



Enhancing Leadership Qualities among Elected Women Representatives



a training manual



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A Training Manual

DRAFT

STATE INSTITUTE FOR RURAL DEVELOPMENT

**Panchayati Raj Department
Govt. of Odisha**

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Introduction

Panchayati Raj governance has been a path-breaking opportunity for women (through reservation of seats) to occupy positions of decision-making. In the midst of many unsupportive factors and forces, women have looked for supportive opportunities and have moved forward to demonstrate their capacities and ability to hold such positions.

Most of the women PRI members are housewives and first time entrants in politics; most of whom are illiterate or educated up to the primary level only. In some cases, women have come forward, but not proved very effective. Often illiteracy or lack of adequate education is the impediment, with most women sounding vague about their role. Besides education and ignorance, social pressures also prevent women from being effective. They have to struggle to establish their presence. Caste also plays a role. For a Scheduled Caste or Scheduled Tribe woman functioning as sarpanch is even more difficult.

As domestic head, women have to fulfill socio cultural responsibilities towards the family, carry out domestic chores, and take care of agriculture, animals.

As elected representatives, they have to develop strategies for welfare, social justice - elimination of caste and gender hierarchy, development; plan development activities, for which data on resources must be collected, make appropriate plans, prepare mechanisms for resource mobilization and prepare and submit proposals. In addition, voters must be entertained and opponents must be kept at bay. The higher-level politicians have to be kept in good humor.

As chief executives, they have to run around for release of funds, oversee the work ensuring good quality work and timely completion, for which raw material, labour and proper expenditure must be ensured. Records must be maintained by the chief executive, which includes maintaining muster rolls, cash book, ledger, bank accounts.

As conflict resolve, they have to resolve conflicts between panchayat members; domestic conflict between brothers, husband and wife, son and parent; group conflict based on caste and sharing of common resources; and provide assistance to the police in dealing with antisocial elements and to forest and mine officials in dealing with culprits. One of obstructions is created by the poor self-image and lack of self-confidence of women socially conditioned to consider themselves less than equal to men. The situation is made worse by the disapproval often experienced by women who dare to cross the boundaries drawn by family or society.

Since their wishes are rarely taken seriously, many women do not publicly express them, considering it more prudent to submit to the wishes of the figures of authority like the husband or in-laws. Some women stand for election only because they are told to do so by husbands or local leaders who wish to wield power through them. It is obvious that reservation and election alone cannot ensure women's active participation in the political process. Women voters, contestants and elected representatives need to be empowered and informed if they are to perform their new, public role as people's true representatives.

Therefore, the training needs would include issues like gender sensitization, forces preventing women from taking active part in various activities, personality development, improving communication skills, confidence building and leadership qualities.

Towards this end State Institute for Rural Development, Orissa has developed this module for leadership training for EWRs under CDLG Project of MoPR – UNDP.

How to use this manual

This manual is meant to stimulate the creativity of the user group. It is a guide to help you initiate activities that will promote leadership and learning in the group. Use it as a springboard to create your own leadership tools and use the tools to achieve change, through action that alters attitudes. Because, to change the way people think about something, it is sometimes best to start by changing the way people act.

This manual can be used by trainers who have some experience in facilitating Capacity Building of the PRI representatives training for elected PRI representatives and Community Leaders or the volunteers.

People having experience of implementing capacity building activities can also use this manual for conducting training under the guidance of an experienced trainer. The following steps would help them in better use of this manual.

1. Read the entire manual carefully and understand the sequence of content modules and the topics covered therein.
2. Develop a clear idea on the module objectives and the linkage of the objectives with the topics covered in the module.
3. Understand the methodology identified for each of the topic in the modules and think about how you would apply the methodology.
4. Read very well the process mentioned and see the sequence in the module objective to the topics to the methodology.
5. Before conducting the training read carefully the reference paper suggested for each module and make necessary notes on the aspects you feel important. The reference paper for each module contains comprehensive information on the subject. You can also add to the subject as per the context of your operational area. You can also add additional information that you feel necessary.
6. List out materials required for each session and plan how you would use them for the methodology suggested for the session.
7. It would be good for you to read and reflect on the chapters of “Training Methodology” and “Role of Trainer”. The message give in these two chapters would help in quality implementation of your training.
8. Any part of the reference paper of any session that you think useful for the participants could be translated into the regional language and photo copied for distribution among participants. This is required mostly for the questionnaires on pre-post test and the planning formats.

9. Make a day-wise plan of your sessions and review every day evening the quality of implementation of your plan for improvement in your performance the next day.
10. Discuss with your co-trainer or people having experience in Capacity Building training about your daily progress during the three day training and plan for better implementation of your sessions.

Training Methodology

Selection and application of methodology is one of the most important aspects of any training programme. The methodology applied should help in –

- a) Enhancing the level of participation among the trainees,
- b) Developing the self-confidence of participants,
- c) Encouraging the not so active members to express themselves,
- d) Making the learning participant centered,
- e) Making the learning joyful and non-threatening,
- f) Internalization of the learning.

Keeping the above objectives in mind during the three days training the manual suggests participatory methodology like – Brain Storming, Group Discussion and Presentation, Participatory Interaction, Delphi methods .In this manual the methodology mentioned are selected keeping in view the subject matter, training objectives and the group of learners. Application of these methodologies require a conducive learning atmosphere based on the following –

- a) Openness to learn by the facilitator and participants
- b) Mutual support and cooperation among the learners and between facilitator and the group of learners.
- c) A climate of acceptance – enabling people to express their beliefs without fear.
- d) An atmosphere of trust – among the learners and between the facilitator and the group of learners.
- e) A non-threatening climate – to allow all to express their ideas without fear and to confront ideas without hurting people.

Thus setting a right atmosphere is the pre-condition for effective application of methodology. This depends largely on the role of the facilitator which is discussed in detail in another chapter on “Role of Trainer”.

We believe that apart from making the learning group centered, methodology also helps in empowering the training group. We see this happening as the participants get involved in the learning process and express their thoughts, ideas and concern on leadership aspect of

the PRI representatives. When the methodologies are dealt with properly, there is always a change in the level of participation from day one to day three.

Training Methodologies

1. Lecture

This most commonly used methodology is an effective tool to introduce new information or concept to a training group. Facilitators can avoid making their lecture boring and monotonous by doing the following-

- a) Not making the whole lecture a one way communication
- b) Not making the communication top – down, directive and keeping the participants passive throughout the lecture.
- c) Asking relevant questions at the beginning and during the lecture to understand the quality of information available with the group and to build on that.
- d) Providing relevant and appropriate examples and illustrations to relate to the subject and to link the subject with field situation.
- e) Enabling participants to ask more questions based on the matter communicated to them.
- f) Keeping eye contact with the group and not making the lecture by looking only at selected few or the front line participants.
- g) Giving attention to passive participants and to find out whether the participants are able to follow what is communicated to them.

2. Group Discussion and Presentation:

Many of the contents of this manual are to be delivered by using this methodology. We would suggest the following steps for the best use of this methodology –

- a) Communicate clearly the task and time available for the group discussion. Provide a simple format to the group for making the presentation.
- b) Size of the small group should not be below five or more than ten. We may not get quality output if the number is less than five and on the other hand it becomes a crowd when the number is more than ten and in such case many remain silent throughout the discussion.
- c) Sometimes different subjects could be given to different groups and sometimes same subject to all the groups may be given to present their ideas and experience in the context of their village or Panchayat. This needs to be done keeping in mind the content requirement and time available.

- d) The facilitator could go around when the group discussion is going on and ensure that there are not too many silent members or a few imposing their views on others.
- e) Maintain discipline and encourage participants to listen when one group is making their presentation. Invite questions from others to the presentation. Add and supplement to the presentations and always appreciate good presentations. Do not criticize or speak negative on the presentation by a group and if required give feedback in a constructive manner.
- f) Always link the findings with the field context to make the learning relevant for the participants.
- g) Consolidate the different aspects suggested by the participants to arrive at a logical end to facilitate effective learning.

3. Brain storming

This methodology is used for some of the contents in this manual. The main purpose of this methodology is to encourage the group to speak out on what they feel or think about a particular subject. The facilitator can make best use of this methodology by following the steps mentioned below:

- I. Give sufficient time for participants as to speak
- II. Seek opinion from participants who appear not so active
- III. List out the words or statements made by participants in a large paper or on the white board/black board.
- IV. Classify the statements as per the requirement of the subjects
- V. Make emphasis on whatever is matter of priority for the subject of discussion.
- VI. Draw conclusion and consolidate the different aspects suggested by the participants to arrive at a logical end to facilitate effective learning.
- VII. Do not reject anything stated by any participant as this may go against the purpose of the methodology.
- VIII. Always link the findings with the context of the topic to make the learning relevant for the participants.

