

**The National Democratic Institute for
International Affairs (NDI)/ Nepal**

Women's Candidate Training Program

Trainer's Manual

November 2002

Copyright: © The National Democratic Institute for International Affairs (NDI) 2002. All rights reserved. Portions of this work may be reproduced and/or translated for non-commercial purposes provided NDI is acknowledged as the source of the materials and is sent copies of any translation.

This manual was made possible through support provided by United States Agency for International Development (USAID) under the terms of Grant No. 367-A-00-01-00129-00. The opinions expressed herein are those of the editors and do not necessarily reflect the views of the USAID.

For additional copies, contact NDI at:

The National Democratic Institute for International Affairs

2030 M Street, NW, 5th Floor
Washington, DC 20036
Phone: (202) 728-5656
Fax: (202) 728-5564

The National Democratic Institute for International Affairs

Pradhan Villa
G. P. O. 8975, E. P. C. 4129
Lazimpat-2, Kathmandu, Nepal
Phone: (977-1) 433-404
Fax : (977-1) 419-256
Email: ndi@wlink.com.np

The National Democratic Institute for International Affairs

Vikram Marg
P. O. Box 2
Bharatpur-2, Kshetrapur
Chitwan, Nepal
Phone: (977-56) 27549
Fax : (977-56) 23823
Email : ndiwrt@wlink.com.np

Dear Trainer:

Welcome to the National Democratic Institute's (NDI) training manual. This manual was designed especially for political party trainers. The following pages contain information, guidelines and activities to help you train women candidates for local government.

As a political party leader, you are the bridge between national party messages and grassroots-level women party members. Many political party leaders claim that the women campaigning in the last local elections knew little more about the party than the party symbol. You have an opportunity to strengthen your political party at its roots, by teaching party messages in a way that local people can understand them.

As a representative of your party, you are responsible for augmenting this curriculum with party-specific campaign information on party ticketing procedures, messages and platforms. NDI has provided steps for you to integrate this party capacity building into your training. We encourage you to engage the party in the development of this training, to build party capacity while building the skills of women activists.

This training manual accompanies the second edition 'Women Can Win' campaign manual, which narrates the story of one candidate, Ram Kali, through her campaign struggles, election victory and work as Ward President. This training manual provides training tips and workshop techniques for party trainers and covers the following topics:

- 1.) Local Government Overview
- 2.) The Party Ticketing Process
- 3.) Building the Party Identity
- 4.) Election Codes of Conduct
- 5.) Campaign Planning
- 6.) Developing a Campaign Message
- 7.) Campaigning
- 8.) Project Monitoring and Budgeting

NDI applauds your efforts to strengthen the role of women in your political party. Using the training tips provided in this manual, you will be able to influence the success of your party in the next election and work to improve the status of women in Nepal.

Sincerely,

NDI Nepal Staff

Table of Contents- Trainer's Manual

Section 1 Local Government Overview

This lesson addresses the roles and responsibilities of the VDC.

- what is the VDC? what does it do?
- VDC/ ward committee structure and meeting schedule

Section 2 The Party Ticketing Process

This lesson explores the party ticketing process.

- how does our party determine candidates?
- how to approach the party for the ticket
- tips for advancing within the political party

Section 3 Building the Party Identity

Through this lesson women will gain an increased understanding of party values.

- understanding the party manifesto
- linking party values to message
- learning about the party symbol
- utilizing the party symbol

Section 4 Election Codes of Conduct

This lesson introduces women to the local election office/officer and explores election rules and regulations.

- election offices as a resource
- overview of election rules and regulations
- explanation of nomination fees and candidate deposits

Section 5 Campaign Planning

The lesson addresses approaches to campaign planning.
developing a plan and team

- planning finances/ assessing resources
- developing a campaign schedule

Section 6 Message Development

This lesson takes candidates through the process of developing a strong campaign message.

- the importance of developing a campaign message
- identifying local issues
- developing a campaign message

Section 7 Campaigning

The lesson addresses approaches to campaigning in the village.
knowing village concerns

- planning finances/ assessing resources
- monitor the campaign schedule

Section 8 Project Monitoring

This lesson addresses the steps to project development and monitoring

- why is project monitoring important?
- learning the steps to project monitoring
- reviewing sources of revenue in the VDC

Appendices and Resources

1. VDC Structure Overview Chart
2. VDC Work Areas Chart
3. Campaign Schedule Blank Calendar
4. Project Proposal Form (Government Document)
5. Pre and Post-Assessment Survey
6. Tips for Implementing Surveys

NDI/NEPAL
Women Candidates Training (WCT) Program

Tips for Trainers

Following these four rules of thumb will help you to strengthen the quality of your training and keep the respect and attention of your participants.

BE PREPARED.

Always be prepared. By preparing materials ahead of time, checking and double-checking on venues, speakers and participant invitations, you can make sure that training activities go smoothly. Organize materials and practice lessons BEFORE the training sessions.

PRACTICE WHAT YOU PREACH.

The principles of good training are the same as the principles of good campaigning. By demonstrating *strong public speaking and organizational techniques* during your training you are modeling important lessons for the candidates. Follow the rules that you are teaching: make eye contact with participants, be cordial, be a good listener, speak clearly and know participants' names.

DEMONSTRATE GOOD TIME MANAGEMENT SKILLS.

Demonstrate that you understand the value of the participants' time. In addition to being potential candidates, your participants are elected officials, teachers, mothers, daughters, farmers, sisters, business owners and NGO workers. Their time is limited and valuable, so is yours. Arrive on time and encourage participants to arrive on time. Take breaks when appropriate and end breaks in a timely fashion. Run your training democratically and consult participants on the best time to take breaks.

KEEP PARTICIPANTS MOTIVATED.

Enthusiastic trainers breed enthusiastic participants. If you are not motivated your participants won't be either. Outline the day's activities for participants. Keep training sessions active. Don't lecture your participants. Engage participants in leading workshop activities. Keep one or two participants from dominating discussions, encourage quieter participants to play a role in discussions.

SECTION 1 - LOCAL GOVERNMENT OVERVIEW

The objective of this lesson is to teach participants about the role of local government and the structure of village development committees and ward committees.

Preparing materials:

- ✓ *Bring tape in order to tape up the local government chart provided in your training kit*
- ✓ *Don't forget to bring VDC work areas chart*

Using the campaign manual: (10 min.)

Have the participants turn to the VDC overview section of the campaign manual. Go over the following Ram Kali dialogue.

Hari Kala: Hello, Ram Kali Didi!

Ram Kali: Hello. How are you doing?

Hari Kala: I am really doing well. Where are you going?

Ram Kali: I just wanted to meet our village sisters.

Hari Kala: Oh! What brings you here to meet with them?

Ram Kali: My term in local office will be ending very soon and the election is nearing so I just wanted to have some interaction with my fellow sisters.

Hari Kala: What are you meeting the village women for?

Ram Kali: During the last elections, I was elected in a reserved seat. In the coming elections I wish to run for a higher post because I now have five years of experience in government. During my tenure in office, I attended government and non-government organizations' training about local government and the roles and responsibilities of elected

representatives. I want to encourage other village women to become more involved in politics and run for various seats in the coming elections. Are you interested in running?

Hari Kala: Well didi, I don't know anything about the Village Development Committee (VDC).

Ram Kali: Don't worry! I will explain the role and responsibilities of the VDC to you.

Hari Kala: What does the VDC do?

Ram Kali: The VDC uses government money to run the village. The VDC works to improve our village in these areas: see pictures (*trainers display VDC work chart*).

Training Activity Suggestion #1: Learning the VDC work areas (25 min.)

After reading about Ram Kali, it is time to discuss the **eleven** different work areas of the VDC. Show the participants the corresponding pictures (These can be found at the end of this book with the appendices) for each of the work areas. Ask them to identify the work areas by looking at the pictures.

VDC work areas are as follows:

1. Agriculture

This work area includes: promoting agriculture by carrying out agricultural programs and organizing agricultural fairs; operating veterinary hospitals and working to prevent the control of animal diseases within the area; and overseeing pasture areas.

2. Drinking Water

This work area includes: constructing and maintaining lakes, taps, wells, water tanks; conducting programs to raise awareness about the importance of keeping the water pure, etc.; and preserving the sources of water within the village development area.

3. Works and Transport

This work area includes: constructing, preserving and maintaining roads, bridges and other public properties such as public buildings, parks.

4. Education and Sports

This work area includes: managing proper educational facilities; conducting literacy programs; establishing independent pre-primary schools; constructing schools; providing opportunities for adult education; building and operating libraries; developing sports facilities and overseeing scholarships.

5. Irrigation and Land

This work area includes: conducting programs on soil-erosion and river control; overseeing irrigation projects; generating and distributing electricity.

6. Physical Development

This work area includes: designing community buildings and public land usage plans; and establishing criteria for roads, buildings, other infrastructures.

7. Health Services

This work area includes: conducting sanitation and health education programs in the VDC; operating and managing village level health posts; conducting programs on usage of local herbs; and holding family planning, maternity and child care programs.

8. Forestry and Environment

This work area includes: conducting planting programs; preserving the VDC's forests; making firewood, timber and fodder available for the constituents; preventing fires and other elements from destroying the forest; and implementing programs on environmental protection.

9. Language and Culture

This work area includes: constructing and preserving places of religious and cultural importance, such as: temples, mosques, *gumbas*; supporting the preservation of language and culture.

10. Tourism, and Cottage Industries

This work area includes: Assisting entrepreneurs establishing industries in the VDC; promoting small businesses; working promote and expand tourism and cottage industries in the VDC.

11. Other

This work area includes: preserving VDC-owned property; collecting taxes such as: vehicle tax, radio/TV tax, house tax, land tax, development tax etc.; keeping law and order in the VDC, etc; and working to organize programs to empower women, protect the aged, and disadvantaged children.

Training Activity Suggestion #2: Identifying the function and purpose of work areas (25 min.)

