



CDD Transformative Grassroots Leadership Training

**Strengthening the Capabilities of Community Institutions
to Advance Inclusion and Women's Empowerment**

December 2021

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INTRODUCTION AND RATIONALE

Community driven development (CDD) is an approach to development where communities control the planning and implementation of development investments. It emphasizes communities as active agents of change rather than passive recipients. It is based on the values of “people-first” and self-determination, where those most affected by development decisions, with their local knowledge and potential for collective action, are supported with opportunities and resources to determine and realize their priorities. It is also anchored in the human rights principles of inclusion, participation, non-discrimination, transparency, and accountability, with its efforts to enhance the voice and agency of the poor and marginalized. Fundamentally, CDD is about community empowerment – the process and goal of increasing a community’s capacity to exercise voice and choice over their community’s development, transform these into desired actions and outcomes, and build ownership and sustainability.

At community level, the key lever upon which the delivery of a CDD program hinges is the local leadership committee - the main mechanism and community institution for collective organization and action.¹ This democratically elected committee is mandated to represent and operationalize the will of the people, as determined through community development plans that have been developed in an inclusive and participatory manner, and through feedback and inputs expressed at open community meetings. Being at the front lines of development and the first responders to challenges, these committees are capable of mobilizing their communities during periods of crisis or transitions out of fragility when they are trusted by the people and own their leadership roles. And with hundreds or even thousands of community members elected to community leadership positions in every CDD project, there is the potential to leverage these cadres of grassroots leaders to initiate wider socio-cultural shifts around the status of marginalized groups and women, promote the inclusion of their voice and agency in development activities, and better respond to their needs. To empower these grassroots leadership institutions to address discrimination, exclusion, and gender inequality can further unlock the social impact potential of CDD projects to help build more inclusive societies.

Training as a Tool for Developing Leadership that Advances Inclusion

Capacity of these committees to manage both the “hard” aspects of sub-project delivery as well as the “soft” aspects of community mobilization is a critical success factor for unlocking a community’s potential for sustainable collective action and inclusive development. While committees are often trained on technical competencies (i.e., financial management, procurement, monitoring, etc.), more can be done to help them understand their responsibilities as duty bearers in protecting and promoting the human rights of all community members and to develop a transformative leadership mindset that challenges inequality and exclusion in a fundamental way. They therefore need to be supported with capacity building efforts that empower them with the knowledge and skills to lead the community in developing and realizing a forward-looking vision that is inclusive, grounded in human rights, and aimed at ensuring meaningful participation and equitable outcomes. In other words, investment in the cultivation of transformative grassroots leadership is an important strategy for realizing community empowerment and social change.

¹ These community institutions work in partnership with local governments.

This training is therefore intended to be a tool for developing the transformative leadership mindsets and competencies of grassroots leadership institutions, towards becoming social change leaders who advocate for the rights and inclusion of marginalized and excluded groups. Its objective is to develop the awareness, knowledge, skills, and commitment of CDD committees to act and advocate for more equitable, inclusive, and peaceful communities. When the committee is strengthened in its ability to promote the rights of women, IDPs, returnees, ethnic minorities, persons with disabilities, youth, etc., they can lead the community's efforts in setting and reaching development goals that are more inclusive and effective at supporting the most vulnerable. The training sessions therefore focus on developing the committee's awareness and critical thinking about inclusive leadership and then building the related core competencies to help them identify and address any inclusion issues in the community.

Inclusion of Women

While this training aims at greater inclusion of all marginalized groups, the core base of the manual focuses on the inclusion of women, the largest marginalized group to which all CDD projects aim to include, and is intended to be adaptable to also emphasize the inclusion of any other excluded group that may be the specific focus of any given project. The manual emphasizes the inclusion of women because the need to empower women and women leaders is universal for achieving development goals. International agreements² such as the Universal Declaration of Human Rights, the Beijing Declaration, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Sustainable Development Goals, all recognize the centrality of advancing women's empowerment and women's leadership in achieving equality, sustainable development, and peace.³ It is also smart economics, as greater gender equality enhances productivity and improves other development outcomes.⁴ Despite social, economic, and political barriers that make women and girls disproportionately more vulnerable, they are nevertheless vital change agents who are driving solutions in tackling climate change and natural resource management, poverty reduction and economic growth, human capital development and food insecurity, conflict resolution and social cohesion, and crisis response and recovery, as they often stand at the center of these critical issues. Promoting women's leadership and having more women in public office has a profound positive impact on the well-being of communities and especially families, women, and ethnic and racial minorities, and encourage citizen confidence in representative institutions.⁵ Different investment decisions based on the gender of the local leader can even be seen in rural village environments, despite low literacy rates, status, and experience of women leaders.⁶ Sustainable development is not possible without the participation of half the population and the leadership of women, and existing and deepening gender inequality and exclusion continue to pose major threats to social stability and resilience. Therefore, although the barriers are high, the costs of inaction are even higher, and investing in women and women leaders through gender-intentional

² For local adaptation of this manual, there should be added mention here of the national level commitments, targets, and policies that each respective country has made (i.e., gender equality laws, signatory to CEDAW, etc.). Project teams can consult with their respective country gender focal points for this information.

³ UN Women. 2014. *World Survey on the Role of Women in Development 2014: Gender Equality and Sustainable Development*. p12, 16.; and World Bank. 2011. *World Development Report 2012: Gender Equality and Development*. p xxiii.

⁴ World Bank. 2011. *World Development Report 2012: Gender Equality and Development*. p3.

⁵ Oxfam Novib. 2011. *Women Leading Change: Experiences Promoting Women's Empowerment, Leadership, and Gender Justice: Case Studies of Five Asian Organizations*. p8.; and National Democratic Institute. 2013. *Increasing Women's Political Participation Through Effective Training Programs: A Guide to Best Practices and Lessons Learned*. p55-59.

⁶ Abdoul Latif Jameel Poverty Action Lab (J-PAL). *Ain't No Stopping us Now – Women as Policy Makers*. Policy Briefcase No.1. p2.

strategies that deliberately address barriers and recognize their rights and capabilities is key to a just and sustainable world.

CDD plays a role in realizing women’s empowerment⁷ and women’s leadership through concrete actions that increase women’s power and agency in community development. Many CDD projects require that a minimum percentage of women are present in village meetings, that their prioritized needs are included

in final sub-project selection, that they avail of access to infrastructure, basic services, and the income opportunities presented through sub-project implementation, and that seats on the committees are reserved for them. Other measures work to provide the enabling environment, such as women-only meetings, allowing children or providing childcare at meetings, and the recruitment of women facilitators. While these strategies have been vital in ensuring that women can access these newfound spaces for exercising voice and agency, they are not sufficient on their own. Efforts now need to go beyond presence and focus on the quality of women’s participation to ensure that it is meaningful and not tokenistic. It is not enough for women to get a seat at the table, they need to be set up for success once there. Regarding gender, the training therefore aims at two main aspects: 1) developing the transformative leadership competencies of community committees, including male members, to lead changes in norms and practices around gender relations and the status of women and 2) developing the capacity of women leaders to succeed in community leadership roles.

Women and men often have different priorities. Evidence from India shows that women representatives have important effects on policy decisions in local government:

“The reservation of a council seat affects the types of public goods provided. Specifically, leaders invest more in infrastructure that is directly relevant to the needs of their own genders.”

(Chattopadhyay, Raghavendra and Duflo, Esther. 2004. *Women as Policy Makers: Evidence from a Randomized Policy Experiment in India*. *Econometrica* 72(5): 1409–43.)

By enabling women leaders to be *active* in decision making about public services, this training can therefore strengthen a CDD operation’s ability to improve services at the community level by ensuring that the needs of women, who comprise half the population, are included and addressed.

In the first aspect, engaging male leaders is crucial for fostering an enabling environment for women’s empowerment and inclusion. Women’s empowerment is not “a women’s issue” in which only women are concerned and the onus is on them to affect change while men are free of any role or responsibility. Shifting deep seeded socio-cultural barriers that perpetuate gender discrimination and inequality requires that male leaders understand the detriments of these norms as well as the benefits of equality on the development of the whole community, and thus the importance of becoming allies and advocates for women’s empowerment.⁸ There is also the risk that excluding men can result in harmful backlash, from violence against women to rejection of the development program.

⁷ The definition of “women’s empowerment” used in this manual is “women’s sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally,” as defined by UNDP. 2014. *UNDP Gender Equality Strategy 2014-2017*. p27.

⁸ Garba, P. Kassey. 1999. *An Endogenous Empowerment Strategy: A Case Study of Nigerian Women*. *Development in Practice*, 9:1-2, p139.