4. Delphi technique

- a) The brainstorming exercise would have generated a list of the underlying concepts and conditions of effective leadership and each view would have been recorded on a card (only one view per card)

- b) The cards are then grouped according to the concept areas. Exact duplicates are removed.
- c) Each concept cluster denotes a particular theme area which is then discussed with the participants

5. Participatory Interaction

Many of the contents in this module require the use of this methodology. This methodology is used to collect the existing information with the group and also to help them to see the importance of a subject with reference to their past experience. The facilitator can make the best use of this methodology by taking care of the following aspects –

- a) Speak briefly about the subject and raise simple questions to get participants response on what they understand or know on the subject. Make sure that all the participants clearly understand the question.
- b) Give sufficient time for as many participants as possible to speak
- c) Seek opinion from participants who appear not so active. Give attention to not so vocal participants.
- d) List out the words or statements made by participants in a large paper or on the white board/ black board.
- e) Classify the information or put them in a sequence to make sense of the subject.
- f) Summarize the information to facilitate clear learning on the subject keeping in mind the field context. The main role of the facilitator is to highlight the **experience of the participants as an important source of learning** and add his or her views on what is said by the group

Role of a Trainer

For implementing this manual the role of the trainer is crucial in tapping the thoughts and ideas of participants by creating a conducive climate for learning and giving right information on leadership. He/ She needs to be sensitive towards his/her own behavior and the group behavior for effective facilitation of the training. Apart from clear knowledge on the subjects, trainer needs to empower the group for field application of their learning. The effectiveness of a trainer's role depend on the following aspects-

1. Appropriate self-concept

Each one of us has some understanding of who we are and how we behave with others. For a trainer this aspect is important as he/she works with a group and his/her behavior has a direct impact on the group. Therefore the trainer needs to

have clarity on his/her self-concept to play effectively the role of a trainer. Clarity on self-concept would reduce the trainer imposing his/her views on the group.

2. Respect for the Group

A trainer need to value the experience of the group and this respect for the group comes naturally when he/she realizes that the group has resource to contribute for the training.

3. Maintaining flexibility

Sometime the trainers are more content oriented and want to complete the programme as per their day-wise plan and thus become rigid in their role. They think timely accomplishment of content delivery is their achievement. They again become rigid on their views on the subjects they discuss. These two factors very much affect the quality of the programme.

Sometimes the contents of one day may get stretched to the next day or sometimes the analysis and reflection on one content may take more time than the other. These matters require proper handling of time and group process and acceptance of views expressed by the group.

Flexibility does not mean leaving everything loose and not coordinating between program objectives and group participation.

4. Group Empowerment

The main role of the trainer is to influence and empower the group to work towards enhancement of leadership qualities of elected representatives. This requires proper interpersonal communication, group communication and facilitation skills. Awareness on the problems, understanding the reasons of the problems and initiating actions to respond to the problems are the key areas of this training module. Participants need to be sensitized on these aspects for the success of CBPRI. We have discussed about some of these skills in the chapter for Application of Methodology and we explain them in the following page for better understanding.

Enhancing Effective Facilitation

The following important aspects if practiced properly would enhance the facilitation skills of a Trainer-

1. Listening

A Trainer need to be a good listener and should have ability to listen carefully and creatively. He is supposed to figure out the positive aspects and problems, difficulties and anxieties. He is expected to listen not only to the words but also the

feelings and reactions of the participants. When the group members feel that the trainer is not able to listen to what they say and not able to understand their problems and anxieties, they lose interest in the training.

2. Observation

The trainer needs to observe the dynamic of the group, their understanding of the problems and their motivation and preparedness to respond to a problem situation. During the training the trainer is expected to give a positive direction to the group dynamic and lead the group to positively respond to their problems. This important skill helps in seeing the problems through the eyes of the participants.

3. Problem Identification

CBPRI training requires clear identification of the problems. Data emerging from the group presentation and mapping exercises need to be synthesized and group resource need to be mobilized to respond to the identified gaps.

4. Supporting and Encouraging

A trainer can support and encourage the group through appropriate feedback and through his gesture. Proper appreciation and a sense of caring will greatly help in enhancing the group morale. This would develop a positive spirit to work towards community problems.

5. Openness

This is a most important aspect of facilitating group process for problem solving. Openness of the trainer to receive feedback and criticism from the group would break group resistance. When the trainer is ready and allows to be questioned, the group also starts working on questions to their values, beliefs and practices. As CBPRI requires collaborative effort from Govt., PRIs and the community the existing values, beliefs and practices in all these three groups need to be examined for developing better response to disaster situation.

A trainer can develop skills on the above aspects through gradual practice. He needs to elicit opinions, enhance participation, focus the group attention on their resource and potential and properly summarize and synthesize the information during the training for better facilitation of the training.

By doing this he would be successful in proper delivery of the contents through effective application of methodologies and the group also would gradually be empowered.

PROGRAMME OVERVIEW

Objectives of the Leadership Training

- To assist women to identify their own leadership potential and what they have and can contribute to their communities
- To provide a forum for women to bring together their skills, knowledge and visions for the future
- To increase women's participation in order to obtain better outcomes for development
- To build the leadership skills and capacity of EWRs

Participants

25-30 Elected Women Representatives (Ward Member, Sarapanch, Panchayat Samiti members, and Zilla Parishad members) in a batch

Duration: 3days

Language: Local Odia

Training Methodology

The entire programme will be conducted in a participatory way involving the participants mostly using the following methodologies:

- Participatory discussion
- Brainstorming exercises
- Group work
- Experience Sharing
- Delphi technique
- Use of posters/ Flip books
- Interactive Games
- Role play
- Question & Answer Session
- Self Reflection exercises etc.

Training Materials/Aids:

- Flip charts and flipchart paper, markers, whiteboard, etc
- Drawing Sheets, Color Sketch Pens
- Color Cards
- Adhesive Tapes
- Scissor
- A4-Size Papers
- Training Kit with pen, pencil and Note book.

Training Schedule

DAY-1						
1	2	3	4	5	6	7
09.30 am to 10.00 am	10.00 am to 11.15 am	11.30 am to 12..30 p.m.	12.30 pm to 01.30 pm	02.30pm to 04.00 pm	04.15 pm to 05.30 pm	05.30 pm to 06.00 pm
Registration & Assembly	Opening Session	Confidence building & Understanding Leadership	Leadership Qualities and Style	Gender Concept, Roles, Violence & Discrimination	Women's rights and role of EWR in ensuring the rights	Open session & wrap up
DAY-2						
8	9	10	11	12	13	14
09.30 am to 10.00 am	10.00 am to 11.15 am	11.30 am to 12..30 p.m.	12.30 pm to 01.30 pm	02.30pm to 04.00 pm	04.15 pm to 05.30 pm	05.30 pm to 06.00 pm
Stress management Exercise & Recap of Day-1	Women Empowerment and gender mainstreaming	Opportunities and constrains of leadership for EWR	Effective communication	Conflict management	Networking with Institutions and interface with functionaries.	Open session & wrap up
DAY-3						
15	16	17	18	19	20	
09.30 am to 10.00 am	10.00 am to 11.15 am	11.30 am to 12..30 p.m.	12.30 pm to 01.30 pm	02.30pm to 04.00 pm	04.15 pm to 05.00 pm	
Stress management Exercise & Recap of Day-2	Vision building for Community Development	Provisions for Actualization of the vision, Action planning	Palli Sabha, Grama Sabha,	Open session for clarification of doubts	Valediction & closing	

N.B.

Tea Break: Every day from 11.15 am to 11.30 am & 04.00 pm to 04.15 pm
Lunch Break: Every day from 01.30 pm to 02.30 pm
Film Show: On the evening of Day-1 and Day-2 (From 07.30 pm to 08.30 pm)

Facilitation Process

DAY-1

Session-	1
Topic:	Registration & Assembly
Time:	30 Minutes

At the end of this session participants will be able to:

- The registration of the participants will be completed.
- The participants will be aware about the logistic arrangement.
- The care taker and small children of the women members will also be acquainted with the arrangements made for them during the programme.
- Each participant will receive the training kit and take a seat in the training hall.

Tips for facilitation

- Set up the training room. Ideally, the room should be large enough to have the participants sit in a circle with space around to break into small groups. There should be enough wall space for posting flip charts during the program.
- When participants begin to arrive make them feel welcome. This is especially important if the participants are not already known to each other.
- If they do not already know you, be sure to introduce yourself.
- If there are snacks available, suggest that participants help themselves and do the registration and take a seat in the training hall.
- Filled up the registration forms by them
- Inform the participants about the lodging and boarding arrangements.
- Also inform about the arrangements for small kids and baby caretakers.
- Give them the Note book, pen, file and request them to take the sit inside the training hall.

Session- 2
Topic: Beginning the Programme
Time: 75 minutes

At the end of this session participants will be able to:

- The participants will learn each others name and back grounds.
- The participants and facilitators will feel more comfortable with each other and develop mutual trust.
- A relaxed atmosphere for sharing and learning will be created.
- Participants will have the shared understanding about the objective of the program.
- The expectations of the participants will be matched with the program agenda to make the program more meaningful.
- A set of ground rules would be in place for smooth and effective program delivery.
- The participants will be willing to own the responsibility of sharing and learning.
- A good rapport among the participants and the facilitator will be build.
- The participants will feel free to express their views.