Divide the participants into four groups. Give each group one of the four questions listed below to provoke a discussion on the function and purpose of local government. Allow the groups to discuss their questions for 10 minutes. Move around the room to facilitate group discussions. Have the participants return to one big group and present summaries of their small discussion groups. Take a few minutes to discuss as a group the questions/points the women may have on the roles and responsibilities of the VDC.

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

Possible Answers:

- L Because it is not possible for the government at the central level, alone, to oversee the country's development process;
- L Because there is a great deal of diversity among different communities at the local level and the local level government best understands the problems and needs of their communities;
- L Because it is more efficient and 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:

- L To identify and solve local level problems at the local level;
- L To preserve and protect available local resources;
- L To further the development process at the local level by efficiently mobilizing resources at the local level;
- L To act as a local contact point for constituents.

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

Possible Answers:

- L Like a sports coach and team members;
- L Like a captain and a sailing crew.

4. Abraham Lincoln once spoke of a "government of the people, for the people, and by the people." What does that phrase mean?

Possible Answers:

- L This means the government is made up of representatives selected by the people and must work to address the people's wishes;
- L This means the general public should act responsibly in selecting public leaders;
- L This means the government in a democratic system is elected by the people and subsequently, the government must work towards solving the needs and problems of the people.

SECTION 2 – THE PARTY TICKETING PROCESS

The objective of this lesson is to familiarize the participants with the party ticketing process and to provide them with tools on how to get the party ticket.

Preparing materials:

- ✓ *Does your party (national/district level) have guidelines for candidate selection? If yes, obtain these guidelines and simplify them for your training sessions.*
- ✓ *Make a worksheet that provides the names and contact numbers of the important people in your district who select candidates and distribute this at the training.*
- ✓ *Draw a flow chart of your party's ticketing process and hang this during the ticketing presentation.*
- ✓ *Bring "list of tips for advancing within the political party."*
- ✓ *Bring "GOOD CANDIDATE" and "BAD CANDIDATE" cards.*
- ✓ *Bring candy or other prizes for activities.*

ASSIGNMENT #1 FOR TRAINERS: Party Ticketing Process (these assignments can be pre or post TOT assignments, they must however take place before the training)

The ticketing process differs per party. Before you conduct training discuss your party's ticketing process with local party members. Interview a party leader about the party ticketing process. When you meet the leader, make sure you ask the following questions:

- How does our party shortlist candidates?
- Is the process different for women and men?
- What is the role of women wings in the selection process?
- How do candidates get chosen from the shortlist?
- What is the best way for candidates to approach the party for the ticket?
- Is national level consultation involved?

ASSIGNMENT #2 FOR TRAINERS: Party Ticketing Process

Sometimes there is a difference between party ticketing guidelines and the actual process. Before initiating your training sessions, interview at least one women local candidate/representative to find out about how she received the ticket. Integrate this knowledge into your training.

Potential Questions for Women Candidates/Representatives on their ticketing process:

1. How did you find out about the ticketing process? Did you know about the ticketing process?

2. Were you active in the party before you received the ticket?_____

3. How did your name get on the ticket?

4. What suggestions do you have for women looking to get ticketed?

Training Activity Suggestion #1: Engaging party leaders in discussion of the ticketing process (35 min.)

Invite a party member to speak to the women participants about party ticketing guidelines. Interview this person ahead of time to make sure (s)he is knowledgeable and will be able to answer all important questions about the process. Before the guest arrives, initiate a discussion with the participants on potential questions to ask about the ticketing process. You can even distribute the questions listed above to the women on small pieces of paper (for illiterate women make sure you have read questions out loud). Encourage women participants to ask questions. Keep the guest speaker short and concise (around 20 minutes). Have one woman be secretary and take notes on important ticketing steps. Following the question and answer session, have one of the participants review the ticketing rules that have been noted.

Training Activity Suggestion #2: Reviewing the ticketing process (25 min.)

Divide the group up into two teams for a little competition to see how well participants remember the ticketing rules. Present the group with hypothetical situations about women seeking the ticket to run for elections (encourage the party resource person to make up scenarios). Try to invent

scenarios that demonstrate how potential candidates either successfully follow the ideal ticketing process or scenarios where potential candidates are taking the incorrect approach. With each example, ask the teams to vote YES or NO to each potential candidates approach. Here are some examples:

1. Tara Kumari is 14 years old and very active in the party. Is she allowed to run for office?
2. Jyoti has been active in her community, worked on several social projects and has been faithful to one party but has never held party positions, can she get the party ticket?
3. Kamala has decided to run for office. She has already served a successful term, working hard on several projects in her ward. She approaches *other ward members* to ask for the ticket, is this correct?

Use these hypothetical situations to demonstrate party requirements. Keep track of how each team votes. Tally up the score and give the winning team a prize. Following the game, discuss why some examples violated the party ticketing rules. Allow women participants to ask questions of you and the resource person.

Training Activity Suggestion #3: Reviewing ticketing guidelines (20 min.)

Invite a woman representative whose party ticketing process was a *good model*. Distribute the questions listed above (trainer assignment #2) on small pieces of paper to the women and/or read them aloud. Encourage participants to ask questions about the ticketing process. After the participants have a chance to question this representative on her ticketing process, go over the guidelines of the ticketing process with participants using the flow chart to demonstrate. Have one participant take notes on important rules. Following this presentation, use a game like Training Activity Suggestion #2 to test participants' knowledge of the ticketing procedures.

Advancing within the political party

Advancing within the political party requires that women work to play an active role in the political party. This could mean making a point to meet and greet local leaders or volunteering to help out with party efforts. In addition to building these party relationships, it is critical that women candidates, representatives and activists work to let their party, the public, their constituents know what work they do. The position of elected representative is a job. It is important for candidates and representative to let the voters know that they are working hard. Show your party, your community that you are accountable by letting people know what you are doing. This is not just self-promotion, it is part of your job to let the public know you are working for them.

Using the campaign manual:

Training Activity Suggestion #4: Advancing within the political party: a case study (30 min.)

Use the following case study to initiate a discussion with participants about the party ticketing process. Read case study aloud. This activity can be conducted as a group or in small discussion groups.

In Purushgunj¹ VDC, everyone is preparing for the local elections. There is a great deal of excitement, and many are wondering who will receive nominations (also called “tickets”) for the VDC President and Ward President seats. Five years ago, during the elections, nine women were elected for the ward member reserved seats for women. One of these women, Ram Kali, has been an excellent leader. She has worked hard to represent all the people in her ward and to keep the citizens informed about VDC projects. Her ward is much more developed now because of her efforts. Ram Kali also did quite a bit of development work in her VDC area. As she is very popular in her ward and has five years of experience in office, she is hoping to get ticketed by her party for the position of Ward President. Four of the other women ward members from the same VDC are also hoping to get the tickets for Ward President because they, too, have done excellent work and are well-liked by the voters.

But when word spreads in Purushgunj VDC of early party discussions on nominations, no women’s names are suggested for positions outside of the women reserved seats. Initially, Ram Kali is only recommended for the women ward member position. Ram Kali decided to meet with district leaders and her party’s women’s organization to discuss the ongoing nomination process. She asked the party leaders why they did not consider giving her the Ward President nomination, given her experience and popularity in the village. The party leaders told her that the party was unaware of her good work in the VDC. Ram Kali realized that she had not worked closely with the party that nominated her during the last elections. She then decided to focus on establishing good relationships with the party leaders and work to advance the party’s women’s organization and participate actively in party activities.

When the party leaders came to know about Ram Kali’s excellent work and her popularity in her ward, they decided to nominate her for the Ward President seat.

Lead a group discussion about the case study using the following questions as a guide:

1. Initially, why didn’t Ram Kali get the party ticket for the Ward President as she had hoped?

Possible Answer:

- L Because she did not work to promote herself within the political party;

¹ Purushgunj literally means *Mansville*.

L Because she did not work cooperatively with her political party.

2. Do you think she made any mistakes?

Possible Answers:

L Yes. She did not think about advancing within her political party;

L She did not organize local women for her party;

L She did not take credit for her work.

3. Why didn't some of the other women ward members get the nominations for ward member seats?

Possible Answers:

L They were not active in their communities;

L They also just worked on the development of their wards without cooperating with their political parties.

4. What is the main problem in *Purushgunj* in terms of the parties?

Possible Answers:

L The political parties do not take the women ward representatives seriously;

L The women have not advanced in their political parties;

L Lack of organization among the women;

L The women are not adequately promoting themselves.

5. What should Ram Kali and the other women do now?

Possible Answers:

L Work to advance in their respective political parties;

- L Participate in the party's programs;
 - L Unite and organize the women in the party.
6. What could Ram Kali and the other active women have done five years ago that might have helped to prevent this problem?

Possible Answers:

- L Worked cooperatively with their respective political parties;
- L United and organized women within her party;
- L Established good relationships with the party leaders.

Training Activity Suggestion #5: Looking at long-term ambitions (20 min.)

Divide the participants into small groups (three to four participants per group) and ask each group to discuss the following questions for the next 20 minutes.

1. What are your long-term political ambitions?
2. Are you satisfied with your present elected position?
3. For the next local elections, what seat would you like to run for?
4. What is your present position in your party?
5. What are some of the advantages of running for a bigger seat?

Go over the following tips for advancing within the political party.