In the second aspect, building the leadership competencies and self-confidence of women leaders is critical. Women leaders face a particular set of challenges due to a long history of discrimination and exclusion which does not put them at the same starting line as men when it comes to effectively taking up leadership positions in the public domain. These barriers have led to women having lower levels of literacy and education along with self-doubt and an inferiority complex, combined with the fear of criticism and violence if they speak or act beyond the traditional roles and norms assigned to them within their culture and society.⁹ They can thus feel overwhelmed, ill-equipped, and intimidated to engage in public and formal institutional spaces shared with men, especially when they lack the knowledge, skills, confidence, and resources by which to carry out their duties and engage meaningfully in this kind of work. Their time poverty due to relegated household and caregiving duties, heavy workloads, and reproductive labor responsibilities, as well as the experience of domestic violence and isolation due to lack of social networks and mobility restrictions, often leaves them in subordinate roles in committees and compounds their inability to participate on equal footing with men.¹⁰ Often having internalized their marginalization and the pervading socio-cultural and structural inequality of their environments, they can also have self-defeating biases and themselves reinforce the patterns of role division that actually keep them there.¹¹

Providing women-only spaces where women leaders are given structured opportunities and tools by which to explore themselves and build their capacities can therefore help women to reimagine their roles, overcome their hesitations, and embrace opportunities to actively take up leadership roles.¹²

Training and capacity building in CDD programs have already been proven to build women's skills and confidence to take up greater roles in community life and support women's groups to present, defend, and lobby for their priorities.¹³ In addition, opportunities to participate in peer support networks, mentoring activities, and exposure visits to regularly connect with each other to exchange knowledge, experiences, and strategies, further build individual and collective confidence and generate ideas, motivation, and solidarity.¹⁴ Women in leadership also present a powerful modeling effect that encourages girls and other women to have greater aspirations for themselves.¹⁵

It is important to consider the significance of intersectionality on women's empowerment, with women comprising a heterogeneous group of different social categories such as race, class, ethnicity, age, and religion. It may be the case that what is important for some groups of women may be detrimental for other groups of women depending on the significance of these social categories. It therefore should not

⁹ Di Meco, Lucina. *Women's Political Networks: Defining Leadership, Breaking Barriers, and Fostering Change*. Wilson Center. p14.; and Kenway, Jessica; Lokot, Michelle; Bradley, Chris. 2014. *Women's Leadership: Evidence Review*. Office of Development Effectiveness, Department of Foreign Affairs and Trade, Australian Government. p12-13.

¹⁰ Hoare, Joanna; Gell, Fiona. 2009. *Women's Leadership and Participation: Case Studies on Learning for Action*. Oxfam GB. p6.

¹¹ Oxfam Novib. 2011. *Women Leading Change: Experiences Promoting Women's Empowerment, Leadership, and Gender Justice: Case Studies of Five Asian Organizations*. p11.; Di Meco, Lucina. *Women's Political Networks: Defining Leadership, Breaking Barriers, and Fostering Change*. Wilson Center. p16.; Fonchingong, Charles C. 2006. *Expanding Horizons: Women's Voices in Community-Driven Development in the Cameroon Grasslands*. *GeoJournal* 65: 137-139. p146.; and Garba, P. Kassey. 1999. *An Endogenous Empowerment Strategy: A Case Study of Nigerian Women*. *Development in Practice*, 9:1-2, 130-141. p139.

¹² Di Meco, Lucina. *Women's Political Networks: Defining Leadership, Breaking Barriers, and Fostering Change*. Wilson Center. p9; Oxfam Novib. 2011. *Women Leading Change: Experiences Promoting Women's Empowerment, Leadership, and Gender Justice: Case Studies of Five Asian Organizations*. p11. And Garba, P. Kassey. 1999. *An Endogenous Empowerment Strategy: A Case Study of Nigerian Women*. *Development in Practice*, 9:1-2, 130-141. p138.

¹³ Independent Evaluation Group. *Women's Empowerment in Rural Community-Driven Development Projects*. World Bank Group. p19.

¹⁴ Di Meco, Lucina. *Women's Political Networks: Defining Leadership, Breaking Barriers, and Fostering Change*. Wilson Center. p14.

¹⁵ Abdoul Latif Jameel Poverty Action Lab (J-PAL). 2012. *Policy Briefcase, Raising Female Leaders*. Cambridge, MA: JPAL. p4.

be assumed that women leaders will automatically act in the best interests of other women or marginalized groups, either because they want to be accepted by men, or because they hold non-progressive beliefs, or because they are elites and have prejudicial views towards other groups, or other reasons.¹⁶ It is for this reason that this training addresses women's empowerment and women's leadership within a larger framework of inclusion, human rights, and capacitating all leaders, both female and male, to advance a positive social agenda that benefits the development of everyone in the community, especially the most marginalized.

¹⁶ Kenway, Jessica; Lokot, Michelle; Bradley, Chris. 2014. *Women's Leadership: Evidence Review*. Office of Development Effectiveness, Department of Foreign Affairs and Trade, Australian Government. p20.

THE TRAINING PROGRAM AND THIS MANUAL

Introduction

Decades of experience in supporting the implementation of CDD projects worldwide have identified the potential of grassroots institutions for fostering greater inclusion and equality, and the consequent need to increase the leadership capacities of local institutions and women leaders towards this goal. However, an extensive search revealed that while there were training materials on participatory local development, leadership and women's leadership, conflict resolution and mediation, human rights, and life skills, there was no comprehensive manual dedicated to developing the leadership soft skills that incorporated all of these aspects, and which was directed at community level institutions in CDD projects. A clear gap in the available resources therefore demanded that a manual like this be produced.

This training was thus developed by the CDD Global Solutions Group in the Social Sustainability and Inclusion Global Practice at the World Bank to support client governments with a core resource tool which they could use to build the leadership capacities and soft skills of community institutions and women leaders. Desk research on the topics of leadership capacity building and women's empowerment at the community level has indicated the need for soft skills training focused on psychological aspects and tackling norms, with promising evidence of its effectiveness. Engaging male leaders and supporting women leaders through formal training, opportunities to apply the knowledge and skills learned, and engaging in exchange and networking are all considered effective approaches. This training program has been developed with these lessons and recommendations in mind, and this manual draws inspiration from both training manuals of World Bank supported projects as well as external materials publicly available from different projects and organizations worldwide. A list of the research works and training manuals consulted are in Annex 5.

Goal and Objectives

The goal of this training program is to develop the transformative leadership capacities of grassroots institutions to advance inclusion and women's empowerment in CDD project communities. The objectives of the training program are to:

- Develop the awareness, knowledge, skills, and commitment of grassroots institutions to be transformative leaders and advocates for equitable, inclusive, and peaceful communities.
- Strengthen the committee as a community institution that promotes the rights of women and the most marginalized (such as IDPs/returnees, ethnic minorities, persons with disabilities, etc.) in the community's efforts to set and reach development goals.
- Empower women committee members with the relevant knowledge, skills, and experiences that set them up for success as confident, effective, and resilient community leaders.

Participants

This training targets elected CDD community committees (both women and men members) who are mandated to lead development efforts in the community. Traditional and religious leaders may also be invited alongside these members, depending on the context. There is a set of sessions that target women committee members only, as these are intended to address the specific challenges that women leaders face. Sessions from both the general sessions and the women-only sessions may be useful for application

in CDD projects that target other kinds of community groups, such as self-help groups, indigenous groups, youth groups, etc. The training focuses on building group capacity and addresses individual skills only as they relate to the capacity of the group. There is no requirement for participants to be literate.

Approach

This training employs a rights-based and values-based approach, introducing concepts of inclusion and human rights while being culturally sensitive, as initiatives that are too detached from the cultural context and attempt to destabilize deeply ingrained power relations too overtly can risk failure and rejection.¹⁷ And because concepts like leadership, rights, and exclusion do not have the same meaning across cultures and communities, the training thus employs a non-prescriptive and non-imposing approach where participants are encouraged to generate home grown ideas and solutions. It is intended primarily to create the space and provide the conceptual framework for participants to explore, critically analyze, understand, and formulate their own views, reflecting on their own ideas and context as well as ideas that may be new to them. It then guides the committees through a goal setting and action planning process by which they can apply their knowledge and skills to work for social change. These formal training sessions are then followed up with 1) coaching from community facilitators while learning by doing and 2) refresher trainings to review progress on the action plans.

The women-only training component is likewise also made up of three parts:

- 1) Formal Training - Women-only formal training sessions focused on confidence building and resilience that aim to provide additional support to women leaders within a women-only environment where they can express themselves freely without the scrutiny of men.
- 2) Practice Opportunities - An activity or project for women leaders to exercise their leadership abilities and use them to mobilize and empower other women in the community. The activity or project should have earmarked funds as a resource and should be an activity determined by the women themselves, depending on their priorities, constraints, and the context. Examples of some activities could be learning and collective action on health and hygiene, forming and managing self-help and savings groups,¹⁸ vocational/business skills training and women's enterprise support, and non-formal education such as numeracy and literacy training.¹⁹
- 3) Support Platforms - Networking opportunities where women leaders can regularly connect with each other to reflect together on their leadership journeys, and mentoring opportunities that expose women leaders to role models in public life. These networks can even grow into larger institutional networks or women's associations, supported by civil society or relevant government departments. As this training can be delivered jointly for neighboring villages with women from several committees coming together, this can already facilitate the start of peer networking.

Formal classroom training as a stand-alone intervention is not sufficient to fully achieve and sustain learning objectives. The training program is therefore not a singular event but a coherent program delivered over the course of a project, with regular inputs, actions, and follow up, feeding into a larger

¹⁷ Milazzo, Annamaria; Goldstein, Markus. 2017. *Governance and Women's Economic and Political Participation: Power Inequalities, Formal Constraints and Norms*. World Development Report 2017 Background Paper, Governance and the Law. p30.

¹⁸ Please see the Bill & Melinda Gates Foundation for helpful information on women's empowerment collectives (WECs) <https://www.gatesfoundation.org/equal-is-greater/accelerators/>

¹⁹ This manual does not prescribe any specific activities, but only offers these as examples of potential practice opportunities. Each project should consider what activities could be feasible and eligible for implementation, with regards to relevance, scope, and available resources within the larger CDD project.

empowerment cycle that keeps the process alive and relevant. This allows for gradual shifts in attitudes and behaviors to occur, ensuring the greatest chance for sustainable models of transformative leadership to emerge.