Content flow and methodology of the session:

Sl. No.	Theme / Content	Methodology	Duration (min.)
2.1	Inauguration / Welcoming the participants	Talk	5
2.2	Introduction and Icebreaking	Interactive game	20
2.3	Sharing the objective of the program	Presentation by the trainer	5
	Expectations of the participants from the training	Brain storming and Delphi technique	20
2.4	Ground Rules	Discussion and display	10

2.1 Welcome and Inauguration (20 minutes)

Tips for Facilitation

- The program organizer will welcome to the participant and introduce the trainers and guests of inauguration.
- Share a few line about the purpose of the training program
- Facilitate the formal beginning of the program by lighting a Candle or incense sticks.
- Invite the guest to deliver the inaugural speech
- Offer vote of thanks to the guest.
- Invite the trainer to start the training program.

2.2 Introduction and Ice breaking (30minutes)

Tips for Facilitation

- The trainer will greet to all the participants to the program and
- Suggest for a round of self introduction for knowing each other before beginning the program.
- Ask the participants to Participants choose a bird, animal, mammal or a plant with which he/she wished to be.
- Then ask the participants to introduce themselves and say why they have chosen their particular example and how it relates to his/her personality.
- During the round of introduction suggest to each woman participant to stand and tell the group her name, why she is interested to be a Panchayat representative.
- At the end of the round thank all the participants and discuss that during the course of program there will be enough chance to know each other know better.

2.3 Sharing the objective of the program (10minutes)

Tips for Facilitation

- Share the objective of the training program.
- Then suggest the participants to think about their expectations from the training program.
- After two minutes ask them to share one of their most important expectation s from the program in the plenary.
- You may start the round randomly from any participant.
- Note down the expectations separately on flash cards (use one card for one participant)
- Using the Delphi technique club the similar expectations and prepare a final list of expectations.
- Post the cards on a flip chart for displaying in the hall.
- Then share the agenda of the training program and match the topics are being covered during the program. It may not be possible to fulfill some of the expectations through this training because of resources or other constraints. The situation may be explained to the participants and such expectations may be thereafter discarded by consensus.

2.3 Setting the ground rules (15 minutes)

Tips for Facilitation

- Explain that in order for the training to go well; participants will have to follow certain rules.
- Invite the group to suggest rules, and write 'OUR RULES' as a heading on a sheet of flip chart paper.

- If no one suggests anything, make a suggestion yourself such as
 - Everybody must participate in discussion
 - Mobile phones either in silent or switch mode
 - Respect time—start on time, end on time
 - Be respectful of other participants and the facilitators
 - Talk loud enough for all to hear
 - Talk one at a time etc
- Ask participants if there are any other rules they would like to suggest.
- Ask participants if they agree to abide by these ground rules.
- When the list is complete place it on display for the duration of the training program.

N.B. Ensure that invited guests for inauguration will reach in time. If there will be delay in their arrival, then you may start introduction session postponing the inaugural speech during the session.

Session- 3
Topic- Confidence Building & Understanding Leadership
Time- 60 minutes

At the end of the session the participants will be able to:

- Acquire an enhanced understanding of self-identity , self confidence and self potential
- Broaden their perspectives about who is and who can be a leader.
- Assess personal qualities and skills.
- Understand the concept of leadership and the various leadership skills.

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
3.1	Building Self Confidence	Self reflection by the participants and sharing	20
3.2	Understanding leadership	Brain storming & group discussion	15
3.3	Defining leadership	Lecture and Participatory Discussion	10

3.1 Building Self Confidence (20 minutes)

Tips for Facilitation

- Explain that the participants will now select a partner and tell their own “stories” about their own experiences when they have acted most effectively as a leader. What happened? What made this such a successful experience? What characteristics, qualities, or values did you show that you are especially proud of?
- Allow them to choose their partner and seat in pair for sharing the experience with each other.
- Let them discuss on the above points with each other for 5 minutes
- Then invite all of them to the large group and discuss about learning.
- Ask them to share the most important thing they take away from this exercise, etc.
- Close the topic with sharing that Self-confidence relates to feelings of self-worth, being able to cope with whatever life presents, being able to speak out and to share the leadership

3.2 Understanding leadership (20 minutes)

Tips for Facilitation

- Ask the group to brainstorm a list of leaders they admire.
- Write on flip chart paper.
- Form small groups and assign the following task: “Take 10 minutes to discuss about why they admire them as leader”.
- After 10 minutes invite the groups to make presentation.
- Then proceed to next topic for defining leadership.

3.3 Defining leadership (20 minutes)

Tips for Facilitation

- Ask participants to define leadership. Allow them to think and respond.
- Write responses on flipchart discuss and add.
- You may contribute by sharing the following definitions of leadership.
 - Leadership is action, not position.
 - Leaders don't force people to follow—they invite them on a journey.
 - Leadership is a personal and unique trait. Often, it means giving of oneself in helping others.
 - Leadership is the art of making people act in a particular way so that the goals of the organization/group can be achieved. It involves organizing, motivating, mobilizing, directing and managing people, materials, funds and time for the performance of tasks in a group, organization or community
 - Leadership is the ability to influence any group towards the achievement of identified goals.

- Close the session inviting the participants to discuss about qualities & style of leadership next.

Session- 4
Topic- Leadership Qualities and Style
Time- 60 minutes

At the end of the session the participants will be able to:

- Explore the qualities of good and bad leadership.
- Begin to enhance personal leadership potential.
- Deepen understanding of different styles of leadership

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
4.1	Qualities of Leadership	Brain storming and group work and discussion	30
4.2	Understanding leadership style	Presentation and discussion	30

4.1 Qualities of leadership (30 minutes)

Tips for Facilitation

- Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle
- Make two columns on a sheet of flip chart paper. Write “Good Leader” at the top of one column and “Bad Leader” at the top of the other.
- Give paper and pencils or pens to each participant.
- Instruct participants to think of a leader they admire (e.g. mother, community leader, celebrity, and politician) and write down three qualities they believe makes them effective leaders.
- Next, ask participants to think of a leader they dislike and write three qualities that make them bad leaders.
- Allow approximately ten minutes for this, and then ask each participant to share what she has written. Record the qualities listed on the flip chart paper under the column ‘Good Leader’ or ‘Bad Leader’. Don’t repeat the qualities.
- Discuss the findings. How the presence and absence of a similar quality describes a good or bad leader.

4.2 Leadership Style (30 minutes)

Tips for Facilitation

- Introduce the purpose and focus of the topic.
- Post flipchart (or distribute handout) with the names of common leadership styles and their descriptions as given at the end of the tips.
- Divide the participants in to 5 small groups for discussing and find out at least one example for each of the leadership style. Looking at the time constraint, you assign one leadership style to one group.
- Allow 10 minutes for the group exercise.
- Ask the group leaders to share the examples in the plenary.
- Suggest the participants to reflect on their leadership style based on their own story of leadership experience.
- Some facilitative questions for reflection on leadership style may be asked to the participants like:
 - Do any of these leadership styles seem familiar?
 - Have you worked with these types of people before?
 - What kind of leader do you think you are?
 - What kind of leader would you like to be?
 - What can you do to cultivate the leadership style and qualities that you aspire to?
- Close the session with thanks to every body for their participation and leadership style.

Leadership Style

Leadership Style	Description (A person with this style...)	Pros (+)	Cons (~)
Autocratic	...has lots of power and makes most, if not all, decisions; maintains his/her authority by force, reward and punishment, or position.	allows quick decision making, and eliminates arguments over how and why things get done. Can provide a stable and secure work	sacrifices initiative, new ideas, and the individual and group development of staff members; creates an environment of fear and mistrust
Charismatic	...creates a self-image so powerful that people are naturally drawn to him/her; creates and articulates a powerful vision.	Inspired and loyal followers; results in a positive environment;	Can result in a leadership vacuum once the leader is gone (group success hinges on the

Managerial	...focuses on day-to-day operations, systems and procedures; has a strong task orientation; is generally well~organized and works with others to ensure efficient completion of tasks.	Results in smooth, efficient, and fairly predictable operations; minimizes ambiguity;	Not necessarily focused on vision or the “big picture”; not an inspirational approach; status quo is often perpetuated
Democratic	...encourages the sharing of ideas but maintains final decision making authority; emphasizes equal status of team members;	Helps people feel valued; promotes good relationships;	Sense of ownership over decisions may be limited (since leader makes the “final call”); can be inefficient
Collaborative	...involves everyone in leadership; decentralizes decision~making processes;	Creates strong sense of ownership over decisions; creates lots of trust, teamwork, and empowerment	Decision making may be inefficient/time consuming; might happen at the expense of good management

Session- 5
Topic- Gender Concept, Roles, Violence
Time- 90 minutes

At the end of the session the participants will be able to:

- Identify their beliefs and perceptions about men and women
- Differentiate and describe the differences between gender and sex.
- Examine gender stereotypes reinforced by the social and cultural norms
- Describe different types of roles played by men & women in their society.
- Reflect about the multiple roles played by women in their society.
- How do women face violence in everyday life?

