to answer the question: *why should elected community leaders identify community needs by using a household needs survey?* Remember to use the case study of Bhayanangar VDC to remind the participants what can happen if a survey is not used. Explain to the participants that many community development projects fail because the people for whom the programs were intended were never asked about their needs. As a result, often the projects do not best serve the community's most urgent needs. Explain that there are also other reasons why doing a survey is important. To illustrate some of these other reasons, show the participants the prepared cartoons (See Appendix H1-C) which each match up to one of the answers (A's) below.

Q: Why should elected community leaders identify community needs by using a household needs survey?

A: Because community leaders should be responsive to the constituents' needs and interests.

A: Because community leaders should try to solve to problems that are important to community members.

A: Because an NGO (or outside assistance) would be more likely to help solve problems, if the leaders of a village can prove and quantify the problem.

A: Because community needs should be assessed fairly and systematically. [NOTE: be sure to highlight that household surveys allow people of the community to voice their needs and opinions, despite gender, caste, party or other divisions in society. At a community meeting (one of the traditional ways of identifying the community needs), not everyone is free to come and voice their opinions openly, particularly women and people from lower caste groups.]

★   *Distribute handouts on this topic:*

✓   *case study handout, Bhayananagar VDC (H1-B);*
✓   *cartoons showing why the survey is necessary (H1-C);*
✓   *sample household survey. (Ask the participants to go through the survey at their home (H1-D);*
✓   *how to conduct a survey (from UNICEF). (Ask the participants to go through this handout and bring it back for next week's session) (H1-E)*

★   *HW*****Homework Assignment:*

✓   *Identify the Number of Households in Your Ward*

Ask each participant to accurately identify the number of households in her ward during the next week.

✓   *Homework for Trainers: Invite all Ward Presidents for next week's meeting [Note: This meeting will be only for the trainers.]*

You, the trainers, will have to meet with all of the ward presidents next week to inform them about the WRT program. Give a letter to the VDC requesting a meeting of all the ward presidents next week. Also, inform the participants about the meeting and the agenda.