Methodology

The training employs a participatory adult learning methodology, where both the content and the learning process are meant to be empowering for participants. Trainers are facilitators rather than teachers, responsible for guiding a catalytic process that helps participants explore and understand key concepts rather than delivering knowledge in a one-way fashion. Participants play an important and active role in bringing the topics and sessions to life, rather than passively listening to lectures. They learn and formulate ideas through an interactive and collective process of discussing and analyzing topics, practicing skills, and applying ideas to identifying problems and solutions. Participatory training respects, values, and harnesses the reservoir of knowledge and experience of adult learners, encouraging participants to reflect and build on what they already have and to take responsibility for their collective learning journeys in a self-directed manner, rather than imposing changes upon them by the trainer. As this is a training that addresses potentially controversial topics, the method seeks to provide a conducive learning atmosphere of trust that encourages participants to have an open mind and express their different views while collaborating with one another in a respectful way. It is also intended to foster a sense of unity and teamwork within committees that must work together to accomplish community development goals.

The techniques employed in the training include:

- Discussion questions – brief and direct open-ended questions that are designed to introduce topics and stimulate thinking and discussion; successive questions often build on each other to help guide the analysis and discussion forward; as the trainer gains experience with the material and facilitating different groups, they may decide to add questions or ask them differently, based on their experience of what works best.
- Brainstorming – to collect from participants as many ideas as possible on a particular topic or questions; any contribution should be recorded as they come up, without censorship, editing, or curating; it is a good way of introducing a new topic or starting an activity.
- Buzz groups and small group discussion – quick formation of small groups to discuss something and come up with ideas or exchange ideas between participants; small groups are less threatening and people can therefore find it easier to share their views or experiences; they enable less confident people to participate more and build up their confidence for speaking in a larger group.
- Explanations – bite-size presentations that communicate key points for discussion and interaction.
- Group activities - interactive activities (i.e., role plays, gallery walks, spectrums, etc.) that make the learning participatory and enjoyable, and help participants practice the skills discussed in the training, such as communication, listening, teamwork, etc.
- Group work – formation of small groups to discuss or work on something together; depending on the purpose of the activity, groups can be organized into their committees to build team spirit or organized randomly into mixed groups so that participants can work with and exchange ideas with others outside their community; gender considerations should be taken into account at all times.

- Pair work – groups of two; allows more space for each participant to voice their opinions when some participants may feel shy or dominant when in larger groups; it's hard to remain silent in a group of two!
- Report backs – bringing together all the ideas from different groups or pairs; round robin reporting is getting one point from each group and repeating the rotation until all ideas are expressed; this ensures that all groups can contribute equally and helps to avoid duplication.
- Energizers – games that refresh participants between activities or bring energy to a learning activity; useful for breaking up monotony; raises energy levels by getting people up and moving; good for fun and enjoyment. Energizers can also be incorporated into learning activities, such as when participants are asked to stand or move around the room; note that participants always have the choice to step out of activities where there is physical contact (in this manual, exercises with physical contact have been avoided).
- Summaries – brief summations to help consolidate the main points and key takeaways at the end of an activity or session.

Structure

This manual consists of 13 sessions. Sessions 1-10 are for women and men together, while Sessions 11-13 are for women only. The sessions are sequential and build upon each other, but also stand alone in their own right. They can therefore be individually extracted and adapted for use in different programs depending on their relevance to the project context and needs, and integrated with existing training programs to complement sessions focused on technical competencies. The formal training sessions can be given all at once in 4 days (3 for the joint sessions and 1 for the women only sessions), and a sample agenda is provided for this on page 21. However, when it is difficult for participants to free up such a large chunk of time, the training can be delivered over a longer period, and trainers can use the session durations indicated to build an agenda that fits their context.

Each session plan has detailed step by step guidance for facilitation and has the following basic structure:

- Learning objectives: what participants need to be able to know or do by the end of the session.
- Summary tables: a succinct summary of the session framework, including the duration of each step (which may be adjusted based on the needs of the participants), the methods used in each step, and the materials needed to facilitate them.
- Steps: the flow of the content and activities, including the methods used, questions to ask, example explanations and summaries, and example responses to help the facilitator anticipate what to expect and what direction in which to guide the discussion.

Throughout the manual, words in *Italics* are sample text for the facilitators to say.

Content

The training content is intended to provide only a framework for exploration; most ideas should emerge from the participants through discussion and interactive activities. The sessions focus on developing awareness and critical thinking about inclusive leadership and then capacitating leaders with the related core competencies and skills to help them identify and address inclusion issues in the community. Below is a summary of the content of the training sessions:

#	Session	Objectives (What participants should be able to do by the end of the session)
1	Opening Activities	<ul style="list-style-type: none"> • Understand the objectives of the training • Explain the topics and agenda of the training • Feel comfortable with each other and the facilitator • Understand the ground rules
Transformative Leadership Mindset		
2	Understanding leadership	<ul style="list-style-type: none"> • Explain the definition of leadership • Distinguish different leadership styles and qualities • Understand what makes a good leader and what skills are needed
3	Leadership and CDD	<ul style="list-style-type: none"> • Explain CDD values and principles and how to apply these in community leadership • Understand the concept and practice of accountability • Demonstrate an understanding of human rights, and the link between human rights and community leadership • Begin to apply human rights principles to their work
4	Understanding discrimination, exclusion, and inequality	<ul style="list-style-type: none"> • Explain concepts of discrimination, exclusion, and inequality • Identify discrimination, exclusion, and inequality in their community and analyze its root causes • Explain the difference between sex and gender • Understand gender norms and their impacts on the community • Reflect critically on social norms that promote inequality and are harmful to the community's development
5	Leadership and Social Change	<ul style="list-style-type: none"> • Understand their roles and responsibilities as social change leaders • Communicate a community vision and goals for social change • Use stakeholder and SWOC analysis tools to help then plan social change initiatives • Consider the leadership skills needed to carry out their social change action plans
Transformative Leadership Skills		
6	Communication Skills	<ul style="list-style-type: none"> • Understand the importance of good communication for effective leadership • Explain the different channels and components of communication • Practice communication skills such as active listening, public speaking, and presenting • Enhance their capacities in effective communication • Understand the constituent feedback loop and their roles within this
7	Advocacy Skills	<ul style="list-style-type: none"> • Understand the concept of advocacy and how it can be used for social change • Develop and implement an advocacy strategy
8	Conflict Resolution and Problem-Solving Skills	<ul style="list-style-type: none"> • Understand basic concepts of conflict • Understand the role of community leaders in resolving conflicts • Facilitate a dialogue process • Apply a step-by-step process for resolving conflicts or solving problems through mediation

9	Collaboration Skills	<ul style="list-style-type: none"> • Understand the importance of trust and teamwork in being an effective leadership committee • Continue to build trust and teamwork capacities with their fellow committee members
10	Planning and Evaluating for Effective Leadership	<ul style="list-style-type: none"> • Review their ideas of leadership and their action plans • Self-evaluate their leadership capacity
Women's Leadership (Women Only)		
11	Self-Confidence	<ul style="list-style-type: none"> • Understand the importance of self-esteem for leadership potential and how to develop it • Find inspiration in examples of women leaders • Have a heightened awareness of women's rights • Identify their strengths and weaknesses and how to address these • Feel more positive about themselves
12	Resilience	<ul style="list-style-type: none"> • Understand the importance of resilience and how to develop strategies for resilience • Understand networking and how to network for support • Respond to challenges and practice self-care
13	Needs Identification and Planning²⁰	<ul style="list-style-type: none"> • Identify the needs of women in the community • Understand the forms of gender-based violence and how to refer cases • Identify potential projects or activities to address the needs of women in the community
	Women's Project (Post-Training Activity)	<ul style="list-style-type: none"> • Women leaders on CDD committees implement an activity or project that focuses on women's economic empowerment or social well-being (the activity or project should have been identified during the leadership training and in consultation with women in the community) • To build the capacity of women in technical areas relevant to the activity or project
	Support Platforms (Post-Training Activity)	<ul style="list-style-type: none"> • To establish peer support networks where women leaders can either informally or formally exchange experiences and build solidarity with other women leaders both within and beyond their communities • To establish either informal or formal mentoring platforms where women leaders have opportunities to exchange experiences with more experienced and established women leaders, both within and beyond their own communities

²⁰ In this session, there is a section that informs women leaders on how to refer cases of violence against women and girls and/or other forms of gender-based violence (GBV) that may be brought to their attention. In accordance with the Environmental and Social Framework (ESF) Good Practice Note on addressing sexual exploitation and abuse and sexual harassment in IPF operations, all projects are recommended to identify and map qualified GBV service provider(s), relevant NGOs and community-based organizations in project communities, or service providers from other areas that meet international standards for GBV service provision. The project team should therefore have an existing mapping of GBV services that are available to share with the women leaders, including the referral protocols and pathways that exist, and who are the GBV experts or focal points of the project. This is needed to provide trainers with the information that they will share with the participants during this session.

Follow-up Sessions		
	Refresher Training	<ul style="list-style-type: none"> • For leadership training participants (both men and women) to refresh the concepts and skills they learned in the initial training after applying them and learning by doing • To revisit their social change action plans and assess progress and ways forward • To reassess their capacities using the capacity assessment tool

Sessions that thematically focus on inclusion aspects around gender and women can be adapted for focus on different social dimensions or groups, depending on the focus of the project and what the context demands.

Outputs

The outputs of the formal training sessions should include:

- 1) Community Social Change Action Plan
- 2) List of proposed women's empowerment activities and accompanying action plans

Contextual Customization

These training sessions are intended to be a core package of source materials whose content and methods should be adapted and even expanded for each specific project context, field tested with a small sample of committees, and subsequently revised based on the field testing results and the expertise of local trainers and experts, before being rolled out at scale. This includes technical customization (such as including national level information and data on the social and economic effects of inequality), cultural customization (such as ensuring the cultural appropriateness of different methods or activities), as well as incorporating techniques from traditional practices for community gatherings and real-life examples that are from the local context. Customization is critical but adaptations should have a degree of fidelity to the spirit and content of the original, with the core objectives for each session being met. As the project proceeds, lessons learned including feedback from both participants and trainers should be discussed regularly and the manuals and modules updated and improved accordingly. This is essential for ensuring its relevance and appropriateness to the local context, the present challenges and opportunities, and the larger policy environment, legal frameworks, and institutional responses. Failure to do so risks disconnect with the project and alienation of the participants. It is also important for encouraging local ownership of the training and its objectives and promoting an understanding of its value. Also, conducting a contextual gender (or other) analysis of the project intervention area to inform the adaptation of the training materials would be ideal, as well as having gender (or other) experts available to help teams with developing strategies and solutions as project implementation proceeds.