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
5.1	Understanding sex and Gender	Draw a Man & Woman Exercise and discussion	15
5.2	Gender Perception	Brain storming and discussion	45

	stereotypes		
5.3	Violence against women	Brain storming, group discussion & plenary discussion	15
5.4	Multiple roles of women leaders	Self reflection and discussion	15

5.1 Understanding sex and Gender (30 minutes)

Tips for Facilitation

- Introduce the topic and suggest that lets learn about our perception towards man & Women or Boys and girls.
- Then divide the participants in to four small groups
- Give each group 2 drawing sheets and pencil, rubber, and a set of sketch pen.
- Ask each group to draw a picture f women and men showing what each one does.
- Allow them 15 minutes to complete the picture.
- Then ask all the groups to display the pictures on the wall or floor of the training room.
- Usually in most of the cases the participants draw the eyes, ears, etc. in both the pictures but add bindis and ornaments on the pictures of the women.
- Initiate gender related discussion based upon the pictures.
- Encourage the participants to talk about the differences between man & woman.
- Point out the biological differences between man and woman, which are universal.
- Explain that other differences are social and cultural which is gender.
- To introduce the concept of gender following facilitative questions may be asked to the participants:
 - What are tasks done by men and women?
 - Who decides what woman will do?
 - Who decides what woman will wear?
 - Who decides when the woman will work?
 - Who decides why the woman will work etc.
- Conclude the discussion by sharing that:

“Gender refers to the socially constructed roles and responsibilities assigned to men and women by society. These roles are learned; they vary between cultures and they change over time.”

And “Sex refers to biological attributes of Men and Women; these attributes are universal and cannot be changed.”

5.2 Gender Perception & stereotypes (45 minutes)

Tips for Facilitation

- Introduce the topic to discuss about gender perceptions and expectations in our society.
- Invite two participants to volunteer to help in writing the perceptions of men and women.
- Then ask all the participants to stand in a circle. Suggest one participant to volunteer to start the process.
- Ask her to stand in the middle holding a ball. She will start the game. She will throw the ball randomly to any participant and say “**men are....**”; who will catch the ball will complete the sentences by saying spontaneously a word which generally describes a man and throw back the ball to the center. Similarly the player in the center in the next turn will say “**women are**” and throw the ball to some other participant in the circle. The participant who catches the ball immediately should spell out a word which defines women and throw back the ball to the center. The responses should be spontaneous without any thinking. The participant who receives the ball will respond immediately and step out after throwing back the ball to the center..
- Thus the caller in the center continues to call “**Women are...**”/ “**Men are...**” at random as the ball is thrown.
- As the responses are called out, the volunteers write them on the flipchart with the headings “Women are...” and “Men are...”. One will write the perceptions about men and other will write the perceptions for men.
- Post the completed flipchart pages.
- Allow 5 minutes to participants for reflecting the responses they gave during the game.

The responses may be like the following list;

Women are	Men are
Dependent	Independent
Weak	Powerful
Incompetent	Competent
Less important	More important
Emotional	Logical
Implementers	Decision-makers
Housekeepers	Bread winners
Supporters	Leaders
Fragile	Protectors
Fickle	Brave
Fearful	Aggressive
Cooperative	Adventurous
Peace-makers	Focused
Cautious Flexible	Self-reliant
Warm	Ambitious
Passive	
Cheerful	
Caretakers	

- Ask participants questions such as:
 - Do these words and expressions describe roles and characteristics that everyone considers “normal” or “natural”?
 - Do they describe what society has decided female and male persons should or should not be?
 - What are some of the consequences of these stereotypes for women and men?
- Explain that gender stereotypes are socially constructed beliefs about men and women. They are constructed through sayings, songs, proverbs, the media, religion, culture, custom, education, drama, etc.
- Ask to the participants that what are the predominant images of men and women that are transmitted to us every day through language, popular culture, the mainstream media, etc?
- Then divide the participants into 3-4 groups.
- Give each group 20 minutes to discuss about impact of these behavior and How can these stereotypes be changed?
- In plenary, allow each group 2 minutes to present their views.

5.3 Violence against women (15 minutes)

Tips for Facilitation

- Initiate the discussion from more obvious forms to violence to lead to the more subtle forms of violence. Along the way, some participants may identify with the perpetrators and/or victims. Be aware of this, but do not force the participant to share her views until she is ready to do.
- Ask any participant to volunteer to describe who has faced VAW and tried to fight against it (if she/he is willing to share) should be provided time to share experience.
- Divide the participants into 3 groups. Give 3 questions from the below list to discuss and make a presentation.
 - What is VAW?
 - Have you experienced this in your surrounding?
 - What are the reasons for it?
 - How does it affect women?
 - Do women realize that they are victims and it is a problem?
 - Who is responsible for VAW?
 - What is the impact on the children and family?
 - What are the consequences on women and society?
 - Can we bring any change in the situation? How

- Consolidate the findings of various forms of violence against women and their impact on society.
- Lead a discussion on delineating discriminatory attitudes against women as the essence of violence.
- On the basis of discussion and experiences of participants, consolidate all the responses and recapitulate using 3 issues as below.
 - What are the forms VAW?
 - What are the platforms available to combat violence against women?
 - What role can Panchayat play using CBOs, religious and social institutions and mobilizing women and Gram Sabha?

5.4 Multiple roles of women leaders (15 minutes)

Tips for Facilitation

- Thank everybody and invite the participants to discuss the multiple roles performed by most women;
- Make two columns on the board with the heading “man does” and “Woman does”
- Initiate the discussion by asking the participants to make a list on the daily works done by men and women in their villages.
- Write down the works properly under the headings.
- Initiate to draw a 24 hour clock and mark the activities as per the hour in the clock
- Allow them 5 minutes to reflect and identify inequality between working women and men.
- Talk about the multiple roles of women in our societies.

The Multiple Roles played by the Women Leaders.....

Women in leadership positions are not exempted from playing roles that are typical of women in general. In addition to leadership roles, women are still expected to play the following roles:

- The reproductive role of child bearing and rearing.
- The productive role of doing activities to earn a living.
- Community development roles by involving in community building activities.
- The professional role with education competencies.
- Management role: Women leaders have to plan, organize and control.
- Leadership role both at home and at work.

- Encourage them to identify forces which perpetuate inequality between men and women in our society.
- Ask to discuss about role conflict as home makers and as peoples’ representatives?

- Ask the participants to share openly how they can minimize their work load after this session on gender.
- Conclude the session thanking every body for their participation.

Session- 6
Topic- Women's rights and role of EWR in ensuring the rights
Time- 75 minutes

At the end of this session participants will be able to

- Understand the range of women's human rights.
- Realize that possession and exercise of rights are absolutely essential for human living and development
- Understand the nature and extent of women's rights violations and
- Identify the role of elected women representatives in ensuring women's human rights.

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
6.1	Understanding the frame work of Human Rights	Group work and Discussion	30
6.2	Women rights as described in CEDAW	Question answer and Lecture	15
6.3	Role of EWR to access the human rights	Brain storming and discussion	30

6.1 Understanding the frame work of Human Rights (30 Minutes)

Tips for Facilitation

- Take a cue from the previous session and highlight on few typical violence experienced by the members.
- Ask the participants as to what type of remedy they can expect in such a situation.
- Do they know of their rights and legal protection they can avail of in case of a violence occurring against anyone?
- Ask the following questions for brainstorming.
 - Why should there be special focus on the human rights of women?
 - Do you think that we can perform our roles without possessing required rights?
 - What are civil rights? And name some of them.

- Give some examples of social rights relating them with real life experiences of women?
 - Are daughters and sons treated equally at home?
 - Why should there be son preference?
 - Why don't women have control over deciding on when to have children?
 - What is the meaning of economic rights?
 - Is it necessary for women to earn money through outside work?
 - What will happen if women do not have control over their earnings?
- Introduce the frame work of Human rights
 - Facilitate the following activity to explain that women are accessing their rights continuously
 - **Activity: "My Grandmother, my mother, me and my daughter"**
 - Give each participant a sheet of paper divided into 4 boxes. Ask them to do the following exercise. In the first box describe your grandmother's life. What rights did she have?
 - In the second and third box of the other boxes describe ask them to describe about their mother's life, their own. life
 - In the 4th box list what they want for their r daughter.
 - **Then discussion about**
 - What has changed in the lives of the women of the families of the participants?
 - What has brought about those changes? What gives them hope that things might improve for their daughter?

6.2 Women rights as described in CEDAW (15 Minutes)

Tips for Facilitation

- Explain about CEDAW, the "*Convention to eliminate all forms of Discrimination against Women*".
- Discuss about the rights of women as described in CEDAW.

6.3 Role of EWR to access the human rights (30 Minutes)

Tips for Facilitation

- Ask the participants to identify the extent of the enjoyment of these rights.
- Then suggest the group to reflect on the issue and discuss whether the EWRs could do anything in safeguarding these rights.
- Divide the participants in three groups and ask to discuss about the role of EWR to make all women to access the rights.
- Allow the groups to discuss for 10 minutes
- Then invite the leaders to make presentations in the plenary about the key that the EWR should play to make all women to access the rights.