Tips for Advancing within the Political Party:

- Meet and get to know your local and district political party leaders. Make sure that they know you and your name. Tell them what your political ambitions are. Make sure they know that you support the party and encourage other people to support the party, too.
- Identify men in your political party who are supportive of your goals. Seek these men out and develop good working relationships with them.
- You have to be more active, more honest, more sincere, and harder working than any male elected representative. (Other men and women will find it easy to criticize women in politics. Therefore, you have to work hard to prove yourself capable and win the trust of others.)
- Never engage in any activities that might be seen as dishonest by the public.
- Never misuse any public funds for your own personal gain or for your relatives.
- Never accept gifts, money or special favors that you will be expected to return someday through your influence as an elected leader.
- You should go out of your way to show that you are a service-oriented politician, not interested in serving yourself, but others.
- Get involved in your political party's village or district women's organization. The members of your party's women's wing can provide you organized support when you need to pressure the party. This is also one place where you can gain leadership experience. Keep in mind that the party realizes the value of women who are organized at election time.
- Become involved in one of your political party's committees. Often these committee meetings do not take a great deal of time. You can work your way up within the party to higher-level committees in the future. Be an active member of the committee. Make friends. Volunteer to take on responsibilities and demonstrate your hard work.
- Encourage more women to become involved in your political party and help them gain seats on various committees. Work to build a movement. Involve lots of women!
- Let your party and your voters know what you are doing, what work you have accomplished in your community. This is important in order to demonstrate your accountability.
- If there is not a VDC level women's organization for your political party, start one. Begin by networking and meeting with the district president of your party's women's organization. This will get you recognition even at the district level.
- Don't limit yourself to the activities of the women's organization of your political party; get involved in the main body of the party. (Keep in mind that the real power lies within the party structure where the men occupy the party positions.)

Training Activity Suggestion #6: Practicing tips for advancing within the political party (30 min.)

Using the tips outline provided, go over the tips for advancing within the political party. After you have reviewed the tips, pick women to demonstrate good and bad techniques for advancing within the political party. This game is called STOP ACTION SWITCH. If you have four women who are going to demonstrate the tips, two will demonstrate model behavior for getting the ticket, two will demonstrate the incorrect way for approaching the party. Explain to the women that this game moves fast so they need to pay close attention. Hang the “GOOD CANDIDATE” sign on one woman and have her stand back-to-back with a woman wearing the “BAD CANDIDATE” sign. Have the other player(s) acting the role of political party members face each of the candidates. Explain that when you clap action starts in one scene (bad candidate action). Only one scene can take place at one time. When you clap again action stops in one scene and starts in the next (good candidate scene). To stop scene completely and intervene, clap twice. You can start slowly. As director of STOP ACTION SWITCH, you can request candidates to address issues, for example clap twice to stop all action and ask candidates why they didn’t mention certain things. Clap again to start the action in each direction. When this activity is complete, leave candidates standing in front of the group, they can continue to stay in their roles. Ask the group what was good about the “good candidate’s” approach and what was bad about the “bad candidate’s” approach. Let the players respond to the group in character.

SECTION 3- BUILDING PARTY IDENTITY

The objective of this lesson is to strengthen the women's understanding of party values.

Preparing materials:

- ✓ *Bring a good copy of your party symbol*
- ✓ *Find out the meaning and history of your party symbol (if you don't know ask your party leaders)*
- ✓ *Make sure you understand how a party gets assigned the symbol (see appendix at the end of this manual)*
- ✓ *Materials necessary to make campaign materials with party symbols. This could involve contacting party for donations*

In order to assure that women include party messages in their campaigning, you must work to help the candidates understand the party values and message. Some simple preparation is necessary in order for you to improve the party message at the local level. This component of the training should be tailored to the needs of your party. In order to help you structure activities on building party message, NDI has suggested several assignments for you as a trainer and some activities that might make it easier for you to convey the message to women in your party. Consider the following topics when you are developing your party specific training:

- Party platform: bringing it to the village
- Party symbol

TRAINER ASSIGNMENT #1: PARTY MANIFESTO

Every political party in Nepal has a manifesto. The party manifesto spells out the values and goals of the political parties. You have the important job of taking national party messages to women campaigning at the village level. In order to make these party messages useful, you need to put them in language that the candidates will understand and be able to use.

- ✓ Obtain a copy of your party manifesto and read it.
- ✓ Take the manifesto's important points and reduce them into 4-5 main principles.
- ✓ Translate the principles into local language/simple Nepali.

For example: the Nepal Victory Party's main principles are:

- *to increase economic opportunity for all Nepal's*
- *to govern through democratic leadership*

- *to work for the empowerment of women*
 - *to increase telecommunications in Nepal*
- ✓ Share your summarization points with local party leadership.

Once you have followed these steps, you are ready to conduct training on party principles with the women candidates. You can use these party goals/principles to conduct your session building party identity. You should go over the party principles and display these main points somewhere in your training session. You may wish to use one or more of the activities detailed below to help teach women participants about your party values.

Training Activity Suggestion #1: Effectively using party symbols (40 min.)

Present the 4-5 main party principles to the group and explain them. Divide the women into 4-5 groups and assign each group one of the party values. Ask the small groups to take 15-20 minutes to design a creative presentation about their party value (song, skits, speech, poem, etc). When the group reconvenes have each small group present their demonstration of their core party value. Following these presentations, initiate a guided discussion on party values and how to integrate them into campaign message crafting.

Training Activity Suggestion #2: Linking party values to message (30 min.)

At the beginning of the training session, before you present the list of party values, ask the women the following questions:

- Why are you a member of our party?
- What party values make you a member of this party?

Ask for a few minutes of silence so the women can think about this. Following the silence, distribute papers and have the women write down one party value they like and one reason they like the party/ think the party is important. Collect these papers and read them aloud or save them to read at the end of the session. Present your outline of the main party values and discuss these values with women participants.

Alternatively, if many women are illiterate ask the women to join up in pairs. Have the women interview each other asking their name, VDC and what party values they believe are most important. Following the interviews, return to a big group and have each person introduce their partner and their partner's party value to the group. After this activity, present the core party values and encourage women to ask questions about the values. If the women can read, have different woman read each party value out loud. Initiate a discussion of these party values.

TRAINER ASSIGNMENT #2: PARTY SYMBOL

What is a symbol? Why is it important?

All around the world people use symbols for all different purposes. Symbols are used on road signs, for sports teams, on country flags and in many other places. Symbols are a way to communicate meaning without words. In Nepal, symbols are very important. Religious, political and national symbols can be found throughout Nepal. Political party symbols are also very important. Party symbols convey party values and allow parties to advertise to people who speak many different languages, to young people and to people who cannot easily read. At the village level, many people know little more about a party than a party symbol. The previous assignments were designed to teach you and the participants more about party principles and messages. This section is designed to suggest ways of using the party symbol to convey party messages.

Training Activity Suggestion #3: Using party symbols in the campaign (30 min.)

Start the session by asking women about the party symbol. Here are some suggestions for questions:

- What does the party symbol represent?
- Why do we need a party symbol anyway?
- How did we get the party symbol?
- What are some creative ways candidates have used party symbol to advertise?

Branching out from these questions, present to the women a bit more detail about the history of the party symbol. If any participant knows this symbol's history, let her present. Explain to the participants how symbols get assigned.

Brainstorm creative ways to use the symbol in the campaign, this activity can be conducted in small groups or large groups. Have one of the participants lead the discussion and another volunteer write down group suggestions. Break into groups and have each team work on a way to present the party symbol (this can be through posters, hats, or plans for designing larger symbols in villages).

***If during this discussion or breakout session participants suggest presenting party symbols in ways that violate the election code, stop activities and explain the importance of following election regulations for campaign advertising. Offer other legal, creative ways of advertising through campaign symbol.

This session is also an opportunity for the party to provide extra materials and to gain from women's work. If you are interested, close this session with a fun activity making tee-shirts or drawing posters to be used by the party/women during the election campaign. Contact party about donating materials for this activity.

SECTION 4 –ELECTION CODES OF CONDUCT

The objective of this lesson is to introduce participants to basic election codes of conduct and to familiarize women with the resources of the district election office.

Preparing materials:

- ✓ *Bring cards with the different elected position titles*
- ✓ *Make list of nomination fees*
- ✓ *Carry a list of important dates, addresses and deadlines related to elections*
- ✓ *Bring chart paper for making charts*

ASSIGNMENT #1 FOR TRAINERS: Local election resources (these assignments can be pre or post TOT assignments, they must however take place before the training).

Before you conduct training, visit your district election office (DEO), and introduce yourself to the District Election Officer. Familiarize yourself with election rules and procedures (see voter education manual and booklet). When you meet election officials, make sure you ask the following questions:

- How does our district conduct elections?
- Is a voter identity card required?
- What are the dates set for collecting nomination fees for candidates?
- Are any local organizations conducting voter education work here?
- What are the most important things that you think women candidates should know regarding local elections?

Collect the contact information for the office and share it with candidates.

Before you conduct this training, make sure you know the following things:

- ✓ *How your party pays deposits for ticketing process*
- ✓ *Basic election laws (review voter education manual and booklet)*
- ✓ *The location of your district election office and name of your district election officer*
- ✓ *All important dates and deadlines for voter registration, nomination deadlines, and deposit submission*

Using the campaign manual: (20 min.)

Go over the election codes of conduct chapter, where Ram Kali meets the District Election Officer. Review the basic election regulations from the manual, see below.

BASIC ELECTION REGULATIONS

DO:

- Contact voters at their homes
- Host peaceful rallies and public meetings
- Follow the election codes of conduct

DO NOT:

- Falsify your bio data
- Distribute money or goods in return for votes
- Say anything to damage the character of the opponent or his/her family member
- Use weapons to secure votes
- Capture or seize a polling station or sub-station by using force or intimidation
- Forcefully snatch, deface or destroy ballot papers or ballot boxes or voting materials

To be a candidate for local government you must:

- Be a Nepali citizen
- Be at least 21 years old
- Be registered in the concerned ward, municipality or VDC where you wish to run
- Not be mentally disturbed
- Not be declared insolvent or bankrupt
- Not be a local government employee
- Not be a current employee of His Majesty's Government (HMG) or an autonomous body owned or funded by HMG
- Not have recently been convicted of a criminal offense involving moral turpitude or an election offense
- Be capable under prevailing law

To be a voter you must:

- Be a Nepali citizen
- Be at least 18 years old
- Be a permanent resident of a ward
- Not be mentally disturbed
- Not be within 2 years of a sentence for a criminal offense

Training Activity Suggestion #2: Learning election rules with election resource person (30 min.)