Translation

Using appropriate language that participants fully understand is crucial to the effectiveness and success of any training program, and inaccurate translation of training materials can lead to misunderstandings that are potentially detrimental. It is therefore important that the trainers speak and understand the local language of the participants and that there is adequate time for the training materials to be accurately translated well in advance of the training. Field testing should further verify the accuracy of

language and wording, and feedback for improvements should be incorporated before sessions are rolled out.

Trainers/Facilitators

The quality of trainers is central to the effectiveness and scalability of any training program, as low-quality trainers can yield poor results no matter how talented the participants or how strong the material. This is even more critical when engaging in transformative leadership and soft skills training, given the sensitivity of the topics. For the most effective use of this manual, trainers should have basic knowledge of CDD, experience and skills in community facilitation, a grasp of and sensitivity to community dynamics on exclusion and gender, and a commitment to the advancement of inclusion and women's empowerment. With content that tackles discrimination, it is also important that trainers identify and address their own biases, which often reflect those of prevailing norms. It is therefore critical to invest sufficient time and resources into equipping and developing a skilled cadre of trainers to not only enhance the potential of the trainings but also to mitigate against weak performance or even possible harm resulting from inadequacies. Trainers' technical knowledge of key concepts, skillfulness in participatory adult learning techniques, and understanding of the training materials should be ensured through ToTs with highly skilled master trainers who can also provide support and guidance with on-the-job coaching. Trainers should also periodically convene to reflect upon and share their experiences, including successes and challenges, and identify areas for improvement. Example ToRs for both Master Trainers and Community Trainers can be found in Annex 4.

There should be at minimum an equal number of female and male trainers. For each training, a team of two co-trainers is preferable, ideally one man and one woman, and they should model teamwork and smooth cooperation, with each taking turns facilitating sessions and supporting each other. Facilitating well can be very challenging and tiring and having co-facilitation can both share the burden and be a useful check. Facilitators should speak the local language and ideally be from the local area. Women facilitators should facilitate the women-only sessions.

Role of the Trainer/Facilitator

The role of the trainer is to facilitate the interaction and exchange between adults who are learning together by setting up the topic discussion frameworks, maintaining a conducive environment for learning and sharing, encouraging active participation, and supporting participants. While this manual is intended to help facilitators guide sessions confidently and effectively, it is fundamentally a flexible tool which is intended to inspire and stimulate a facilitator's creativity rather than impose a set of restrictions. Facilitators are free to adjust and adapt activities and exercises accordingly, whatever the situation deems necessary to appeal to the participants and achieve the learning objectives. Their aim is to empower participants by building their self-confidence and equipping them with the knowledge and skills to do the work of transformative grassroots leaders. The training atmosphere therefore needs to be one where participants have opportunities to learn by reflecting, sharing, doing, and experimenting, and feel comfortable asking for assistance when they have any hesitations or doubts. It is the role of the facilitator to hold the physical and psychological safe space that allows for this collaborative learning process to unfold, guide the participants through the exercises, and bring out the knowledge and experience of participants themselves, which will result in sharing and fruitful discussions that help achieve learning outcomes. Facilitators do not need to know everything or have all the answers. It is not the facilitator's role to teach but to support participants to draw their own conclusions through discussion, activity, and

contemplation. In fact, an effective facilitator is one that learns as much as the participants do, because it means that they have successfully drawn out the source material from the participants themselves.

Because this training explores some potentially sensitive and controversial topics and aims to challenge discrimination and inequality, it is possible that prejudiced views, resistance, or hostility may arise, and that some participants may feel threatened or defensive. The facilitator therefore needs to be very skilful in challenging prejudice while still maintaining an open atmosphere. It is their role to help participants challenge their own assumptions and change their attitudes from within, but to do so without ever making personal attacks, cutting down the confidence of the participant, or breaking the atmosphere of trust and safe space. The facilitator should seek to establish a respectful discourse to allow a deeper exploration of the issues, but also gauge when it may be best to avoid overwhelmingly controversial activities or steer away from discussions which may cause more harm than good.

Timing

It is recommended that the training be organised after committees have been formed and should be given in tandem with any technical training that is to be provided in the context of the larger CDD project. However, clients can decide when is best to incorporate the sessions depending on the availability and absorption demands of the participants, and the priorities of the project cycle. Other components of the training should be given at different times in the project life cycle; please see the Agenda on page 21 for more details. For the training sessions, choose a time of year and times of day that are convenient for the participants in terms of their work and life responsibilities, especially women, as the program otherwise risks adding to their already heavy unpaid work burdens.

Duration

A sample agenda is provided on page 21 for when the training is given all at once, but the duration of each session is a larger indicator of how to plan if the training is spread out over a longer period. The duration of each session is only indicative and not rigid; some sessions may require more time while others require less. The facilitator should determine an appropriate pace of each session and the training overall while ensuring that the training objectives will be achieved in a timely manner. Short refreshment breaks and longer meal breaks (if applicable) should be planned into the agenda, as it is important to give participants some time to rest, refuel, have informal discussions, and network.

Logistics

A well-organised and smoothly run training can greatly influence a participant's learning experience. The venue should be large enough to have everyone sit in a circle as well as break into smaller groups, should have adequate lighting and fresh air, and should have whatever furniture is appropriate (i.e., tables and chairs, flipchart stands, or a place to put up a string for hanging flipcharts if there are no walls). It should also be comfortable and in a place free from interruption, physically accessible by all participants (especially participants with disabilities or women with mobility restrictions), and in a safe and politically neutral location and facility. Where possible, the training should be organised jointly for committees from 2-3 neighbouring villages, so that group exercises can be done either in mixed committee groups or in their own committee groups, and so that participants can learn from outside perspectives and network with others outside their community. Roughly, there should be no less than 20 and no more than 40 participants for each training. Costs related to transportation, accommodation, and loss of income from

time spent attending the training should be covered. Barriers to women participating due to childcare concerns should be eliminated, and accommodation for mothers to bring their children should be provided.

Materials

The trainer will need to prepare in advance any materials that are needed for the training. A standard set of materials usually includes writing implements (chalk, colour markers, pens, etc.), flipchart paper, writing boards, coloured paper or cards, tape to hang flipcharts or papers, sticky notes, a ball or similar object that can be tossed around, name tags or paper tape, and a clock. A notebook and pen should be provided to each participant, and there should be adequate snacks and beverages, cups, plates, and napkins. The trainers should have their training manual on hand as well as any other visual aids prepared in advance. For contexts where digital technologies and applications are available and used, facilitators should also consider the preparation of any related materials.

Certification

Certificates should be given for the completion of trainings. These provide a tangible representation of achievement that can be especially meaningful for uneducated participants, as well as provide more visibility and credibility for the program.

Sustainability

For sustainability, these training programs can be incorporated into more institutional educational structures that can provide a regular program at scale, and perhaps even develop digital capability, where appropriate. Eventually, expanded curriculums should be developed through needs analysis and a consultative process with the target participants and other stakeholders. In addition, capacity is subject to increase or decline at any time, and current capacity is not a guarantee of future capacity. It is therefore critical to keep in mind that providing sufficient resources and a conducive institutional environment in which grassroots institutions can continue to apply their capacities is crucial for helping them to maintain and strengthen them.

Measuring Impact

To evaluate the effectiveness of the training, it is important that 1) the training is evaluated by participants at the end of the training; and 2) the larger impacts of the training on inclusion and women's empowerment are evaluated through evaluation tools that establish baselines and measure progress and impact through outcome indicators. For the first, an example post-training participant evaluation is provided in Annex 2. For the second, an example list of indicators for deeper monitoring and evaluation are provided in Annex 3.

Caveats

Though a capacity building program can serve as one important catalyst for developing transformative leadership and fostering social change, empowerment is a complex process that cannot be realized through training alone. The potential impact of this training initiative depends on the larger enabling environment. For example, quotas and training can be harmful to women leaders by burdening them

with more responsibilities or exposing them to harmful backlash if the larger structures upholding the barriers to equality remain in place at the institutional and systemic levels, including the larger policy and legal environments. This training is only one tool and not an end in itself; it can be most effective in transforming damaging norms when it is part of a larger change strategy and support structure.