- After all the presentation conclude the session highlighting the fact that human rights should be viewed as a whole. Possession and exercise of human rights are absolutely essential for a human living. Women should not be viewed as mere beneficiaries of development. They also have to be looked upon as contributors to development. They should be involved themselves in purposeful economic and political activity for personal, family and community's gains.

Rights under Universal Declaration of Human Rights

Civil Rights	Political Rights	Economic Rights	Social Rights	Cultural Rights
*Right to Life	Right to Vote	Right to Work	Right to Marry and have Family	*Right to Protect and Preserve one's own Culture
Right to Decent and Dignified Life	Right to Hold Public Office and Exercise all Public Functions	Right to Own Property	Right to social security	
*Right to Equality before Law and Equal Protection of Law	Right to Participate in the Formulation of Public Policy	Right to Just and Honourable Conditions of Work	*Right to peaceful assembly and to form Associations	*Right to Participate in Cultural Life and Enjoy the Benefits
*Freedom from Arrest and Detention	Right to Participate in Referendum	Right to Free Choice of Employment	*Right to Education	Right of Access to Free and Dignified Social Relations
*Freedom of Residence and Movement	Right to Participate in Pressure Group Activity	Equal Pay for Equal Work	Right to Health Care	
*Freedom from Slavery and Servitude		Just and Favourable Remuneration	Right to have Adequate Standard of Living (Right to Food, Shelter and Clothing)	
*Freedom of Thought, Conscience and Expression		Right to Rest and Leisure	Reproductive Rights	
*Freedom of Religion		Access to Natural Resources, National Credit and Right to Own Fruits of Labour		
*Freedom to Constitutional Remedies		Right to Form and Join Trade Unions and to Strike		

The rights marked * are enumerated in **Part III** of the Indian Constitution and are justiciable. Any violation of these rights could be questioned through writ petitions. The High Courts in the States and the Supreme Court of India are the safeguarding agencies of the fundamental rights of Indian citizens. It is very clearly stated in the constitution that there should not be any discrimination based on caste, creed, religion place of birth and **sex**. It is

important to point out that most of the economic rights are placed in **Part IV** relating to directive principles of state policy and they are not justiciable.

Session-	7
Topic-	Open Session & Wrap-up
Time	30 minutes

At the end of the session the participants will be able to:

- Reflect on the discussion held during the day
- Share their feelings of the day

Tips for Facilitation:

- Deal with the queries and doubts of the participants at the end the day through open discussion.
- Ask “how are they feeling ” at the day end.
- Encourage the participants who have less interacted or participated more during the discussion, to share their experiences.
- Encourage participants to share some light talks, entertaining songs etc.
- Close the session and day with thanks to all.

DAY-2

Session- 8
Topic- Stress management Exercise & Recap
Time- 30 minutes

At the end of the session the participants will be able to

- Make themselves comfortable and relaxed for participation in the training process.
- Revisit the major learning points of day-1

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
8.1	Stress management Exercise	Breathing exercises	20
8.2	Recapitulation of the learning points of Day-1	Participatory discussion	10

8.1. Stress management Exercise (10 minutes)

Tips for Facilitation:

- Welcome the participants to the training sessions of day-2
- Encourage them to start the day with a prayer or song and invite any body to volunteer for the house to sing.
- Suggest for doing the exercise with the following instruction to feel relaxed and comfortable.

Instruction.....

- Invite the participants to close their eyes, have a moment of silence, and be sensitive to their bodies.
- Tell them to be aware of the different parts of their bodies, from head to toe. In this exercise, they will scan their bodies and identify stress points. Start with the front part of their bodies, from head to toe; tell them to identify areas where tightness or pain is felt.
- When finished, tell them to get their illustration of the front part of the body and draw a point in each area where tightness and/or pain are felt. Then, ask them to close their eyes again and to concentrate now on the back part of their bodies. By feeling the different parts of the back of their bodies, tell them again to identify stress points. Again when finished, tell them to get

their illustration of the back part of their bodies and draw a point in each area where tightness and/or pain is felt.

- After the body scanning exercise facilitate the body relaxations exercise. To do this, invite the participants to close their eyes again and concentrate on their stress points. They will concentrate on each stress point — one by one — feel its tightness then mentally release the tightness and relax. Remind them to be conscious of their breathing — inhale and exhale — as they relax their stress points.
- After a 10-minute silent body relaxation exercise, tell the participants to slowly open their eyes. Then invite 3 to 5 of them to share their experiences. Allow 10 minutes to share the feelings to the participants.

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8.2. Recapitulation of the learning points of Day-1 (10 minutes)

Tips for Facilitation:

- Suggest to the house for revisiting the major learning points of day-1 and ask “which all topics were discussed yesterday”?
- Request the participants to share one point each.
- Begin the round of recap from any one of the participant from any side
- Participants need not go serially or follow a structured pattern of discussion.
- Write all points on Black/ white board or on a flip chart.
- After all major topics have been covered thank all of them appreciating their learning interests and close the process.

Session- 9
Topic- Women Empowerment and Gender Mainstreaming
Time- 75 minutes

At the end of the session the participants will be able to:

- Realize the reason behind reservation of women in PRI
- List their responsibilities as a EWR
- Explain the services they can provide as EWR

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
9.1	Why women in PRI Expectation from EWRs Role of EWRs as per 73 rd	Group discussion & presentation	20

	constitutional amendment act.		
9.2	Women empowerment and Gender mainstreaming	Brain storming & discussion	30
9.3	Access and control over resources	Presentation through poster	25

9.1 Why women in PRI (20 minutes)

Tips for Facilitation:

- Initiate a discussion through brainstorming on the following:
 - Why do we need WOMEN leaders?
 - What support and resources would help women in their work as community leaders?
 - What training do women need to become leaders?
- Make notes on the board or chart
- Ask participants to discuss what they think that they can do as EWR to improve the life of the women in their community (education, health, etc.)
- Ask participants to describe what they think are the roles and responsibilities of EWR.
- Record key points on the flip chart.
- After the preliminary discussion by the participants, discuss the functions of PRI as per 73rd constitutional Amendment Act.

9.2 Women empowerment and Gender mainstreaming (30 minutes)

Tips for Facilitation:

- Divide the participants into 2-3 groups and ask the groups to discuss questions such as
 - What are the indicators for empowerment
 - Who are the key decision makers in the private and public sphere
 - What are the constraining factors and facilitating factors for women's empowerment (make presentation by using a stone-balloon exercise)
- After the group work, ask all the groups to make presentation.
- Consolidate the finding as below:
 - Mainstreaming includes gender-specific activities and affirmative action, whenever women or men are in a particularly disadvantageous position. Gender-specific interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from development efforts. These are necessary temporary measures designed to combat the direct and indirect consequences of past gender-based discrimination.

- Women's Empowerment is required to
 - Enhance women's decision making capacity and roles.
 - Strengthen women's access to information.
 - To increase the range of opportunities and choices available to women.
 - Enable women to exercise assertiveness in collective decision making.
 - Support positive thinking on women's ability to make change.
 - Strengthen women's positive self-image.

9.3 Access and control over resources (25 minute)

Tips for Facilitation:

- Lead a discussion with the existing groups with the following questions.
 - What is meant by resource?
 - What are the resources available to women?
- Give them 10 minutes for brainstorming and post the views on the board.
- Elicit the views of participants on various resources available to women.
- Highlight the importance of access to resources.
- Synthesize the views discussing about the following resources available to women
 - Natural resources
 - Reservations
 - Property rights provided by the Constitution.
 - Acts, Rules & Regulations for protection of women.
 - National Commission for Women.
 - Income generation among the SHGs/ Individual.
 - Bank loans/ linkages.
 - Capacity building through trainings.

Session-	10
Topic-	Opportunities and constraints of leadership for EWR
Time-	60 minutes

At the end of the session the participants will be able to:

- Discuss the unique qualities that women possess, which have the potential to make them good leaders.
- Discuss constraints that hinder women's participation in leadership.
- Find ways to minimize these constraints.

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
10.1	Potential of EWRs to be good leaders	Group work and presentation	20
10.2	Constraints for women leadership	Sharing of experiences and brain storming	20
10.3	Minimizing the constraints.	Force field Analysis and discussion	20

10.1 Potential of EWRs to be good leaders (20 minutes)**Tips for Facilitation:**

- Suggest the participants to discuss and make a list of opportunities and potential of the women to become good leaders in small groups.
- Divide all the participants in 4 small groups by counting 1,2,3,4.
- Ask to seat the group members together and discuss about opportunities and potential of the women to become good leaders for 10 minutes.
- Ask them to make a list of all the potentials and opportunities for women to have, to be a good leader.
- Invite the group leaders to make presentation in the plenary.
- After the presentation of one group, suggest for sharing of only the new factors during their presentation.
- Appreciate every body for sharing the potentials.