Invite an election officer to attend your training. Ask the election official to present the election codes of conduct and other pertinent election information to the women. Prepare participants for this session. Make sure the questions listed above are covered in the session. List questions on chart paper before the election official arrives and hang them in the training location.

Training Activity Suggestion #3: Reviewing election codes of conduct (25 min.)

Using the chart below go over the different fees for contending for elections. Explain to the women, how the party goes about paying this fee. Invite the party member responsible for paying for the deposit to be a resource person for this part of the training.

Use the cards with the different party positions and important dates for candidates: “Nomination Date” “Deposit Submission Date” “Municipality Mayor.” Mix up the cards and test women on the important dates. Take time out of the session so that the women can add these dates to their campaign schedules.

Necessary deposits to become a candidate for the local government elections	
	Amount
Village Development Committee (Ward President, member or women member)	NRs. 50
Village Development Committee (President or Vice President)	NRs. 100
Municipality (Ward President, member or women member)	NRs. 200
Municipality Mayor or Deputy Mayor	NRs. 500
District Development Committee Area Member	NRs. 500
District Development Committee (Chairman or Vice Chairman)	NRs. 1000

SECTION 5 – CAMPAIGN PLANNING

The objective of this session is to inform participants about developing a campaign. Through this lesson women will learn to address village concerns, identify resources, develop a campaign schedule, develop a message and practice strategies for addressing the public.

Preparing materials:

- ✓ *Bring chart paper for demonstrating designing a campaign schedule*

Listed below is an overview of the most important aspects of campaign planning. By the end of this section participants should understand the following aspects of campaign planning:

HOW TO:

- Create candidate profile (strengths and weaknesses)
- Create opponent's profile (strengths and weaknesses)
- Identify voters' needs/problems
- Develop a message
- Identify important needs for campaigning
- Train and mobilize volunteers and party workers
- Utilize the voters' list
- Fundraise for the campaign
- Develop a campaign plan and schedule

A topic-by-topic overview on campaigning is provided below. Review the following basic information on organizing a campaign with participants. And don't forget to add information about how *your party* goes about conducting work in each of these campaign areas!

Creating Profiles

In developing a campaign it is important to know your strengths and weaknesses. It is also critical to understand the strengths and weaknesses of your opponent. Think about your strengths and weaknesses as a candidate. What are you good at? What are your weaknesses as a candidate? Write down a list of your strengths and weaknesses. When conducting this activity, think about what your opponent might say about you. In addition to identifying your own strengths and weaknesses, sit down (perhaps with volunteers) and identify your opponent's strengths and weaknesses. It is also important to think about what your opponent might identify as your weakness. If you have thought of how your opponent might attack you, you will be better prepared to respond to such attacks.

Training Activity Suggestion #1: Identifying strengths and weaknesses (20 min.)

Using chart paper, demonstrate how a candidate can list out strengths and weaknesses. Divide the paper into two columns. Write “strengths” and “weaknesses.” Pretend you are a candidate or use one participant as an example and list out potential strengths and weaknesses.

Or use a famous story/radio/TV character/goddess to demonstrate strengths and weaknesses. For example, “Laxmi (the goddess of wealth) is very wealthy and has many resources to devote to her campaign . . .”

Training Activity Suggestion #2: Alternative activity identifying strengths and weaknesses (25 min.)

Divide the women into pairs. Ask them to share with each other their strengths and weaknesses. When the women are done discussing their strengths and weaknesses, have them present their partner’s strengths and weaknesses in front of the group (this is a good listening exercise as well). Initiate a short discussion on how this profile information is useful in campaigning.

Using the campaign manual: (15 min.)

Go over the section of the manual where Ram Kali develops candidate profiles, solicits information on the voters’ needs and develops a campaign message. Use this chapter of the manual to demonstrate how to create a candidate profile.

Identifying Voter Needs

Before you can run a campaign, win an election, and conduct great village projects you first must ***identify voters’ needs/problems***. You can identify voters’ needs/problems by information gathering and survey collection. Ask the voters what they want.

- What projects do you want to see conducted in your village?
- What type of leader are you interested in?
- What do you see as the most pressing local issues/problems?

Identify villagers who voted in the last election. Identify which individuals are decided on whom they will vote for and which individuals are undecided. Make sure you pay courtesy visits to the voters that have voted for you or your party in the last elections. Keep these loyal voters happy. Then focus the rest of your campaigning on the undecided voters.

Developing a campaign message

Campaign messages or slogans are developed based on: 1.) the needs of the village 2.) the candidate’s proposed mission 3.) the actions of the VDC. Messages should

be short and sweet. Once a campaign message has been developed it should be utilized throughout the campaign and prominently displayed on pamphlets etc... The process of message development is covered in depth in the next chapter.

Identifying Important Needs for Campaigning

There are several things that are necessary for running a campaign. To run for elections a candidate must receive the party ticket, must form a team, must have a message and a means for getting it out. Ask the participants what is needed for the campaign. Solicit responses from them on their experiences campaigning. Make sure that the following items get covered.

- ✓ volunteers
- ✓ pamphlets
- ✓ campaign message
- ✓ transportation
- ✓ snacks for volunteers
- ✓ nomination fees

Organizing Volunteers

Running a campaign is like leading a village. You can't do it alone. Organizing volunteers is an important part of running a campaign. Although this is hard work, it will pay off. Working with a team is an important skill to learn, especially for elected officials. Here are a few tips when organizing volunteers:

- Look first to friends, relatives, and neighbors when you are building your volunteer base.
- Make sure that everyone working on your campaign knows your messages and supports what you stand for. (The better people understand what your campaign is about, the better they can represent you when speaking to other villagers.)
- Don't bribe people into working on your campaign.
- Thank people who volunteer their time for your cause. If you are campaigning door-to-door or receiving help hanging posters around the village – offer your campaign workers tea or snacks.
- Be organized with campaign workers. Provide clear expectations and instructions for volunteers.

Using the Voters' List

When working with the party to design a campaign strategy, it is important to know who your target voters are. Candidates and political parties can request the

local election office for the voters' list. You can use this list to figure out where your base of support is and whom you need to visit in the village. When reviewing the voters' list consider who lives in the village, and who voted in the last election and the allegiance of voters to the different political parties.

Campaign Fundraising

Running a campaign requires money. Money must be secured for nomination fees and candidate deposits, pamphlets, party materials and provisions for transport and volunteers. Ask women about how they funded their past campaigns. Stress that budgeting is an important part of planning a campaign. Discuss the different sources of campaign funds. Share your party's method for funding candidates. Ask participants the following questions:

- What fees will the party cover?
- What must be born by the candidate?

Developing a campaign schedule

To be a good candidate/representative one needs to think ahead and develop a plan for the future. Winning candidates plan ahead and create "campaign plans." A "campaign plan" lists out all necessary campaign activities and often includes a timeline for conducting such activities.

Training Activity Suggestion #3: Reviewing the steps to campaign management (20 min.)

Using chart paper, list out the aspects of running a campaign. Solicit assistance from the participants in listing out the different aspects of the campaign.

- ✓ Receive the party ticket
- ✓ Submit nomination information to the election office
- ✓ Identify voters' needs
- ✓ Develop a message
- ✓ List personal strengths/weaknesses
- ✓ List opponent's strengths/weaknesses
- ✓ Develop a campaign schedule
- ✓ Solicit campaign helpers/friends/volunteers
- ✓ Campaign in the village (house to house/speeches)

After listing out campaign activities, engage women in developing a timeline for activities. Next to the activities, list who will conduct these activities (candidate, volunteers, party members) and what materials are necessary. Encourage women to go home and create their own campaign plans (they can use the blank schedule forms provided in the campaign manual).

SECTION 6 – MESSAGE DEVELOPMENT

The objective of this lesson is to teach participants about the importance of message development and review techniques for developing a message and speaking in public.

Preparing materials:

- ✓ *Remember to bring the materials necessary for making campaign signs, pamphlets, tee shirts . .etc*

Training Activity Suggestion #1: Developing clear messages for the public (40 min.)

In order to demonstrate the importance of creating good, clear messages try the following activity. Have participants sit in a circle. Start by whispering a message about a candidate in one woman's ear. Make sure this message is complicated and long. For example, "Pushpa Pokhrel is running for VDC Vice President, she has successfully completed education projects in the *Lamo VDC*. She cares about you and your family. Vote for her." (Write the message down so you don't forget it, but don't show it to anyone.) Ask the women to pass this message on word-for-word in secret. When the message reaches the last woman in the circle, ask her to say it out loud. Tell the group what the original message was (usually it will be quite different). Try the activity again with a different short message. For example "Education first with Nina Rai." Circulate the message in the same way. Try this activity one last time. The final time circulate a simple message and repeat it 2-3 times. For example, "Ram Kali improving economic opportunities for all villagers! Ram Kali improving economic opportunities for all villagers! Ram Kali improving economic opportunities for all villagers!"

Discuss with participants what this activity reveals about how messages get passed. Ask the women the following questions:

- Which message passed most clearly through the circle? Why?
- What was wrong/right with the first message?
- How is the circle of women like a village?
- Do messages get easily confused in the village?
- What does this activity teach us about creating campaign messages?

At the end of this training activity participants should understand the following two things about creating messages.

Short is sweet. *Choto mito ho.* Repeat Repeat Repeat your message!

Using the campaign manual: (40 min.)

Go over the section of the campaign manual that discusses how to create a message based on village needs. Go over the four points to message creation with the participants. Read over the example. Create one example as a group. Alternatively, split into groups and have the women brainstorm examples of their own. Come back together as a group and share messages. Let the women provide feedback on each other's messages. Following this lesson conduct training activity #2 (see below).

- 1) **Identify the problems:** Talk to voters throughout the village and identify their concerns.
- 2) **Develop solutions:** Think of ways to solve the voters' problems.
- 3) **Identify the VDC's Actions:** What has the VDC done to improve the situation? How can the VDC do a better job in addressing this problem?