FACILITATION TIPS AND GUIDELINES FOR TRAINERS

- **Be well prepared and well organized.** Ensure that you have carefully read and understood the manual, that you are clear on the training objectives for each session and the overall training, that you have enough knowledge and experience of the training topics, that you have rehearsed the steps and methods and prepared your examples, and that you know what adaptations you are making to the manual. Ensure that you have aligned with your co-trainer on roles and how you will share responsibilities throughout the training to ensure a seamless flow of execution and partnership. Make sure the venue and materials are ready.
- **Be punctual and never late.** If you do not respect the training times, neither will the participants.
- **Don't rush.** Find the pace that participants feel comfortable with.
- **Clearly communicate** the tasks and time of activities.
- **Ask open ended questions** to encourage everyone to contribute their opinion, and to assess what participants are understanding or not understanding. Open ended questions are those without a yes or no answer.
- **Don't be satisfied with one answer.** Keep asking – “*What else? Who would like to add?*” Ask follow-up questions to encourage participants to dig deeper into an issue.
- **Watch and manage the energy level.** Look for signs of tiredness or boredom. Check-in with the participants, and when people get tired, do an energizer, or take a break.
- **Keep changing the methods** to maintain participant interest and focus. Use different activities (i.e., group discussion, group activities, practical exercises, role/plays, etc.) at different points in the training. Employ more active sessions particularly after lunch or in the middle of the day when participants are most sleepy.
- **Be a good time manager.** Decide how much time is needed for each session and try to fit all the session steps within the agreed time. Sessions that are rushed may leave participants frustrated or confused and sessions that drag on too long will result in boredom and distraction.
- **Use simple everyday language and avoid jargon.** Deliver the training in the local language that people understand and don't use big technical words that may confuse people.
- **Don't talk too much.** Do not monopolize the discussion or give long lectures. Most of the speaking time should be for participants.
- **Share responsibility with participants.** Ask participants to take part in facilitating the workshop where possible, such as taking notes on the flipchart, facilitating discussions, or reading aloud. This gives the participants more ownership and helps a facilitator to manage their own energy levels and ease the burden of facilitation.
- **Value the experience of participants.** Have respect for the participants as valuable resources that will contribute to the success of the training.
- **Be friendly and approachable.** Make everyone feel comfortable, part of the group, and build rapport and connection with the participants. Participants should feel that they can come to you with any question or concern.
- **Be self-aware.** Be conscious of your behavior, reactions, tone, and how you are behaving with others, as this can have an impact on the group and the messages you deliver.
- **Be a good listener.** Giving your full attention and showing you are interested encourages participants to share readily and openly. Rephrase what people say to show the speaker you were listening and reinforce their points for the rest of the group. When a trainer is disconnected from the participants, they may lose interest.

- **Be observant.** Continually scan the room and be aware of participant reactions as well as group dynamics so that you can respond accordingly.
- **Equalize participation.** Draw out the silent and control the talkative. Be especially aware of the participation of illiterate or uneducated participants, women participants, or any other participants that are insecure or vulnerable to being sidelined for any reason.
- **Be gender aware.** Encourage women to be active in the discussions.
- **Build consensus.** Help the group decide on how to manage each task.
- **Have empathy.** Respect the limits of participants or when someone does not want to participate or wants to pass, but speak to them privately to find out what the challenge is and to offer targeted encouragement.
- **Avoid criticism.** Don't say: *"That's wrong."* Instead say, *"Does anyone have another idea?"*
- **Be positive, supportive, and encouraging** of participants through feedback, appreciation, and positive gestures.
- **Encourage participants to stand when speaking.** This makes them more alert and helps to build their confidence in public speaking.
- **Be patient and comfortable with silence.** Sometimes participants need time to think and reflect; there is no need to always fill every moment.
- **Keep the participants focused.** Don't allow a few people to monopolize a conversation or take the discussion off topic.
- **Manage conflict.** When participants disagree in a combative way, remind participants of the ground rules, reestablish a collaborative learning space, and help them to express their views calmly and with mutual respect for different views and thoughtful discussion. Remind participants that this is a learning opportunity and it is important to keep an open mind.
- **Be flexible and able to adapt.** Things don't always go according to plan. Be flexible and able to respond to situations as they arise. Do not become too rigid in your role or on the steps of the manual or timing.
- **Record** discussions and report backs on flip charts to keep a visual record and reminder for participants; write only the main points or key words large enough so that all participants can see.
- **Review** your delivery at the end of each training day with anyone else on the training team, and plan accordingly for any adjustments in the training for the following days.
- **Have a sense of humor and enjoy yourself!** Remember that you are also meant to gain knowledge and have fun in the workshop. Celebrate your successes and learn from your mistakes.

AGENDA

An example agenda is given below, for when the formal training sessions are delivered all at once. Sessions 1-13 should be given soon after committee formation, while the timing of the post-training activities should be delivered according to the project cycle.

Duration (min)	Session #	Session Topic	Target Participants
Day 1			
60	Session 1	Opening Activities	Women and Men
150	Session 2	Understanding Leadership	Women and Men
130	Session 3	Leadership and CDD	Women and Men
Day 2			
130	Session 4	Understanding Discrimination, Exclusion, and Inequality	Women and Men
160	Session 5	Leadership and Social Change	Women and Men
105	Session 6	Communication Skills	Women and Men
Day 3			
85	Session 7	Advocacy Skills	Women and Men
100	Session 8	Conflict Resolution and Problem-Solving Skills	Women and Men
65	Session 9	Collaboration Skills	Women and Men
30	Session 10	Planning and Evaluating for Effective Leadership	Women and Men
30		Closing Activities	Women and Men
Day 4			
120	Session 11	Self-Confidence	Women
85	Session 12	Resilience	Women
80	Session 13	Needs Identification and Planning	Women
30		Closing Activities	Women
Post-Training Activities			
		Women's Project	Women
		Support Platforms	Women
		Follow-up Refresher Training	Women and Men

For each training day, sessions total about 6 hours of training. Doing more training than this per day can result in lower absorption levels of the material being covered. In addition to these 6 hours, at least a 1-hour lunch break and two 15-minute refreshment breaks (in the morning and afternoon) should be given. The exact timing should be decided by the trainers in agreement with the participants.

Session 1: Opening Activities

Objectives: By the end of the session, participants will be able to:

- Understand the objectives of the training
- Explain the topics and agenda of the training
- Feel comfortable with each other and the facilitator
- Understand the ground rules

Content Summary:

#	Topic	Methodology	Materials	Time (60 min)
1	Icebreaker	Song, energizer, or game		10
2	Introductions	Work in pairs		15
3	Training Objectives	Explanation	Flipchart	5
4	Expectations and Fears	Brainstorm in plenary	Flipchart	10
5	Agenda	Explanation	Flipchart	5
6	Training Approach	Question and Explanation		5
7	Training Ground Rules	Question and Explanation	Flipchart	6
8	Parking Lot	Explanation	Flipchart	2
9	Question Box	Explanation	Box	2

Steps:

1. Icebreaker (5 min)

Start off with a song or an energizer to make participants feel comfortable and start off the training on a positive tone. Welcome everyone to the training, thank them for being here, and introduce yourself.

2. Introductions (15 min)

Divide into pairs, and ask participants to tell their partner their name, what village they are from, their position in the committee, and the most important issue they would tackle if they became the country's President. *"If I became President of the country tomorrow, the issue I would work on first is..."* Then in plenary, have each person introduce their partner.

3. Training objectives (5 min)

Put up a flipchart with the objectives of the training, explain them, and answer any questions.

- To develop the awareness, knowledge, skills, and commitment of grassroots institutions to be transformative leaders and advocates for equitable, inclusive, and peaceful communities
- To strengthen the committee as a community institution that promotes the rights of women and the most marginalized (such as IDPs/returnees, ethnic minorities, persons with disabilities, etc.) in the community's efforts to set and reach development goals

- To empower women committee members with the relevant knowledge, skills, and experiences that set them up for success as confident, effective, and resilient community leaders

4. Expectations and fears (10 min):

Explain: *Although there are some set objectives of this training, it is important to find out what you expect to get out of it, or what fears you may have.*

Ask: *What do you expect to learn, or what are you most looking forward to learning? What fears do you have about the training?* Have participants write their answers on sticky notes (if literate) and to put them up on two flipcharts – one for Expectations and one for Fears. Ask a volunteer to read them.

If some expectations are not covered in this training, explain that they can form the basis of a future training or meeting with them.

Respond to participants' fears. For example, if they are afraid that they won't understand the training, explain that the training goes through everything step by step, and that they should ask any questions they have as the training proceeds.

5. Agenda (5 min)

Put up a flipchart of the agenda on the wall, and hand out copies. Go over each session topic. Explain the session times and breaks and get agreement on these. Emphasize that punctuality is important because there are many topics to be covered in a short time.

6. Training approach (5 min)

Explain: *This is a participatory training, which means that everyone needs to be engaged because a lot of the knowledge and ideas will be coming from you! I am not here to lecture you all day, but to facilitate the learning process where you will share your knowledge and experience and learn from each other. It is therefore important that everyone participates actively, and that this is a safe space.*

Ask: *What is a safe space?* Invite responses.

Explain: *A safe space is a place where people can freely express themselves without judgement or criticism. We must keep this spirit throughout the whole training.*

7. Training ground rules (5 min):

Explain: *As part of creating a safe space, it is important to establish some ground rules together to ensure that there is respectful interaction between everyone and that everyone can feel comfortable to participate freely, especially because we will be discussing some sensitive and controversial topics. Ground rules are the rules that we all agree to follow for the training.*

Ask: *What should be our training ground rules?* Have participants brainstorm for a minute on their own, then get some responses. Record points on a flipchart that everyone can see. Keep these on the wall throughout the training and refer to them when necessary. Example responses:

- Come on time to the training.
- Respect others when they talk and don't interrupt them.
- Switch off cell phones.
- There is no such thing as a dumb question.
- Listen attentively to what others say.
- Speak from your own experience.
- Respectfully disagree with each other; do not make any personal attacks. The goal is not to agree but to gain a deeper understanding.

Explain: *Confidentiality is an important ground rule, and this means that we promise not to discuss anything we hear in this training without the permission of the person who has said it. This is important because people may be sharing personal stories and opinions. Confidentiality helps to create a safe space where we can all trust each other and feel comfortable to discuss things openly.*

Ask: *Do you all agree to these ground rules?* Invite participants to sign them.

8. Parking lot (2 min)

Post the "Parking Lot" flipchart on a wall where it can remain throughout the training.

Explain: *The "Parking Lot" is a place where questions on topics there is no time to address during this training can be "parked." When such questions arise, we will write these questions, concerns, or topics on the Parking Lot sheet, and come back to address them just after breaks or at the end of the day.*

9. Question box (2 min)

Show participants the Question Box.