10.2 Constraints for women leadership (20 minutes)**Tips for Facilitation:**

- Ask the participants to go back to the respective groups and reflect on the constraints and difficulties that hinder them to perform their duties effectively as the people's representatives.
- Suggest each group to make a separate list of difficulties and constraints.
- Explain them to prioritize the difficulties through free scoring and ranking method.
- This will help them to realize that lack of education; information and awareness are the most hindering factor for them to carry forward the functions of elected representatives.
- Ask every group to make presentation about their constraints in order of priorities

10.3 Minimizing the constraints (20 minutes)

Tips for Facilitation:

- Link the discussion to the session on gender roles and explain how men can support women in leadership by taking up some of the household tasks to release time for women to participate in leadership.
- Ask each group to suggest ways to minimize the constraints of leadership.
- Put all the suggestions on the board.
- Ask the participants to pick up the actions which they can do for minimizing the constraints at personal effort.
- Close the session with thank.

Session- 11
Topic- Effective communication
Time- 60 minutes

At the end of the session the participants will be able to:

- Understand the importance of communication
- Internalize the process of communication.
- Use effective communication to their advantage

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
11.1	Importance of communication	Brainstorming & discussion	20
11.2	Process of effective communication	Discussion with picture	30
11.3	Interference in communication	Brainstorming & discussion	10

11.1 Importance of Communication (20 minutes)

Tips for Facilitation:

- Ask the participants why we communicate.
- Record the statements. Explore for more from each participant. Probable answers are – to make others understand, inform others and the like.
- Ask what we understand by 'communication'. Listen and write the answers.

- Discuss that: All leadership begins with effective communication. Leaders must be skilled at conveying their ideas and goals to others. Good leaders are good at observing, listening, articulating, and communicating.
- Distribute two sheets of paper to each participant.
- Change your style of communication with the participants: Tell the group in a **very formal way** to take a piece of paper and to follow your directions. Say that no questions are allowed.
- With your back turned to the participants and a piece of paper in you hands, tell them to tear the paper according to your directions
- When you have finished, **turn to the participants**, show them your paper, and ask them to unfold and hold up their sheets. Most likely, none of their “designs” will match up with yours.
- Facing the group, ask them to take another piece of paper and follow your instructions again. This time you can show them what you are doing and answer any questions. You make sure that everyone understands your instructions and follows them correctly.
- **Smile and be friendly. Answer all questions.**
- **Recheck whether everybody understands.**
- Make sure they can see what you are doing as you are giving your instructions. Give six or seven tearing instructions.
- When you have finished, hold up your paper and ask the participants to hold up theirs. Their sheets should look much like yours.
- Ask the group:
 - What was the difference between the two experiences?
 - Why do they think that the second outcome was so much better than the first

11.3 Interference in communication (10 minutes)

Tips for Facilitation:

- Then ask the participants that explain that why we fail to communicate effectively always.
- Write down the answers on the board.
- Then explain that the interference in the communication can happen at the following stages.
 - **Sender:** If the sender of the message is incoherent for any reason.
 - **Formulating:** The sender’s opinions, attitudes, beliefs and back grounds always affect the formulation or encoding of the message.
 - **Message:** If the choice or selection of the message type is inadequate.
 - **Receiver:** If the receiver of the message is unable /unwilling to receive the message for any reason
 - **Understanding:** The receiver’s opinions, attitudes, beliefs and background will always affect the understanding or decoding of the message.

- **Feedback:** Interference in communication happens if the choice of feedback type is inadequate or non-existent.
- Ask the participants to share about the things to be considered to communicate effectively as a leader.
- Conclude the session emphasizing the following components for effective communication
 - Body of the message(Theme, Target, Expected Out put)
 - Medium of communication
 - Instruction for behaviour change
 - Consideration for situation & environment

Session- 12
Topic- Conflict Management
Time- 90 minutes

At the end of the session the participants will be able to:

- Clarify what we mean by conflict.
- Internalize the steps to deal with conflict.

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
12.1	Understanding conflict	Brainstorming and group activity	30
12.2	Understanding conflict management styles	Case analysis and discussion	45
12.3	Role of EWR in conflict management	Brain storming and discussion	15

12.1 Understanding conflict (30 minutes)

Tips for Facilitation:

- Facilitate a conflict situation using a skit for 5 minutes involving 4 to 6 participants with the following instruction:
 - a. Invite 6 participants to volunteer to demonstrate a conflict situation

- b. Divide them as key members of two active Self Help Group in the village. One group is expert in Bamboo craft and the other is doing candles and incense sticks.
 - c. Explain them that a district level fair is being organised for exhibition cum sale of their products. And one stall will be allotted to the village. Both the group members have to argue in favour of displaying their own products in the fair. The members need to create an conflict among themselves regarding the participation in the fair on behalf of the village.
- After explaining the skit to the volunteers, invite them to demonstrate the situation before the participants for 2/3 minutes.
 - Then ask the house to explain what happened, what we mean by conflict.
 - Write down all the answers on a flip chart. .
 - Then divide the participants into groups of four or five, and ask each group to create a brief definition of conflict.
 - Observe the process of reaching group consensus regarding the definition of conflict. Discuss this during debriefing.
 - Invite each group to present its own definition. Each definition could be listed on a separate sheet.
 - Now ask the participants to reflect with following questions.
 - How did the group arrive at the definition of the word “conflict” Encourage them to reflect individually on their experience of interaction between group members.
 - Was it easy to agree on definition of conflict?
 - Have they learnt anything about conflict from this exercise? Has any crucial part been missed out?
 - Provide feedback based on observations made during the group exercise.
 - Conclude the discussion after explaining the following.
 - Conflict means an adversarial relationship or a disagreement between two or more persons, between groups, regions or even nation emanating from different perceptions and interests. Such conflict may be intra-personal as result of internal disagreement within a person.
 - When one speaks of a conflict, it is normally taken to mean chaos, wars or mutual suspicion or strained relations, competition, hatred and many other associated ills. It is incorrect to normally regard conflict as something very destructive which deserves avoidance or denouncing.

12.2 Understanding conflict management styles (45 minutes)

Tips for Facilitation:

- Encourage one or two participant to volunteer for sharing about their own style of conflict management with example.
- Ask the participants to go back to their groups and discuss how do people normally behave or respond in conflict situations.
- Encourage the group members to share their own experience of responding any conflict situations.
- After discussion invite the group leaders to share one of the styles of conflict management in the plenary.
- Then explain the five common styles of conflict management with help of following table.

Responses to Conflict

Attitude	Objective	Behaviour
Avoidance	All of us lose	Retreating, hiding, silence due to fear
Competing	Personal interests	Hot debate, egoism
Accommodative	Opportunity cost for peace	Sacrifice and persistence
Compromise	Both parties accept to lose something	Perseverance
Collaboration	No party feels like losing	Tolerating one another.

12.3 Role of EWR in conflict management (15 minutes)

Tips for Facilitation:

- Ask the participants what should be role of EWRs in addressing conflict.
- Write down the responses on the chart
- Discuss about the role of mediator/ negotiator focusing on the following points.
 - Involve all the parties with whom you will negotiate ;
 - Let them talk about their points to listen with empathy.
 - Internalize and think about personal interests and possibilities of having a conflict resolved;
 - Propose a way out;
 - Estimate the strength and weaknesses of other parties;
 - Anticipate of the any alternatives in case negotiations collapse.

Session- 13
Topic- Networking with Institutions and interface with functionaries.
Time- 75 minutes

At the end of the session the participants will be able to:

- Enhance the understanding of the importance of cooperating with the right people, at the right time and at the right place and with the right intention
- Understand the concepts and tools in networking.
- Identify the institutions for networking

Content flow and training methodology:

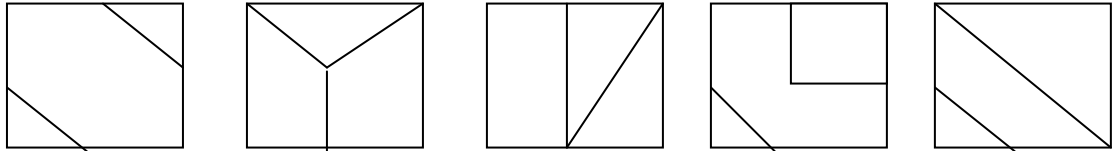
Sl. No.	Theme / Content	Methodology	Duration (min.)
13.1	Importance of cooperating with people	“Cooperative Squares Exercise’ and discussion	45
13.2	Concepts and tools in networking.	Lecture	15
13.3	Institutions for net working	Brain storming and discussion	15

13.1 Importance of cooperating with people (30 minutes)

Tips for Facilitation:

- Start the session with an exercise on cooperation, entitled, “Cooperative Squares Exercise.”
- This exercise helps a group to analyze some of the basic elements of networking by looking at their own behavior when working in a group.
- Ask the participants to form groups of five and to sit around a table. Each group should have one observer.
- Each group will then have 6 members including the observer.
- Give the following instruction to each group:
 Each of you (referring to each member of a group) will have an envelope which has pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before her a perfect square of the same size as those in front of the other group members.