***For incumbents, how did you address this issue? Why were you not successful? Or, why didn't you address this issue? Incumbent campaigns may focus less on the VDC's actions.
- 4) **Create your message:** Think of a message that addresses the voters' concerns and highlights your solutions and strengths.

Here is an example:

1. **Problem:** Many people in the village do not have enough money to buy gas, salt and other basic items.
2. **Solution:** Small income generating activities should be initiated to improve the economic status of the villagers.
3. **VDC's Response:** The VDC has ignored the problem. Many VDC members have no problem buying goods or finding money to conduct home improvements. Little has been done to help many villagers who are struggling financially because addressing the village's economic situation has not been a priority for VDC members.

Message: "Ram Kali: improving economic opportunities for all villagers."

Training Activity Suggestion # 2: Practicing creating campaign messages (1 hr.)

After discussing the steps to creating a campaign message, use the case studies below to practice creating campaign messages. This activity can either be conducted in a large group, with the trainer as facilitator, or in small break-out groups (by assigning each group a case study). One person in the group should read the case study aloud (this person can act as the “candidate”) other group members can help her in developing a message using the steps listed above.

Case Study #1

In Neendrapur VDC (“needrapur” means sleepy town in Nepali), ward number three, there are many problems. The school building is falling down and only half of the village children attend school. The health post is closed most of the time and the medicines available are old and expired. The people in the village must travel far to get water and there are only a few hand pumps. The irrigation canal is blocked with dirt and sand and water cannot flow. Some citizens have attended VDC meetings to see how these problems can be solved. Some of the citizens have conducted a needs assessment and have prioritized the needs of the community. The VDC board has had many, many meetings to discuss the village problems but to date they have not taken any action. When the citizens ask for action, the VDC members say that they are making a study of the problem or they are making a plan to take action next month.

Case Study # 2

The Paisahariyo VDC, (“paisahariyo” means money is lost town) ward number seven, is a semi-urban area. Many houses have been built close together. The population is increasing rapidly because the VDC is located near a main road. There is a need to build a small road to link Paisahariyo to the main road. Three years ago, some of the VDC land was sold to raise money for the road construction. The district has also given a large amount of money to finish this project. The road project is now in the fourth year and the project has barely started. The VDC members say that more money must be raised to complete the project. All of the project equipment has been purchased through contractors who are also VDC members. Several citizens have asked the VDC board to show where the money has spent, but the VDC cannot account for the money because of poor record keeping. Some of the citizens have said that some of the VDC members have bought land in other places lately.

Case Study #3

In Raxinagar Nagar Palika (“raxinagar nagar palika” means homebrew alcohol municipality) ward number ten, at Matiko Chowk (“matiko” means drunk) there is a large problem of citizens drinking excessively. Many places near the chowk sell alcohol very late. There is a lot of noise from the drinking and often fights break out. Many of the women complain that their husbands are spending too much time at Matiko Chowk. The husbands are also spending all of their households’ money on alcohol. The ward member of ward ten is also known to drink at night at Matiko Chowk. Many of the citizens would like to close the shops, but they feel that if they complain their ward member will not listen. They feel powerless.

Training Activity Suggestion # 3: Designing winning campaign messages (40 min.)

After the participants understand how to design messages, conduct an activity where the women get to make advertisements using their sample messages. Bring art materials and have women design posters/banners with their messages. An alternative to this activity is to share a “party message” with the group. If your party has a “party message” for example: “With the Nepal Victory Party- Health, Education and Prosperity Win,” you can engage women in making materials with the party message.

SECTION 7- CAMPAIGNING

The objective of this lesson is to strengthen the women's knowledge of campaigning in the village.

Preparing materials:

- ✓ *Don't forget to bring the laminated tips for speaking in public*
- ✓ *Don't forget laminated guidelines on "speaking with voters"*

Listed below is an overview of the most important aspects of campaigning. By the end of this section participants should understand the following aspects of campaigning in the Nepali village:

HOW TO:

- Contact Voters: door-to-door campaigning
- Speak to the public
- Write good speeches
- Monitor the campaign plan and schedule

Contacting the voters

Contact with voters is critical to get your message out, listen to the needs of the public and show your dedication as a candidate. Some important tips for campaigning in a Nepali village are listed below.

When speaking with voters, make sure you and your volunteers follow these guidelines

- Speak with the voters at their homes, the bazaar, the water tap, and public meetings
- Address the voters with a "Namaste" (hello) and establish your relationship with them
- Talk about your accomplishments and experience
- Tell them how you will improve the village
- Speak in the local language
- Be polite and speak clearly

Training Activity Suggestion #4: Developing voter contact skills (20 min.)

Write each of the tips listed above on small pieces of paper, write each tip twice. Distribute the papers to the women at random, or have women pick papers out of a hat. Ask the women to find the other person in the room with the same training tip. Ask two women to stand up and demonstrate a good introduction vs. a bad introduction. Encourage the women to use these voter contact tips. Not all tips have to be covered in this exercise. After the demonstration discuss the women's demonstrations. Let the participants discuss the dos and don'ts of voter contact.

*If your participants are illiterate, whisper a training tip in each participants' ears. Repeat tips so that more than one participant has the same tip. Ask them to complete the same exercise by finding their pair/twin and demonstrating the voter contact tips.

Speaking in Public

Trainers should explain to participants that speaking well in public is an important part of campaigning. Share with them that the best way to improve public speaking skills is through practice, practice, practice. Ask participants the following questions:

- Why is speaking in public important for women candidates?
- What are the different situations in which women candidates must present speeches during a campaign?

Go over the following tips for speaking in public.

When speaking with voters, make sure you follow these guidelines:
<ul style="list-style-type: none">• Speak slowly and clearly• Stay focused on the topic• Keep your speeches short• Share personal stories and examples• Speak loudly• Make eye contact with your voters• Be relaxed and confident• Stand straight• Use some humor• Know your topic• Repeat your campaign message

Training Activity Suggestion # 4: Practicing speaking tips (20 min.)

Have two women volunteer to stand up and demonstrate a good introduction to a speech, then have two women stand up and demonstrate poor ways to start a speech. To lead off the group, you can go first.

Good example:

Standing straight, making eye contact – introduce yourself loudly and clearly stating your name, VDC, party and purpose for speaking.

Bad example:

Wringing your hands, speaking softly and looking at the ground, start into a speech about how you should win the election.

You can continue this game for as long as you want. Pick different aspects of delivering good speeches and have women demonstrate these good and bad habits for giving speeches.

Writing Good Speeches

Using the campaign manual: (30 min.)

Use the manual to go over the section where Ram Kali discusses her secret for giving good speeches. Read through this section out loud.

Dear Ram Kali Didi,

You have inspired me and I am running for the VDC election this time. I know my speeches must convince voters to support me, in order to win the election. However, I am shy and have never spoken in front of a group of people. Could you please tell me how you deliver such good speeches?

*Sincerely,
Hari Kala*

Dear Hari Kala:

I understand your fear of public speaking since I also had those same fears before I ran for office. To be a good public speaker you must be able to speak confidently

and clearly in order to grab people's attention. To deliver excellent speeches you need to be able to speak about the problems of the village and ways you will solve them. To combine these skills you must practice often. Here are six simple steps for you to follow when giving a speech and an example of how I used these six steps to compose one of my campaign speeches.

1. Establish your relationship with the voters by discussing a shared concern.

"Hello. My name is Ram Kali and I am a candidate for the position of Ward Member in this VDC. I would like to talk to you about problems that I can solve if you elect me. One of the concerns I share with you is our village's financial problem. Everyday, I see my brothers and sisters having a difficult time finding the money to buy oil or salt in the market . . ."

2. State the problem, how it affects the voters, and support it with evidence.

"... I have observed a great number of people who are having many difficulties raising enough money to get by. The people of this village do not have enough opportunities for raising money. Many voters have shared with me their struggle for cash and their frustration because there are no opportunities for making money here in the village."

3. State your position on the issue.

"...I believe that we must make small scale income generation our top priority. If I win this election, I promise to improve our village by bringing more income generating opportunities here. I will work to increase the opportunity for villagers to gain extra income."

4. Identify the opponent and link the opponent with the problem.

"...My opponent is not concerned with the financial struggles of many villagers. Unlike my opponent, I believe every citizen must have the opportunity to make enough money for his/her family. These are hard economic times and we need action now. If you vote for me, I will take action immediately..."

5. Give your solution to the problems and show how it benefits the voters.

"... If I am elected I will work to involve more people in small income generating projects. As soon as people get more involved in income generating programs, their financial problems will improve."

6. Show the voters how the village would be if this problem were solved.

"...In closing, I want you to imagine what our village could be like if I am elected. There will be effectively monitored income generation projects providing villagers the extra money they need to supplement their farming. People will not be struggling just to meet their basic needs. Please vote for me so that I can make this vision of a wealthier, happier village come true."

"...Lastly, I would like to say that your valuable vote would provide me an opportunity to work for the development of our village. In order to help me improve our village's economic situation, I request that you vote for me."

Hari Kala, if you follow my advice and example, I am sure you will be able to give winning speeches.

*Best of Luck,
Ram Kali Didi*

Training Activity Suggestion #5: Refining speaking skills (30 min.)

Using the messages developed in training activity #2, have participants practice developing speeches. Allow women time to prepare speeches and give them an opportunity to present in front of the group. Following the presentations, moderate a discussion on the strengths and areas for improvement of the women's speeches. This activity can be repeated throughout the training.

Monitoring the implementation of the campaign plan

Once you have developed a campaign schedule and launched your campaign, monitoring the implementation of the schedule is easy. On a weekly basis, revisit your campaign schedule. Ask yourself the following questions:

- Have you developed clear campaign messages?
- Do all of your campaign workers understand your messages?
- How closely have you followed your campaign schedule?
- Do you know which voters you need to reach?
- Are you keeping track of the voters you have contacted?
- Have you been out in the village visiting water taps, schools and tea stalls?