Explain: *You are welcome to ask questions at any time during this training. In addition, there is this Question Box at the back of the room if you prefer to submit them anonymously. You can write your questions on pieces of paper and place them in the box, and we will collect them daily and respond to them the following day.*

Session 2: Understanding Leadership

Objectives: By the end of the session, participants will be able to:

- Explain the definition of leadership
- Distinguish different leadership styles and qualities
- Understand what makes a good leader and what skills are needed

Content Summary:

#	Topic	Methodology	Materials	Time (150 min)
1	Defining Leadership	Question, Buzz groups, Explanation	Flipchart	20
2	Leadership Styles	Quotes, Role Play, Group Discussion, Questions, Explanations	Flipchart	45
3	Leadership Qualities	Buzz groups, Group discussion, Questions, Explanations	Flipchart	35
4	Leadership Skills	Question, buzz groups, explanation	Flipchart	10
5	Our Leadership Journey	Explanation, group discussion		40
6	Summary			

Steps:

1. Defining leadership (20 min)

Explain: *The purpose of this training is to help you develop your leadership skills, so it is important first to understand what leadership is.*

Ask: *What is a leadership?* Brainstorm in buzz groups. Report back in plenary from each group, record responses on a flipchart, and discuss in plenary.

Add: *Leadership is the process of guiding or influencing others to achieve a particular goal. It is done through motivating, inspiring, mobilizing, and organizing people.*

Explain: *You have been taught many skills already such as financial management, procurement, and monitoring, but these fall under management. Management is the act of organizing and coordinating resources to accomplish objectives. Leadership is different – it is about how you motivate the community towards a shared goal.*

2. Leadership styles (45 min)

Activity: *There are many different styles of leadership. I will read out some quotes about leadership, many from world famous leaders. Please raise your hand if you agree with them. Read out each quote one at a time, each time discussing with participants why they raised their hand or why they did not.*

- *"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership."* (Nelson Mandela)
- *"I suppose leadership at one time meant muscles; but today it means getting along with people."* (Mahatma Gandhi)
- *"To be a leader you have to have a vision for your community and a program of action. You need to ground your work in the community and its needs and work in a group – not alone."* (Jihad Abu Zneid)
- *"What good fortune for governments that the people do not think."* (Adolf Hitler)
- *"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."* (John Quincy Adams)
- *"A leader is best when people barely know he exists; when his work is done, his aim fulfilled, they will say: we did it ourselves."* (Lao Tzu)
- *"I don't care if they respect me, so long as they fear me."* (Caligula)
- *"The path to leadership is through service."* (Samoan proverb)
- *"A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be."* (Rosalynn Carter)
- *"Good leadership has the goal of modifying structures of power."* (Soledad Larrain)

Explain: Generally, we can group leadership styles into 4 main categories (put up on flipchart):

- **Autocratic:** Leaders who make all decisions alone and are accountable to no one, dictate what to do and think others are supposed to follow orders, does not listen or consider anyone else's input or consider different points of view, believes power comes from their position of authority, does not openly share information or knowledge
- **Collaborative:** Leaders who encourage, involve, and collaborate with others in getting ideas and making decisions
- **Passive:** Leaders who are withdrawn and have little influence; do not do much work or offer many ideas or direction; lack skills and self-confidence; are indecisive and apathetic
- **Transformative:** Leaders who have a vision of significant change and seek new ways of working, behaving, and using power; reshapes perceptions and values towards greater equality and equity

Activity: Role Play. Divide into four groups, assigning one style of leadership to each group. You will now do a short role play where you are running a community meeting where the community needs to decide what development project to implement. Act out the situation, demonstrating the leadership style that has been assigned to you. Give participants enough time to prepare the role play, and then time to perform the role play for everyone.

After each role play, **discuss:**

- What made you satisfied or unsatisfied with this leadership approach? Why?
- What are some pros and cons of this style of leadership?

After all role plays, **discuss:**

- What type of leadership style do you think is best for leading the community's development?
- Which one(s) best supports inclusion of all groups in the community?

3. Leadership qualities (35 min)

Explain: *Since we have discussed what leadership style is best for leading the community, we can say that this is our idea of “good leadership.” Now let’s think about what the qualities of good leadership are. In other words, what characteristics do good leadership institutions need to have?*

Activity: *Think about any leaders you know of who you consider as good leaders, people or groups who inspire you and who you admire. How do they act and behave? What characteristics or qualities do they have? These can be famous people or groups from anywhere in the world, people in your country or your own community, or even people in your own family or your friends who only you know. If they are individuals and not groups, think of one female and one male.*

After participants have some individual time to think about this, divide them into groups of 3-5 people. Share your choices with each other and the reasons why you chose those people or groups. Then pick 2-3 out of the group to share with everyone and explain why they are your best examples. Give groups time to share and then present their top picks to the plenary.

Ask: *Now that we have from these examples some ideas of what qualities good leaders have, let’s come up with a list. What kind of qualities do you think a good community leadership institution should have? Make a list of these qualities and explain what they are. Discuss in buzz groups, round robin report back, and record on flipchart. If groups are having trouble, give some examples. Some possible answers:*

- **Integrity:** They assume strong moral responsibility towards those they are leading and work for the benefit of the community.
- **Lead by example:** They practice and model good values and behaviors for the community.
- **Knowledgeable:** They understand the condition of the community and keep informed about its challenges, needs, and strengths.
- **Self-awareness:** They recognize their strengths and weaknesses, and how these affect others.
- **Self-management:** They can manage their reactions and behaviors and self-adjust to be better.
- **Self-confident:** They believe in their abilities to complete tasks and meet challenges.
- **Unbiased:** They represent the community’s interest and not their own and can relate comfortably to everyone in the community.
- **Persistent:** They are committed and make a continuous effort to reach goals.
- **Courage:** They overcome fear under difficult circumstances and have inner strength.
- **Responsible:** They are accountable for their actions, even those that result in setbacks or harm.
- **Respectful:** They treat others with respect and try to understand and consider their views.
- **Communicative:** They share information and keep the community informed.
- **Humble:** They do not make themselves to be more important than others.
- **Honest:** They keep their word, are trustworthy, genuine, and inspire confidence.
- **Inspiring:** They influence and motivate people to cooperate for a common goal.
- **Reliable:** They are consistent, dependable, clear, and committed to serving the community.
- **Non-discriminatory:** They treat people equally and fairly; they think about benefitting all the people in the community, especially those who need the most help.
- **Friendly:** They are kind and approachable.
- **Pro-active:** They have initiative and move forward with ideas even if they have never been done.
- **Creative:** They experiment with new ideas and ways of doing things.
- **Listen:** They can listen carefully and pay attention to what others say.

- **Inclusive:** They seek the views of others and help others to speak and share their ideas.
- **Teamwork:** They work well with each other and with others and promote a sense of unity.
- **Transparent:** They are open and clear on all issues.
- **Empathetic:** They can sense and understand the perspectives and feelings of others.
- **Compassionate:** They have the desire to help people in need.
- **Visionary:** They can see ahead and focus on the big picture.

Ask:

- Which committee here thinks you have all of these qualities? Please raise your hands.
- Which committee here thinks you have some of these qualities? Please raise your hands.
- Which committee here wants to work on developing these qualities? Please raise your hands.

Summarize: *It would be hard for every leadership group to have all these qualities or to be perfect at all of them, but now that you are aware of these qualities, you can continue to develop them. It is important to remember that while individually you may have strengths in some areas and weaknesses in others, all your strengths combined as a group can bring about the best community leadership. Individual leadership is about contributing to that in your own way, regardless of your role in the group. Each group is only as strong as the sum of its members.*

4. Leadership skills (10 min)

Ask: *Now that we talked about what kinds of qualities a good leadership institution needs to have, what do they need to be able to do? What kinds of skills or competencies do they need to be good leaders?* Discuss in buzz groups, round robin report back, and record on flipchart. Some possible answers:

- Able to think ahead, plan, and manage
- Decision making skills; can understand the options and their consequences
- Communication skills
- Interpersonal skills
- Networking skills
- Negotiation skills
- Advocacy skills
- Resource mobilization skills
- Conflict resolution skills
- Problem solving skills

Explain: *We will be looking deeper at and practicing some of these skills and competencies in later sessions.*

5. Our leadership journey (40 min)

Explain: *From what we have discussed, you can see that people and groups need to have a variety of qualities and skills to be good leaders. Everyone has some leadership qualities and skills and the potential to be good leaders in their own way, but we need to improve our abilities by becoming more aware of ourselves and enhancing our leadership skills through learning and practice.*

First you need to be aware and honest with yourself about your natural tendencies. For example, if you want to be a collaborative leader, but you tend to tell people what to do and not listen to others, you want to control what happens and don't trust others to do things, you interrupt others to voice your opinion before that person has finished speaking, you have to admit that to yourself and make the determination to change it. Knowing who you are and what your starting point is, is the first step towards understanding how to become a good leader.