Five envelopes containing square cards (15 square cm.) cut up exactly along the lines as indicated in the figure below for one group. All the cuts are either to a corner or to the middle of a side. Each envelope would have three cut pieces which would not form a square. Four groups would mean 20 (5 x 4) envelopes and each envelope containing three cut up pieces. Time required is about 30 minutes (5 minutes introduction, 10 minutes task, 15 minutes debriefing)



Rules:

1. **No member may speak. The task must be done in silence.**
 2. **You may not take or ask a piece from any other person but you can give pieces to others.**
- When the task is completed, ask each group to discuss the following questions.
 - In what way do you think each of you helped or hindered the group in completing its task?
 - How did the members feel when someone completed a square incorrectly and then sat back without helping the group further? (In real life these are the people who do not network with other people.)
 - How are some of the things you learnt from this game related to your real life experiences in networking and cooperation?
 - What have you learned about networking and cooperation?
 - Reconvene all of the groups, and then ask each small group to share to the big group their answers to the above questions.
 - Summarize the sharing points of the small groups.
 - Some points that may arise from the groups can be summarized by the trainer in the following points:
 - Alone, each person will not reach her goals. To achieve one's goals, networking and cooperating with others are very necessary.
 - In networking, one must not only be concerned with one's own needs and goals, but must look at the total situation — referring to the needs and goals of the whole group and of each individual member of the group.
 - Each person also needs to be aware of the potential contributions of other members in a group.
 - To network, self-initiative is a key step. To encourage other people to be concerned with your needs, you must first learn how to be concerned their needs. In giving, the other people are inspired to reciprocate. (Though this game allows only the giving of pieces of cards to people who need them, and not the asking from other people of pieces of cards you need, in real life,

aside from giving, you may also seek the assistance of other people for your own needs. The game is designed to be in such way to emphasize self-initiative in giving.

- When working cooperatively in groups, we need to recognize the problems of other people in order to help them make their maximum contribution.
- Groups that pay attention to helping each other work well are likely to be more effective than groups which ignore each other.

(Caution/Hints: Guide each group in their execution of the cooperative square exercise. If a participant is having difficulty, the observer can be instructed to ask this participant if she needs help. If she says yes, then give her the assistance she needs. This participant can refuse the offered assistance if she does not want help.)

13.2 Concepts and tools in networking (30 minutes)

Tips for Facilitation:

- Introduce the concept of net working.
- Make a presentation on networking, highlighting the following points
 - Definition and types of networking
 - Requirements and tips in personal networking
 - Purpose of personal networking
 - Identification of people to network with
 - Tips in building and nurturing networks

13.3. Institutions for networking (15 minutes)

Tips for Facilitation:

- After the lecture, ask each participant to reflect on the following questions, and write their answers on the flip chart or white board.
 - Who are the people in your panchayat, who can help you to function as a effective leader.
 - What are the institutions you need to net work for development of your panchayat?
- Summarize the discussion revisiting the importance of net working for EWRs.
- Conclude the session with thank.

Session- 14
Topic- Open Session & Wrap-up
Time- 30 minutes

At the end of the session the participants will be able to:

- Reflect on the discussion held during the day.
- Share their feelings of the day.

Tips for Facilitation:

- Deal with the queries and doubts of the participants at the end the day through open discussion.
- Ask “how are they feeling ” at the day end.
- Encourage the participants who have less interacted or participated more during the discussion, to share their experiences.
- Encourage participants to share some light talks, entertaining songs etc.
- Close the session and day with thanks to all.

DAY-3

Session- 15
Topic- Stress management Exercise & Recap
Time- 30 minutes

At the end of the session the participants will be able to :

- Make them selves comfortable and relaxed for participation in the training process.
- Revisit the major learning points of day-2

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
15.1	Stress management Exercise	Breathing exercises	10
15.2	Recapitulation of the learning points of Day-2	Participatory discussion	20

15.1. Stress management Exercise (10 minutes)

Tips for Facilitation:

- Welcome the participants to the training sessions of day-2
- Encourage them to start the day with a prayer or song and invite any body to volunteer for the house to sing.
- Suggest for doing the breathing exercise to feel relaxed and comfortable.
- Use some forms of relaxation exercise involving all the participants. The exercise of the previous day can also be used or any participant an volunteer may be invited to facilitate a different technique for relaxation.
- Ensure that all participants get involved and after 10 minutes close the session with ease.

15.2. Recapitulation of the learning points of Day-2 (20 minutes)

Tips for Facilitation:

- Suggest to the house for revisiting the major learning points of day-1 and ask "which all topics were discussed yesterday"?
- Request the participants to share one point each.
- Begin the round of recap from any one of the of the participant from any side
- Participants need not go serially or follow a structured pattern of discussion.

- Write all points on Black/ white board or on a flip chart.
- After all major topics have been covered thank all of them appreciating their learning interests and close the process.

Session- 16
Topic- Vision building for Community Development
Time- 75 minutes

At the end of the session the participants will be able to:

- Visualize a goal for the development of their community
- Articulate their dreams as elected representatives

Content flow and training methodology:

This session will be facilitated for 75 minutes helping the elected representatives to see a development vision for their community

Sl. No.	Theme / Content	Methodology	Duration (min.)
16.1	Importance of Community planning	Brainstorming and discussion	15
16.2	Community visioning process	Brainstorming and Small group work	60

16.1 Importance of Community planning (15 minutes)

Tips for Facilitation:

Initiate a discussion on the importance of planning at family level through brain storming. Take notes on the board and consolidate with suggestive points. Lead the discussion on the importance of planning at the community level and its utility in the planning process.

16.2 Vision building for Community Development (60 minutes)

Tips for Facilitation:

- Ask the participants to close their eyes and take deep breaths and relaxed
- Then guide them to think about their communities.
- Next ask participants to think of their communities in the next five years. This time they should not try to be realistic, but allow their minds to dream a wonderful future for their communities.
- Ask participants to open their eyes whenever they are ready

- Then ask everyone to write down some quick notes about their communities' current reality, and their dream for the future. Encourage participants to think how they can work with men and boys to make their dreams a reality.
- After five minutes ask participants to write down how they think that they can contribute to this dream future becoming a reality and draw a road map from the present to the dream future. Allow participants 15 minutes to work on the road map individually.
- Give A4 size paper to everybody for putting their vision either in pictorial form or in written statements.
- When road maps have been completed ask participants to choose a partner to review their plan and share her comments.
- Ask both partners to take responsibility for helping each other carry out their plan.
- At the end of the session display all completed road maps
- Thank everybody for the wonderful dream and close the session

Session- 17
Topic- Actualization of the vision through micro planning
Time- 60 minutes

At the end of the session the participants will be able to

- Understand the Panchayat planning process for actualizing their vision of community development
- Enhance their clarity about the concept of Micro-planning..
- Under stand the steps of micro planning to actualize their vision for community development.

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
17.1	The panchayat planning process	Question answer and discussion	30
17.2	Understanding Micro planning steps	Braining storming and Discussion	30

17.1 The Village Panchayat planning process (30 minutes)

Tips for Facilitation:

- Introduce the topic and explain about the need for village development planning with the active participation of the community members.
- Demonstrate through charts the following sequence of the village planning process.
 - Identification of issues by gram and ward sabhas, based on the vision of the Panchayat, which has already been prepared, or is discussed simultaneously with the Grama Sabhas.
 - Determination of solutions by working groups and standing committees of the Village Panchayats.
 - Prioritization of solutions and fund allocation by standing committees of Village Panchayats resulting in the preparation of the first draft Village Panchayat plan.
 - Reconsideration of the draft plan in the second Gram Sabha meeting.
 - Finalization of the sectoral plans by standing committees/working groups.
 - Finalization of Village Panchayat plan by the full meeting of the Panchayat..
 - Prioritization of solutions and fund allocation by standing committees/sectoral working groups:
 - Once priorities are arrived at, then funds can be allocated from the budget provided to the Panchayat.
- Also explain that during prioritization exercise, considerations should be given on the following factors.
 - The priority of the issue concerned as indicated by citizens;
 - Consideration of special needs of the poor, marginalized and physically challenged;
 - Estimating the rough cost of the solutions involved;
 - Whether the solution is feasible, given funds availability;
 - Alignment of the solution to the district vision; and
 - Potential for revenue realization, if any
- After the discussion suggest a detail discussion on micro planning process next.

17.2 Understanding Micro level planning steps (30minutes)

Tips for Facilitation:

- Introduce the topic and explain that;
 - Micro level planning (MLP) is a process whereby each individual household dwelling in a hamlet gets a fare chance to participate and design the Plan.
 - The basis of MLP is people-centred and emphasizing on people's decision.