- Have you been working closely with your political party when campaigning in the village?
- What work remains to be completed before Election Day?
- Are activities ahead of or behind schedule?

SECTION 8 - VDC PROJECT MONITORING AND MANAGEMENT

The objective of this lesson is to teach participants about the process of project monitoring and managing.

Preparing materials:

- ✓ *Remember to bring the cards and charts with VDC project monitoring steps*
- ✓ *Bring brown paper, markers and tape*

Group Discussion

Ask the participants to identify issues or work areas of the VDC that they know about. Make a list of these topics on a piece of brown paper. (These issues may include: education, construction, health, drinking water, agriculture, irrigation, etc.) Prompt this discussion by asking individual participants questions such as:

1. Do you know the necessary process to build a water tap in your ward?
2. Who knows how?

Possible Answers:

- L The concerned user group committee;
- L The concerned NGO or government line agency; and
- L The VDC President and Secretary.

3. How can we find out how the process works to build a water tap?

Possible Answer:

- L By meeting and asking questions to the officers at the user group committee, government office, NGO or VDC.

4. Do you know how the VDC health post supports health projects in the VDC (clinics, volunteer health training, etc.)?

Possible Answers:

- L By giving check ups and distributing medicine;
- L By conducting awareness programs in the VDC related to health issues; and
- L By establishing sub-health posts in the wards where there is need for them.

5. Where can you go to find out more about these programs?

Possible Answers:

- L The concerned user group committee;
- L The concerned NGO or government line agency; and
- L The VDC President or secretary.

Group Discussion and Question and Answer Period

Preparation: Write down the questions listed below in this section on a piece of brown paper and tape it up in front of the participants.

Guide this discussion about the financial resources of the VDC by asking the questions listed later in this section. If the participants do not know the answers, provide the answers yourself.

1. How much money does the VDC receive from the District Development Committee (DDC) every year?

Possible Answer:

- L Rs. 500,000 (The DDC deducts a certain amount from this fund for their administrative expenses.)

2. How is this money divided into projects?

Possible Answer:

- L 25% of the total development budget goes to human resource development such as, literacy, family planning, training programs, etc., and 75% goes to other development activities such as, road construction, bridge construction, canal construction, etc.

3. How is this money divided by ward in this VDC?

Possible Answer:

- L By prioritizing the projects according to the urgency of the needs.

4. Who is responsible for overseeing the money in the VDC?

Possible Answer:

- L VDC officials under the leadership of the VDC President and Secretary.

5. Does the VDC receive funds from any other source?

Possible Answers:

- L Yes, it does, including from property taxes, development taxes, fees, fines, sales of public and natural resources, etc.

Lead a discussion by sharing the following information about the VDC's internal resources.

Resources of the Village Development Committee (VDC)

A. VDC's Internal Resources

- 1.*** The Village Development Committee may levy the taxes as follows in its area at the rate approved by the Village Council, not exceeding the prescribed rate:
 - a. ***House and Land Tax:*** Annual house and land tax on each house and land on the basis also of size, type, design and structure of the houses within the Village Development Committee.
 - b. ***Land Revenue or Land Tax:*** Land revenue or land tax on the land within the village development area.
(Twenty-five percent amount of revenue raised from land revenue or land tax should be handed over to the District Development Committee)
 - c. ***Market Shop Tax (temporary weekly market):*** Market shop tax for shops kept in livestock and regular market, fair, etc. organized within the village development area.
 - d. ***Vehicle Tax:*** Vehicle registration and annual vehicle tax on the prescribed vehicles within the village development area and occasional vehicle tax on all kinds of vehicles entering into its area.
 - e. ***Entertainment Tax:*** Entertainment tax may be levied as prescribed on the places of entertainment such as permitted cinema-hall, video-hall, and cultural-show hall located within the village development area.
 - f. ***Rent and Tenancy Tax:*** Rent and tenancy tax on the temporary shops constructed, supervised or operated by itself or at unregistered land or roadsides, within the village development area.
 - g. ***Advertisement Tax:*** Advertisement tax on signboards placed within the village development area.
 - h. ***Business Tax:*** Business tax on the prescribed industry, trade, profession or occupation within the village development area.
 - i. ***Commercial Video Tax:*** Commercial video tax within the village development area.
 - j. ***Natural Resources Utilization Tax:*** Tax to be levied for commercial exploitation of natural resources and heritage within the village development area.
 - k. To levy other taxes as prescribed.

2. Service Charges:

- I) The Village Development Committee may impose the service charges as follows at the rate approved by the Village Council, for the services made available by it within its area:
 - a. Service charge on sanitation, drainage, and sewerage.

- b. Tourist places entrance charge.
- c. Entrance charge on parks, garden, picnic places and view towers etc.
- d. Charge for performing entertainment activities like magic shows and circuses.

II) The Village Development Committee may impose and collect service charge on the amount realized by it for somebody else, if it realizes and recovers any other's amount and goods.

3. **Fees:** The Village Development Committee may charge fees as follows within its area at the rate approved by the Village Council, not exceeding the prescribed rate:

- a. Licensing and renewal fee for television, video, and other equipment.
- b. Approval fee
- c. Recommendation fee

4. **Income through selling:** The Village Development Committee may sell the following objects situated within its area:

- a. Soil of barren government land
- b. Products of public ponds or gardens
- c. Assets of the Village Development committee
- d. The forest products situated within the village development area, dried timber, fire woods, branches, splints, twigs, roots etc.
- e. Straw, grass etc.

B. Contribution amount received from District Development Committee

C. Annual grants received from His Majesty's Government: Village Development Committees receives annual grants from His Majesty's Government through District Development Committee. The DDC deducts a certain amount from this fund for their administrative expenses. 25 percent of the total development budget goes to human resource development such as, literacy, family planning, training programs, etc., and 75 percent goes to other development activities such as, road construction, bridge construction, canal construction, etc.

D. Grants, donation or the amount of assistance received from other non-governmental organizations and persons

Flow Chart Exercise

Explain to the participants that for this exercise, you will use the example of building a health post or a school (the participants can choose which) paid for by the VDC's development budget. Ask the participants what they know about the process for selecting and implementing this kind of project. In order to select and implement a project, ask them what happens first, second, third, etc. Create a flow chart using the pre-prepared cards. Tape up the cards that have the 22 processes for the selection, approval and implementation of a project from beginning to end. Go through the whole process again as it is done in this specific VDC (as VDCs may differ somewhat in this process). Explain that the process for projects funded from the development budget rather than from the human resources budget is more lengthy and complicated.

The general flow chart should look something like the chart that follows. However, the order may vary and all the steps may not be included in this specific VDC.

PROJECT PROCESS FLOW CHART

1. The need or problem is identified (through a survey or meeting of community members.)
2. The solution(s) to the problem and the authority and method to solve the problem is identified.
3. A proposal is written (using the government's standard format).
4. The Ward Committee approves the proposal.
5. The Project Selection Committee approves the proposal.
6. The VDC Board (13 members) approves the project.
7. The Village Council (53 members) approves the project.
8. A cost estimate, design and time line for the project is done (by the VDC technical assistant with help from the district engineer or overseer.)
9. The proposal and cost estimate is sent to the DDC for approval.
10. The DDC approves the project and sends the money to the VDC (on a one or multi installment(s) basis, depending on the nature of the project.)
11. A user group committee is formed (spontaneously or by appointment).
12. The user group committee raises additional funds and in kind support.
13. An agreement is signed between the user group committee and the VDC.
14. The money for the project goes to the user group committee (on an installment basis).
15. The work begins on the project.
16. The VDC monitors the project regularly and sends progress reports to the DDC.
17. The DDC technicians and elected representatives monitor the progress of the project and give suggestions.
18. The user group committee informs the VDC of the completion of the project and applies for an account clearance.
19. The VDC informs the DDC of the completion of the project.

20. The DDC technicians evaluate the technical quality of the project and write a completion report.
21. On the basis of the completion report, the evaluation, and the user group committee's application, the VDC checks and certifies the project and clears the account with the user group committee.
22. The project is handed over to the user group committee for ongoing maintenance.

Once the flow chart exercise is complete, review the steps again and ask the participants to take turns in front of the group to review this process, as time permits.

Case Study

Read the following case study twice to the participants.

In Wastagardainapur² VDC none of the elected representatives seem to care about the outcome of the VDC's projects. The representatives seem primarily interested in starting new projects but never seem to follow up projects that have already begun. Last year, the VDC organized an education class for children not attending school in one tole, but no one knows how many students attended the class, learned to read, and are attending school this year. There continues to be a problem of children not going to school. Also, no one seems to know why there are big piles of gravel and sand still sitting by the side of the road. These piles of gravel and sand were supposed to be used to gravel one of the VDC roads, but it never happened. Also, there are big cement rings, which were supposed to be used for toilets, almost lost in the tall grass. The toilets were never made. The leaders in Wastagardainapur VDC complain that they do not have resources, but it looks like they do not know how to manage the resources that they have.

Phul Devi is a ward member in Ward 3 in Wastagardainapur VDC. She is concerned that these VDC projects have never been completed, but does not know what to do to remedy the situation.

Case Study Discussion Questions

Ask the participants if they clearly understood the case study. If no, clear up any confusion. If yes, ask the following discussion questions. (For questions 3, 5 and 6, write the group's answers on a piece of brown paper in front of the group. Provide possible answers given below only if the participants do not suggest them first.)

1. What are the three problems mentioned in the case study?

²In Nepali *wastagardaina* means "does not care". Roughly translated Wastagardainapur VDC means "Careless City."

Possible Answers:

- L Children not going school/no follow-up on child education class;
- L Big piles of gravel and sand sitting on the side of the road for a long period of time/road not graveled; and
- L Cement rings for toilet almost lost in the grass/toilets not built.