Activity: *Based on what you have learned and what we have discussed, what leadership qualities and skills 1) do you think you have and 2) which would you like to develop? Think silently for five minutes and write in your notebook (if literate). Then you will share these in your committee groups. Please share what you feel comfortable sharing with others. After sharing, have the groups briefly report back some main points to the plenary.*

Explain: *Everyone will have to learn some new skills and behaviors, and perhaps some new ways of looking at things. This is what the leadership journey is all about. As long as you are open-minded and prepared to change, then you can go far in that journey and develop your leadership styles and skills to become good community leaders.*

Activity: *Old habits and new behaviors. Please cross your arms in front of your chest and note which hand is on top. Now please switch which hand is on top. Is it easy to hold this new position or do you feel like you want to go back to the way you normally cross your arms? Have you ever experienced being able to make a change but then could not sustain it? What do you need to do to make change last? Invite responses.*

Explain: *Habits are hard to break. When we are accustomed to doing something one way for so long, it can be difficult to change it. But with continual practice and support, it is possible. We will be going over some new concepts and skills in this training, and some of these concepts and skills may be uncomfortable at first because they are new, but with reflection, practice, and experience, new habits and patterns of thinking and behaving can form and feel normal.*

6. Summary

Explain: *This is only the beginning. Throughout the rest of this training, we will discuss many concepts and learn about skills that can help you to move further on the leadership journey towards becoming the ideal community leaders. But many of these skills are not just leadership skills, they are also life skills that can be applied not only to being good community leaders, but to also being good members of the community, the workplace, and the household. There are so many ways to exercise good leadership in your daily life!*

Session 3: Leadership and CDD²¹

Objectives: By the end of the session, participants will be able to:

- Explain CDD values and principles and how to apply these in community leadership
- Understand the concept and practice of accountability
- Demonstrate an understanding of human rights, and the link between human rights and community leadership
- Begin to apply human rights principles to their work

Content Summary:

#	Topic	Methodology	Materials	Time (130 min)
1	Community principles and values	Question, group discussion, buzz groups	Flipchart	25
2	CDD values and principles	Explanation	Flipchart and papers	10
3	How community leaders apply CDD principles	Question, group discussion	Flipchart	15
4	Understanding accountability	Explanation, questions, group discussions	Flipchart	20
5	Human rights	Questions, groups work, explanations	Flipchart, pieces of paper	30
6	Human rights in the community and the role of community leaders	Questions, individual reflection, spectrum activity	Flipchart, paper signs	30

Steps:

1. Community principles and values (25 min)

Ask: *What does the word value or principle mean?* Have participants think for 2 minutes, invite responses, and record these on a flipchart.

Explain: *Values and principles are:*

- *What we think is important and valuable in life*
- *They set the standard for our behaviors and mindsets, and guide the way people think and act*
- *They inform how we live and relate to each other*
- *They reflect our interests and convictions*
- *We learn them from our experience with family, school, the community, and the larger society*
- *We practice and teach them to others, especially the younger generations*

²¹ This session is given with the assumption that the committee has already received basic training on understanding CDD.

For example, if you value honesty, you will likely not lie. If you value helping others who have less than you, you will donate your time or money to help them.

Activity: *What are some examples of social values or principles that are practiced in this community? People may have different opinions about this based on their different experiences but think about what common values are.* Discuss in buzz groups, round robin report back, and record on flipchart. Some possible answers:

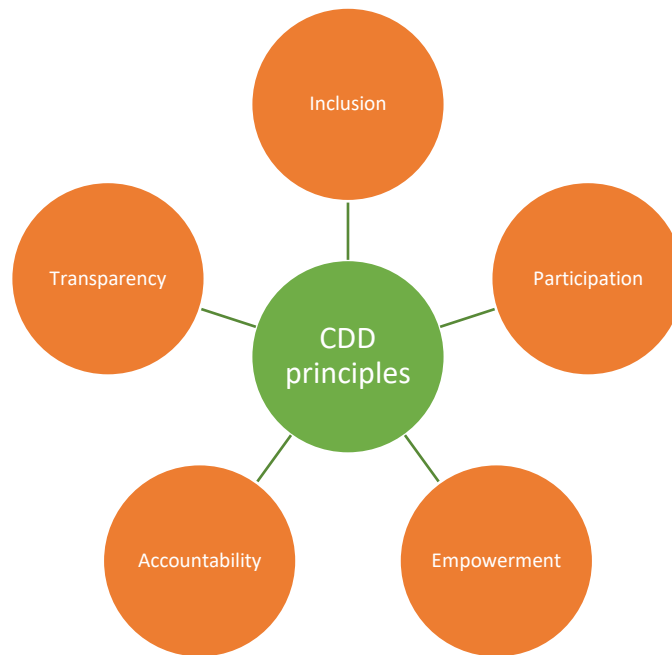
- Respect for elders
- Justice
- Hard work
- Cooperation
- Hospitality
- Freedom
- Loyalty
- Honesty
- Trust
- Solidarity
- Inclusion

Ask: *How do these values affect the community's development?* Discuss in buzz groups, round robin report back, and record on flipchart.

Summarize: *Practicing and promoting positive values are important for the community's development. Relationships and governance based on respect, solidarity, and trust make a community wealthier not in terms of money and physical capital, but in terms of social capital – people are happy, they help one another, they participate more in helping others, and the community as a whole can develop.*

2. CDD values and principles (10 min)

Explain: *CDD is also based on a set of values and principles.* Explain these one by one, creating the diagram below on the wall. As you put up each principle, ask for ideas on what they mean, before giving their descriptions and moving to the next principle.



CDD principle	Description
<i>Inclusion</i>	<i>All groups, particularly the most vulnerable, regardless of gender, race, religion, age, ability, ethnicity, class, caste, nationality, location, or sexual orientation, have opportunities to identify their needs, participate in the development process, and have their needs addressed</i>
<i>Participation</i>	<i>All community members can equally and meaningfully participate in the community's development process</i>
<i>Empowerment</i>	<i>All people have a vote and can raise their voice; they can shape and share in the decisions that affect them</i>
<i>Accountability</i>	<i>Institutions and people responsible for delivering public services (duty bearers) use resources in a good manner; they have an obligation to take responsibility and account for their actions and decisions while communities have the right to demand information and answers from them</i>
<i>Transparency</i>	<i>Decisions are taken and implemented in a way that follows agreed rules and standards; information is freely available and easily accessible</i>

3. How community leaders apply CDD principles (15 min)

Activity: As community leaders, you are responsible for acting in accordance with CDD principles. How will you apply each principle while serving as community leaders? Divide into committee groups and discuss, and then report back. Possible answers:

CDD principle	How community leaders apply them
Inclusion	We must make sure all groups are included in the decision making and implementation process
Participation	We must make sure that all groups are mobilized and can participate equally and meaningfully in decision making and project implementation processes

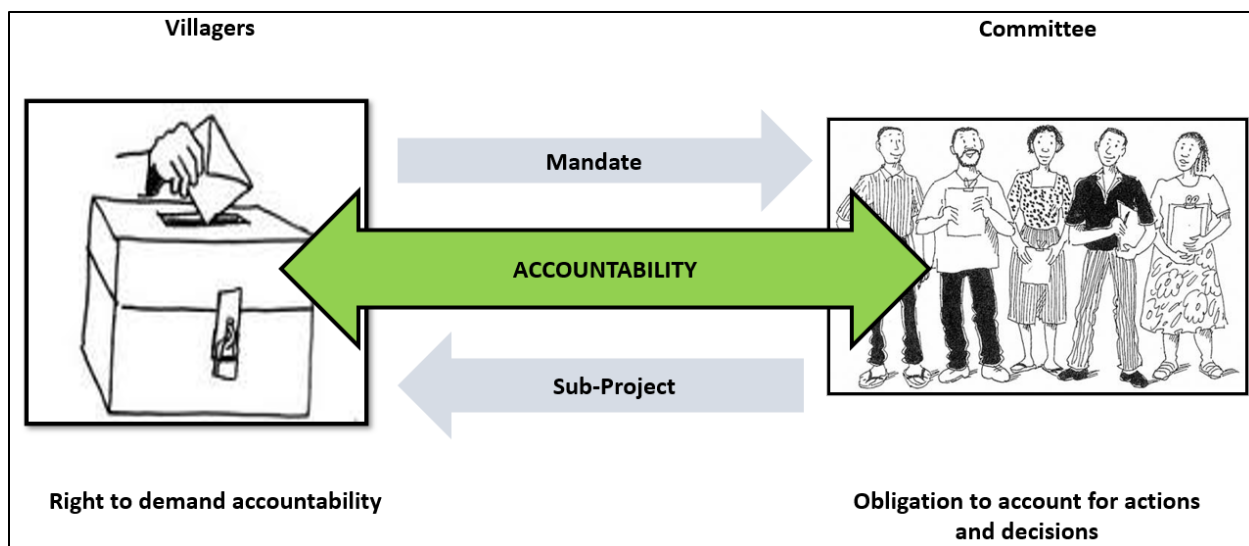
Empowerment	We must ensure that all people can vote in CDD processes, and that we consult with all people and hear their voices and point of views
Accountability	We must implement and oversee the project according to the guidelines and report to the community on progress and expenditure through community meetings, notice boards, and social audits; grievance mechanisms need to be functioning well
Transparency	We need to make sure that information is freely available and easily accessible to all groups, and the community is kept informed about decisions, actions, and progress

Summarize: *You can see that as community leaders, you will be applying these CDD principles throughout the project cycle, through various activities and carrying out your responsibilities. It is important to use these principles as guiding principles – they should always serve as advice for you on how to behave or on what to do, when you have decisions to make or activities to carry out.*

4. Understanding accountability (20 min)

Ask: *We will now look deeper at the principle of accountability, since community leaders need to understand this concept very well. As we have already discussed, accountability is the obligation of duty bearers to account for their actions. What does this principle and concept of accountability come from? Why does it exist?* Invite responses.