- It gives opportunity to people to define “development” as per their own perception and do their planning accordingly so as to play the major role and become accountable in its implementation.
 - In this process the local resources are put into optimal use and the communities as critical support only to complement the local resources and initiatives mobilize external resources. The resources from various support agencies are pooled together to solve different village problems, thereby avoiding duplicity of efforts.
 - It entails a more integrated development process, which is different from the present watertight departmental developmental programs.
- Then suggest discussing about the steps of micro-planning in small groups.
 - Divide the participants in four small groups to discuss about the steps of micro planning. Suggest them to get the clues from discussion on village planning process.
 - Allow 5 to 10 minutes for discussion.
 - Invite the leaders to share about the steps to be followed during micro planning process.
 - Conclude the session focusing on the following steps of micro-planning for actualizing their vision for community development.
 - Step-1: Environment building
 - Step-2: Collection of secondary data
 - Step-3 Village or Hamlet analysis through
 - Participatory survey
 - Assessment of available resources
 - Use of PRA tools
 - Step-4 Well-being analysis
 - Step-5 Problem analysis identification in Marginalized group.
 - Step-6: Prioritization of problems in the marginalized group.
 - Step-7 Informative options by the technical group
 - Step-8 Planning meeting to formulate the plan of activities.
 - Step-9 Presentation of the plan in Palli-Sabha for approval
 - Step-10 Implementation of the micro plan

Session-	18
Topic-	Gram Sabha, Palli Sabha
Time-	60 minutes

At the end of the session the participants will be able to:

- Acquire knowledge about structure and functions of Palli Sabha
- Acquire knowledge about structure and functions of Grama Sabha
- Internalize the role of EWRs for effective functioning of Palli Sabha and Grama Sabha

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
18.1	Palli Sabha	Question answer and discussion	25
18.2	Grama Sabha	Question answer and discussion	25
18.3	Role of EWRs for effective functioning of Palli Sabha and Grama Sabha	Question answer and discussion	10

18.1 Palli Sabha (25minutes)**Tips for Facilitation:**

- Introduce the topic.
- Ask the participants to raise their hands, who have attended Palli Sabha.
- Then encourage them to share from their experiences about Palli Sabha with following facilitative questions;
 - What are the topics discussed in the Palli Sabha?
 - Who presides over Palli Sabha?
 - Who can participate in the discussion in the Palli Sabha and what is a quorum?
 - What is discussed in the sabha?
 - What are the functions of palli sabha?
- Discuss about the structure and functions of Palli Sabha.
- Consolidate the findings giving emphasis on the need of effective palli sabha

PALLI SABHA

- Palli Sabha is the meeting of all the electorates of a revenue village. Such revenue village may comprise one ward or more than one wards.
- Meeting of Palli Sabha will be held during "February of each year. But in case of necessity the Palli Sabha meeting can be convened as may be decided by the Grama Panchayat.
- The quorum for Palli Sabha meetings is 1/10th of the electorate out of which 1/10th shall be women.
- The Ward member representing the ward will preside over the Palli Sabha meeting.

- Where there is more than one ward, the Grama Panchayat shall determine as who will preside over the Palli Sabha meeting.

Function

- The Palli Sabha will select the beneficiary to be assisted under different poverty alleviation programme.
- The Palli Sabha shall ensure social justice to the poor and ensure that the government facilities are extended to the poor beneficiaries.
- The Palli Sabha will select the village labour leader for execution of developmental works in the area.
- The Palli Sabha will prepare plan and programme in respect of its own area.
- Palli Sabha has been authorized to conduct social audit to all grants which has been utilized in its jurisdiction.
- Where Palli Sabha disagree regarding the expenditure incurred in particular project the same will be enquired into by the Sub-Collector. The findings of the Sub-Collector will be placed before the Palli Sabha for its consideration and approval.
- Palli Sabha proceeding is to be recorded in the Palli Sabha register.

18.2 Grama Sabha (25minutes)

Tips for Facilitation:

- Initiate another discussion on grama sabha
- Ask the participants to raise ands who have attended grama sabha
- Ask the following questions
 - When and how many times grama sabha can be held?
 - What is the process of holding grama sabha?
 - Who presides and what is the quorum?
 - What are the functions of grama sabha?
- Lead the discussion to cover all the three aspects of grama sabha in all detail with a reference to the following.

GRAMA SABHA

Ordinarily Grama Sabha gives the impression of meeting of villagers of a revenue village. However, Orissa Grama Panchayat Act defines Grama Sabha in a different manner. According to the OGP Act all the voters of all the revenue villages under a Grama Panchayat are the members of Grama Sabha. The meeting of the members is known as Grama Sabha meeting.

Meeting of the Grama Sabha

- The Grama Sabha meets during February and June every year. Grama Sabha meeting are also held on 26th June, 1st May, 15th August and 2nd October. Besides special meeting of Grama Sabha can be convened.
- The Sarpanch can convene the Grama Sabha meeting. Government can authorize Collector or the Sarpanch to call for a special meeting for the Grama Sabha.
- The Grama Sabha is to be held by rotation from time to time in each of the village of the Grama (Grama Panchayat) at a convenient place as the Sarpanch decides.
- clear days notice for meeting of Grama Sabha shall be given. Copy of the notice may be forwarded to the concerned BDO.
- Notice may be affixed in a conspicuous place and in the notice board of High School, ME School, Primary School, Mahila Samiti, Yubak Sangha and Anganwadi Centre with due acknowledgement.
- Meeting for Grama Sabha can be published by beat of drum in the weekly hat and in each ward of the Grama Panchayat. Ward members shall also be issued notice to attend the meeting. At least 25 persons of each ward should be issued notice to attend the meeting.

Quorum for Grama Sabha

The quorum for Grama Sabha is 1/10th of the total electorate out of which 1/3rd should be women. If in a Grama Panchayat there are 1000 electorate then the quorum for Grama Sabha would be 100. In case there is no quorum, the Sarpanch or the President of the meeting shall adjourn the meeting to another date.

The Sarpanch and in his absence the Naib-Sarpanch shall preside in every meeting of the Grama Sabha. Where both are absent, the members shall choose someone from among themselves to preside over the meeting. Block level official like GPEO, Village Level Worker or any other officer authorize by the BDO can attend the meeting but they cannot participate in the discussion. The proceeding of the meeting shall be recorded by the GP Secretary in Oriya and all the participant including the official will sign in the proceeding. The copy of the Grama Sabha meeting shall be sent to the BDO, SDPO and DPO.

Function

- Before execution of any work by the Grama panchayat, the project along with estimated cost shall be approved by the Grama Sabha.
- The Grama Sabha will approve the budget and will also certify the utilization of the grants received by the Grama Panchayat.
- Grama Sabha will take decision on levy of all taxes, rates, rents and fees and enhancement of rates thereof.
- Organize community service and implementation of agricultural production plan.
- Consider all such matter as may be referred to it by the Grama Panchayat for its decision.

- Call for such information and date from the Grama Panchayat as it may consider necessary.
- In addition to the above functions, the Grama Sabha in scheduled area have the following powers.
 1. Regulating control over sell and use of intoxicant.
 2. Ownership over Minor Forest Produce.
 3. Control over alienation of land of scheduled Tribe and restoration thereof
 4. Control over money lending

18.3 Role of EWRs for effective functioning of Palli Sabha and Grama Sabha (10minutes)

Tips for Facilitation:

- Discuss about the key role of Grama Panchayat and Sarapanch for effective functioning of Palli Sabha and Grama Sabha in brief.
- Initiate a discussion on the possibility of organizing an all women's meeting prior to the palli sabha in the village
- How to organize a mahila sabha
- What will be the benefits of this mahila sabha
- Can this type of a mahila sabha be organized at the GP level before the grama sabha
- What should be the functions of this mahila sabha
- How the EWRs will ensure peoples participation and proper documentation of the proceedings
- Consolidate the findings on the board.

Session-	19
Topic-	Open session for clarification of doubts
Time-	90 minutes

At the end of the session the participants will be able to:

- Revisit the learning points of last three days.
- Identify the topics that need more clarification.

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
19.1	Compiling the learning points during the 3 days	Group work	30
19.2	Framing the questions for clarifying the doubts	Group work and presentation	15
19.3	Clarification of the doubts	Participatory discussion	45

19.1 Compiling the learning points during the 3 days (30 minutes)**Tips for Facilitation:**

- Divide the participants in three small groups.
- Ask each group to discuss the major learning points of the training programme
- Ask them to discuss about the usefulness of the programme to make them good leader.

19.2 Framing the questions for clarifying the doubts (15minutes)**Tips for Facilitation:**

- Then ask the groups to list the questions they want to clarify before leaving
- Invite the group leaders to make presentations

19.3 Clarification of the doubts (45 minutes)**Tips for Facilitation:**

- After the presentation of all the group members make an open house discussion for clarifying the doubts raised by the group members.
- Encourage every body to help each other in clarifying the doubts.

Session- 20
Topic- Valediction & closing
Time- 30minutes

At the end of the session the participants will be able to:

- Give feedback on the effectiveness of the training programme.

- Close the event with a positive spirit and encouragement

Content flow and training methodology:

Sl. No.	Theme / Content	Methodology	Duration (min.)
20.1	Oral feedback by the participants	Sharing the experiences	20 minutes
20.2	Closing remark by the Organizers , Trainers and other dignitaries	Lecture	10 minutes

20.1 Oral feedback by the participants (20 minutes)

Tips for Facilitation:

- Seek oral feedback from the participants.
- Encourage as many participants to speak out as possible.

20.2 Closing remark (10 minutes)

Tips for Facilitation:

- Invite the organizers, trainers and dignitaries present to express their concluding remarks on the programme.
- Close the programme with vote of thanks.



Capacity Development For Local Governance (CDLG)

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