2. How do you think these problems came about?

Possible Answers:

- L Because of the lack of project monitoring; and
- L Because of the lack of proper management of the available resources.

3. For each of these problems what should have happened that did not?

Possible Answers:

- L The formation of an effective user group committee;
- L The involvement of interested constituents in the implementation of the project; and
- L Regular monitoring of the project by the elected representatives.

4. Have you heard of similar situations in your own VDC?

5. What can Phul Devi do to solve these problems?

Possible Answers:

- L Approach the VDC about forming user group committees for the projects;
- L Encourage active and interested people to be involved in the user group committees; and
- L Regularly monitor the implementation of the projects.

6. During the next year in Ward 3, there will be a road graveled project and training in sanitation and health. What should Phul Devi do to monitor these projects so that the resources are not wasted again?

Possible Answers:

- L Help involve active, interested constituents and community members in the user group committees;
- L Help involve people from all castes, classes, political beliefs in the implementation of the projects;

- L Keep constituents informed of the progress and problems with the projects.

7. Can Phul Devi solve these problems by herself?

Possible Answer:

- L She can not solve them alone but if she works cooperatively with the VDC officials, user group committees, technicians and the constituents, she can help solve them.

8. Whom could she involve to help her?

Possible Answers:

- L Beneficiaries of the project and active people, including women, in the ward;
- L Other officials at the VDC and the Ward level.

Tips for Monitoring and Managing Projects:

- Monitor (go to the site) of each project on a regular basis (i.e. weekly).
- Let the people involved in each project know that you care and are interested in the outcome of the project.
- Assist in the making of a plan and time line for each project and see that targets are met.
- Assist in the selection of interested and hard working people for each user group committee.
- Involve men and women who represent different interests, castes, and political backgrounds in work on a project user group committee together.
- Motivate other people to be involved in projects, especially people who will benefit from the projects' success.
- Ask for the people's commitment and involvement in projects and hold them to their promises.
- Keep the general public informed about the progress or problems of the project.
- Remember that you (the elected representative) are not responsible for all the work personally, but you are responsible for seeing that it gets done.






Begin this exercise by repeating the answers from questions 3, 5 and 6 of the previous exercise and telling the group that these are tips for monitoring and managing projects. Give some practical examples, such as, if there is a literacy program in your ward, how often do you need to go to the class for monitoring? If there is a delay in a development project, how would you take action? etc.

Ask each of the participants to take one of the tips written on small pieces of paper from the envelope. Ask each participant to come in front of the group and explain her tip, applying it to a specific example of a project. Help the participants to read and explain the tips if they do not understand them properly. Thank each participant and encourage applause.













Appendix

NDI/Nepal
Women Candidate Training Program

VDC Structure

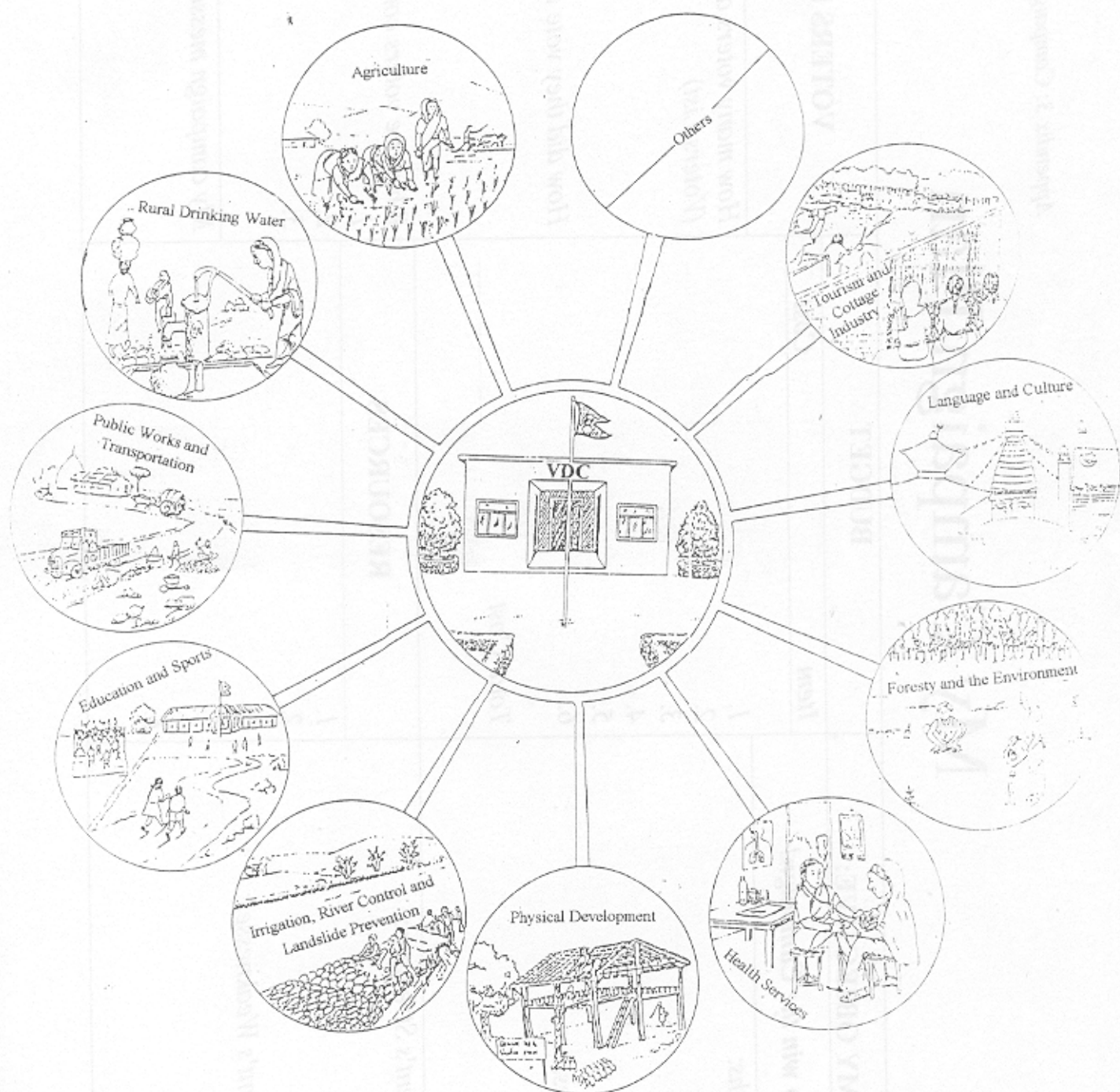
<u>Level</u>	<u>Members</u>	
Ward Committee	1 President, 4 Members including at least 1 woman	    
	Total	5

The Ward Committee should meet at least once a month.

<u>Level</u>	<u>Members</u>	
VDC	1 President	
	1 Vice-president	
	9 Ward Presidents	       
	2 Nominees including at least 1 woman	 
	Total	13

The VDC should meet at least once a month.

VDC WORK AREAS



My Campaign Plan

MY OBJECTIVE:	BUDGET		VOTERS RESEARCH
	Item	Cost	
To win the Campaign! My Strengths: 1. 2. 3. My Weaknesses: 1. 2. 3.	1. 2. 3. 4. 5. 6. Total Cost		How many voters are in my district? (Voters List) How did they vote in the last elections? What are voters concerned about? 1. 2. 3.
My Opponent's Strengths: 1. 2. 3. My Opponent's Weaknesses: 1. 2. 3.	1. 2. 3. 4. 5. 6.		My campaign message:

My Campaign Schedule

WEEK 1	WEEK 2	WEEK 3	WEEK 4

Village Development or Self-Reliance Program Project Proposal Form*

- | | | |
|----|---|-------------|
| 1. | Project Name: | District: |
| 2. | Project Place: | VDC: |
| 3. | Project Type: New/In process/Maintenance | Ward No.: |
| 4. | Project's Physical Benefit | Population: |
| | a. Beneficiary users family no: | |
| | b. Beneficiary hector (Irrigation): | |
| | c. Others: Beneficiary km. (Road): | |
| 5. | Project's Approximate Costs: Rs. | |
| 6. | Necessary materials/resources for the Project paid by the implementing agency | |

Sl. No.	Materials/Resources	Total Costs	Costs paid by Implementing Agency	Costs paid by Community or Users Group
1.	Construction Materials			
	a.			
	b.			
	c.			
	d.			
2.	Transport			
3.	Wages for skilled workers			
4.	Wages for unskilled workers			
5.	Others			
Total				

- | | | |
|-----|--------------------------------------|------------------------|
| 7. | Project start date: | Completion date: |
| 8. | Provision for maintenance: | |
| 9. | Name list of users group: | |
| 10. | Others (if any): | |
| 11. | All details in this form are correct | |
| | | Signature of Applicant |
| | | Name: |
| | | Signature: |
| | | Date: |

*Note: 1. Please enclose user committee member name
2. Project's detail can also be enclosed*

** This document reflects the up to date VDC Project Proposal Form*

NDI NEPAL WOMEN'S CANDIDATE TRAINING
PRE-ASSESSMENT

Representative's Name _____

Political Party _____

Current position _____

VDC _____

1. **Would you be interested in running again for next election?**

‡ Yes ‡ No

If yes, would you be interested in running for a higher position?

☐ yes

☐ no

If yes, in which position?

‡ VDC President
‡ VDC Vice President
‡ Ward President
‡ Ward Member (Reserved seat)
‡ Ward Member (Open seat)
‡ Other (specify)

2. **What are some of the most important things that candidates need to do to organize an election campaign?**

‡ Make a plan
‡ Draft a budget
‡ Identify resources
‡ Organize volunteers and party workers
‡ Identify voters' needs/problems
‡ Develop campaign messages
‡ Make contact with the voters
‡ Develop opponent's profile (strengths/weaknesses)
‡ Other (specify)
‡ I don't know

3. **What are some of the requirements to vote in local elections?**

‡ Voters must be registered in their concerned wards
‡ Voters must be Nepali citizens
‡ Voters must be at least eighteen years old
‡ Voters must not be mentally disturbed
‡ Voters must not have recently served time on a criminal sentence
‡ Voters must not be employed by His Majesty's Government (HMG)
‡ Other (specify)

Appendix 5: Pre and Post Training Assessment

‡ I don't know

4. *How do you get your name on the ticket to run for office?*

- ‡ Deposit the amount of money required to file for election
- ‡ Be selected by party leaders to run in the election
- ‡ Demonstrate good leadership skills in your community
- ‡ Other (specify).....
- ‡ I don't know

5. *What do you need to do in order to give good speeches?*

- ‡ Speak loudly and clearly
- ‡ Stay focused on the topic
- ‡ Share personal stories and examples
- ‡ Make eye contact with your audience
- ‡ Develop a message
- ‡ Keep repeating messages that are meaningful to voters
- ‡ Other (specify).....
- ‡ I don't know

6. *What are some of the roles and responsibilities of the VDC?*

- ‡ Address village health concerns
- ‡ See to the education of village children
- ‡ Mediate solutions to village problems
- ‡ Work on small local development projects

7. *Do you know how many members there are the following committees?*

<i>Ward Committee</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>9</i>	<i>13</i>	<i>47</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>VDC</i>	<i>7</i>	<i>9</i>	<i>11</i>	<i>13</i>	<i>47</i>	<i>53</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>Village Council</i>	<i>11</i>	<i>13</i>	<i>36</i>	<i>45</i>	<i>53</i>	<i>90</i>	<i>Other.....</i>	<i>Don't' know</i>

Do you know how many times these committees meet?

<i>Ward Committee</i>	<i>1/w</i>	<i>1/m</i>	<i>2/m</i>	<i>1/y</i>	<i>2/y</i>	<i>3/y</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>VDC</i>	<i>1/w</i>	<i>1/m</i>	<i>2/m</i>	<i>1/y</i>	<i>2/y</i>	<i>3/y</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>Village Council</i>	<i>1/w</i>	<i>1/m</i>	<i>2/m</i>	<i>1/y</i>	<i>2/y</i>	<i>3/y</i>	<i>Other.....</i>	<i>Don't' know</i>

8. *What is the process for a project idea to be developed and implemented in a ward? What steps need to be taken to receive the funding?*

- ‡ Community need/problem is identified
- ‡ Resources are identified
- ‡ Proposal is routed through Ward Committee, VDC and Village Council

Appendix 5: Pre and Post Training Assessment

- ‡ User group committee is formed
- ‡ Project is implemented
- ‡ Project is frequently monitored and evaluated by the representatives,
VDC and DDC officials
- ‡ Project is completed and handed over to the user group committee
- ‡ Other (specify).....
- ‡ I don't know

9. Do you know what government funds are available for local projects?

- ‡ Yes ‡ No

If yes, how much?

.....

Interviewer's Name.....

VDC.....

Date.....

NDI NEPAL WOMEN'S CANDIDATE TRAINING
POST-ASSESSMENT

Name_____

Party_____

Current position_____

1. Would you be interested in running again for next election?

‡ Yes ‡ No

If yes, would you be interested in running for a higher position?

☐ yes

☐ no

If yes, in which position?

‡ VDC President
‡ VDC Vice President
‡ Ward President
‡ Ward Member (Reserved seat)
‡ Ward Member (Open seat)
‡ Other (specify)

2. What are some of the most important things that candidates need to do to organize an election campaign?

‡ Make a plan
‡ Draft a budget
‡ Identify resources
‡ Organize volunteers and party workers
‡ Identify voters' needs/problems
‡ Develop campaign messages
‡ Make contact with the voters
‡ Develop opponent's profile (strengths/weaknesses)
‡ Other (specify)
‡ I don't know

3. What are some of the requirements to vote in local elections?

‡ Voters must be registered in their concerned wards
‡ Voters must be Nepali citizens
‡ Voters must be at least eighteen years old
‡ Voters must not be mentally disturbed
‡ Voters must not have recently served time on a criminal sentence
‡ Voters must not be employed by His Majesty's Government (HMG)
‡ Other (specify)

‡ I don't know

4. *How do you get your name on the ticket to run for office?*

- ‡ Deposit the amount of money required to file for election
- ‡ Be selected by party leaders to run in the election
- ‡ Demonstrate good leadership skills in your community
- ‡ Other (specify).....
- ‡ I don't know

5. *What do you need to do in order to give good speeches?*

- ‡ Speak loudly and clearly
- ‡ Stay focused on the topic
- ‡ Share personal stories and examples
- ‡ Make eye contact with your audience
- ‡ Develop a message
- ‡ Keep repeating messages that are meaningful to voters
- ‡ Other (specify).....
- ‡ I don't know

6. *What are some of the roles and responsibilities of the VDC?*

- ‡ Address village health concerns
- ‡ See to the education of village children
- ‡ Mediate solutions to village problems
- ‡ Work on small local development projects

7. *Do you know how many members there are the following committees?*

<i>Ward Committee</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>9</i>	<i>13</i>	<i>47</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>VDC</i>	<i>7</i>	<i>9</i>	<i>11</i>	<i>13</i>	<i>47</i>	<i>53</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>Village Council</i>	<i>11</i>	<i>13</i>	<i>36</i>	<i>45</i>	<i>53</i>	<i>90</i>	<i>Other.....</i>	<i>Don't' know</i>

Do you know how many times these committees meet?

<i>Ward Committee</i>	<i>1/w</i>	<i>1/m</i>	<i>2/m</i>	<i>1/y</i>	<i>2/y</i>	<i>3/y</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>VDC</i>	<i>1/w</i>	<i>1/m</i>	<i>2/m</i>	<i>1/y</i>	<i>2/y</i>	<i>3/y</i>	<i>Other.....</i>	<i>Don't' know</i>
<i>Village Council</i>	<i>1/w</i>	<i>1/m</i>	<i>2/m</i>	<i>1/y</i>	<i>2/y</i>	<i>3/y</i>	<i>Other.....</i>	<i>Don't' know</i>

8. *What is the process for a project idea to be developed and implemented in a ward?
What steps need to be taken to receive the funding?*

- ‡ Community need/problem is identified
- ‡ Resources are identified
- ‡ Proposal is routed through Ward Committee, VDC and Village Council

Appendix 5: Pre and Post Training Assessment

- ‡ User group committee is formed
- ‡ Project is implemented
- ‡ Project is frequently monitored and evaluated by the representatives, VDC and DDC officials
- ‡ Project is completed and handed over to the user group committee
- ‡ Other (specify).....
- ‡ I don't know

9. *Do you know what government funds are available for local projects?*

- ‡ Yes ‡ No

If yes, how much?

.....

10. *What part(s) of the training did you find most useful?*

- ☐ Political party information
- ☐ Party ticketing process
- ☐ Election laws
- ☐ How to start a campaign
- ☐ How to develop local projects
- ☐ Local government structure overview
- ☐ Receiving the manual
- ☐ Training in budgeting and resource management
- ☐ Opportunity to work with party members
- ☐ Other (specify).....

11. *Was the trainer easy to understand and clear in conveying her message?*

- ☐ Yes
- ☐ No

12. *In order to improve our training we appreciate any additional comments on the trainer/materials/training?*

.....
.....
.....
.....

Interviewer's Name.....

VDC.....

Date.....

INSTRUCTIONS FOR PARTY TRAINERS IMPLEMENTING PRE- AND POST SURVEYS

What is a survey?

A survey is a means of obtaining information about a group of people by asking questions. Surveys can be administered in many ways including through oral interviews, written forms, and by over-the-phone and internet questionnaires.

Who uses surveys?

Surveys are used by all kinds of individuals and organizations to gain information that cannot be obtained through regular sources. Businesses conduct advertising surveys in order to see whether the public will buy a certain product. Government organizations conduct surveys to see where development structures like bridges or roads should be placed. Surveys are a very useful tool for elected representatives, candidates and political parties. Around the world, surveys are used to determine what policies the people want from the government.

Why would a political leader or political party conduct a survey?

Running a campaign or holding public office involves bringing the people's message to the government. To better understand the needs of the public, political parties conduct surveys. Using the information from a survey, political parties are able to craft strong messages and design policies that will be popular with voters and will *win more votes*.

This pre- post survey activity is designed to help you:

- 1.) learn basic surveying techniques
- 2.) assess the success of your training
- 3.) practice implementing surveys
- 4.) think about ways your political party can use surveys

You can share these skills with your political party and perhaps initiate a survey of your own in the future.

Using the surveys provided, you will be able to survey participants in your party training session. The pre- survey will help you find out what participants need to know.

Administering the post survey, you will gain information on how much the participants learned from the training. This feedback will also help you improve your training skills.

Additionally, you will work with the District Coordinator (DC) to compile the results of this survey. With these surveying skills you will be able to initiate your own surveys in order to strengthen the ability of your political party to reach out to the public in your district. Let's get started.

Instructions for Asking Pre- and Post Survey Questions:

1. The surveys should be administered orally, with the interviewers writing down the representatives' responses.
2. Interviewers should conduct the pre- survey prior to the training session and post survey following the assessment. (Administration of the surveys should not take up time allotted for training).
3. Interviewers should review the questions and be familiar with them *prior* to interviewing the women. If the questions must be asked in a language other than Nepali the interviewer should translate questions before conducting the interview.
4. Questions should be asked in clear plain language that women representatives understand.
5. Only *the questions* should be asked of the representatives, the answers *should not be read aloud as options* (with the exception of question and #11 on the post test-see form).
6. With the exception of "Yes or No" questions, more than one answer can be ticked per question.
7. The women representatives do not have to give the word-for-word answer on the survey. For example, if the survey answer option is *make a plan* the interviewer should tick the box with responses such as "draft a plan" "brainstorm a campaign program" or "write a plan of action."