Explain: Use the diagram below to explain the concept of accountability. *Accountability arises from the fact that villagers have chosen you to be their representatives and leaders through their votes in a free and fair election. This means that they have given you the mandate, or the authority, to act on their behalf. Your power to act and make decisions for the community comes from the people. In return, the committee is obligated to report back to the people and account for the committee's activities. In this way, accountability is a two-way street, where on one side the community gives the committee its power and therefore has the right to demand accountability from the committee, and on the other side the committee is obligated to account to the villagers for how they use that power and their actions and decisions. When the committee is not accountable and satisfying the villagers, there are consequences, and the villagers can remove them and put others in their place through a cycle of regular elections. This enables the people to keep their leaders in check, for leaders to remember their responsibilities to the people who they represent, and is a way of ensuring that leaders will act in the best interests of the community.*



Ask: So now let's further unpack what this means for you as community leaders. What is your responsibility when it comes to being an accountable community leader? What do you need to do? And how will you do it? Group discussion and then round robin report back. Fill in their answers with anything missing from below:

What to do

- The committee needs to regularly report back to the community about what they are doing, such as plans and decisions made, funds used, and works constructed
- The committee needs to hear views from community members about what the committee is doing and how it is doing it, and take their feedback, suggestions, complaints, or concerns on the process and the results of the development activities that the committee is leading

How to do it

- Through community meetings organized by the committee throughout the project cycle
- Posting monitoring reports on the noticeboard
- Social audit community meeting, and financial audit of expenditures
- Documenting and keeping records on the use of funds and progress reports, and making these available to any community member that wants to see them
- Setting up a grievance handling system to receive and respond to any villager's complaints, opinions, questions, or feedback.
- Following the code of conduct

Ask: What are the benefits of accountability to the community's development? Invite responses. Fill in their answers with anything missing from below:

- It empowers committee members to take seriously their responsibilities to benefit the entire community
- It encourages participation of community members to be more attentive and active in the development process, and empowers them to voice their opinions and concerns and take responsibility for the kind of leadership they have
- It ensures that the committee and the overall project is accountable to all stakeholders

5. Human rights (30 min)

Explain: *Now that we've talked about values and CDD principles, we will talk about how these relate to human rights. Let's first take a look at what human rights are.*

Ask: *What are some basic things that you and all human beings need to live? Give participants two minutes to think about some answers and write them down (if literate). Invite responses in plenary and create a list on the flipchart. Possible answers:*

- Food
- Water
- Shelter
- Work
- Air
- Land
- Security
- Safety
- Family
- Respect/Dignity

Explain: *Because everyone in the world has these physical and social needs to live in dignity and develop as human beings, these are called human rights. Human rights are the idea that all people, simply because they are human beings, have the same entitlements to fulfill these needs. Discussion of rights and freedoms has been a part of society since the beginning and a part of all the world's major religions. Let's find out more about these rights.*

Activity: Have each human right below written on a piece of paper and divide the papers among 5 mixed groups (each group will get 3 papers). Each group must depict their rights through a drawing. Then each group must present their drawings to the plenary (through round robin), and everyone needs to guess the right and explain it to everyone. Keep these pictures posted on the wall together.

Right	Description
Right to equality	Fair treatment and opportunities as everyone else
Freedom from discrimination	Everyone is entitled to all human rights and freedoms without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, ability, property, birth, or other status
Right to life, liberty, and personal security	Right to live in freedom, including freedom from violence
Freedom from slavery	Not to be owned by anyone or made to do forced labor
Right to recognition as a person before the law	Right to legal protection
Right to freedom of movement	Freedom to move around freely

Right to marriage and family	Right to marry and to enter into marriage that is freely consensual
Right to own property	Right to own property alone or with others
Freedom of religion	Freedom of thought and to choose your religion
Freedom of opinion	Freedom to have your own opinions, including political beliefs
Right of peaceful assembly	Right to associate with others
Right to participate in government and free elections	Right to vote and take part in the government of your country
Right to desirable work	Right to access to income and freedom to choose your livelihood and to work in safe and fair conditions
Right to adequate living standard	Right to have a standard of living that includes enough food, water, clothing, shelter, and medical care
Right to education	Right to access free education

Explain: *Everyone is equally entitled to all of these rights without discrimination, whatever their gender, religion, race, class, or any other status or social characteristic – they are considered universal, which means that they belong to every human being, everywhere. Because they form the basis for a common understanding of what is important and necessary to create free, healthy, and peaceful societies for humans to develop and thrive, they were expressed in the Universal Declaration of Human Rights, which was adopted in 1948 by the United Nations. Other treaties and agreements, both national and international, have further explained the obligations of governments to act in ways that promote (facilitate the enjoyment and fulfillment of these rights) and protect (protect individuals against violation of these rights) these fundamental rights. However, we know that in many places, governments don't respect and protect these rights. But when more people understand them, then officials can better carry out their obligations, and people can demand more justice and fairness from their public service providers.*

Ask: *How do human rights relate to CDD principles and community development?* Invite responses.

Explain: *CDD principles and human rights are linked in the following ways:*

- *CDD is about ensuring that people can access and exercise their human rights*
- *Many of the fundamental principles behind human rights are also the same as for CDD, such as inclusion, non-discrimination, participation, accountability, and empowerment*
- *CDD recognizes the capacity of local communities and empowers them to participate in fulfilling their human rights*
- *In CDD, community leaders need to be accountable for upholding human rights, and communities have the right to hold their leaders accountable for this*

6. Human rights in the community and the role of community leaders (25 min)

Ask: *Do you believe that these CDD principles and human rights should be applied in the community?* Invite participants to think by themselves and note down their thoughts (if literate). Invite some responses.

Explain: *Some people believe that these principles and rights are a threat to traditional ways of living, but in fact there are many commonalities. At the same time, some cultural practices and customs can result in violations of these principles and rights, such as the abuse of children or the exclusion of women.*

Activity: *Can you think of any other examples where these rights are not protected in the community? Think about and write down on a paper about a time when you have seen, heard about, or experienced human rights violations in your community (facilitators should help those who are illiterate). Do not put your name on the paper. Place the paper in this basket when you are done. Collect the basket and read out some of the stories. With each story, ask and discuss:*

- *What was the right that was being violated? (refer to the drawings of rights from the earlier activity)*
- *Who was affected?*
- *Why did this happen?*
- *Is it common?*
- *What can be done to stop this?*
- *Are you surprised by these stories?*

Activity: Spectrum. Place paper signs with “Agree” and “Disagree” on opposite sides of an imaginary line on the floor. Explain that you will read out a statement, and everyone should stand on the line according to what they believe. The closer they stand to the “Agree” sign, the more they agree; the closer they stand to the “Disagree” sign, the more they disagree. Read the statements one by one, each time inviting participants to share the reasons for why they are standing where they are standing, or if they can offer examples.

- Everyone in the community knows and fully enjoys their rights.
- Our customs treat all people as equals.
- Women are given the same opportunities as men.
- There are no groups in our community that face discrimination.
- It is more important for boys to go to school than girls.
- Everyone in the community can freely practice any religion.
- Women have the same opportunities as men for leadership roles in our community.
- Everyone in the community has adequate living standards.
- There is no one in our community that is excluded from decision making.
- It is ok for a man to beat his wife if she argues with him.
- Some of our customs cause harm and do not respect human rights.
- A good community leader protects and promotes human rights for all people in the community.

Summarize: *After learning about human rights and CDD principles, consider whether everyone in the community enjoys their human rights, or if there are any groups that do not. Think about whether this inequality benefits or harms the community’s development. Think about whether community leaders have the responsibility to promote and protect the human rights of all community members, and if they may need to lead the community in evolving some attitudes and behaviors to ensure that no one is excluded or discriminated against. We will unpack this further in the next session.*

Session 4: Understanding Discrimination, Exclusion, and Inequality

Objectives: By the end of the session, participants will be able to:

- Explain concepts of discrimination, exclusion, and inequality
- Identify discrimination, exclusion, and inequality in their community and analyze its root causes
- Explain the difference between sex and gender
- Understand gender norms and their impacts on the community
- Reflect critically on social norms that promote inequality and are harmful to the community's development

Content Summary:

#	Topic	Methodology	Materials	Time (130 min)
1	Discrimination, exclusion, and inequality in our community	Question, brainstorm, explanation, power walk, group discussion	Flipchart, paper	35
2	The roots of inequality	Question, pairs discussion, explanation	Flipchart	20
3	Highlighting gender	Question, pairs discussion, explanation	Flipchart	10
3.1	Difference between sex and gender	Question, raise your hand, explanation	Flipchart, color cards	10
3.2	Gender norms	Question, where I stand, explanation	Flipchart, paper	20
3.3	Impacts of gender norms	Question, group discussion, explanation	Flipchart	20
4	Self-reflection	Self-reflection, pairs discussion, summary		15

Steps:

1. Discrimination, exclusion, and inequality in our community (35 min)

Explain: *To better understand how inequality, discrimination, and exclusion manifests in your community, let's examine what these concepts mean, what inequalities exist, why they exist, and how they affect your community's development. Then we'll look at how this may impact your roles as community leaders.*

Activity: Put up the table below, revealing the definitions only after getting some responses from the participants on their ideas by asking, "What is discrimination?" etc.

Key Concept	Participant Ideas	Definitions
Discrimination		<i>Treating people unjustly because of their gender, caste, race, sexual orientation, language, religion, political belief, or any other social characteristic.</i>

Exclusion		<i>When individuals or groups are prevented from getting services or participating in activities with others. Exclusion often happens because of discrimination.</i>
Inclusion		<i>When individuals or groups who have less voice and power are empowered to participate in society and benefit from services.</i>
Inequality		<i>When there is unequal treatment and opportunities between groups in the community.</i>
Equality		<i>When everyone can equally access and enjoy opportunities, resources, and rewards, and have equal conditions for exercising and realizing their full human rights and human potential to contribute to social, cultural, economic, and political development and to benefit from the results.</i>

Ask: Do you think that discrimination, exclusion, and inequality exist in your community? Invite some responses.

Activity: Power Walk. We will now do an activity called “Walk in my Shoes” to help you better understand these ideas and think about whether discrimination, exclusion, and inequality exist in your community. You are each getting a card with a character you will play. They only have short descriptions of the character, but you can be creative and imagine more characteristics that you think would likely belong to your character. Below is a list of example characters, but only use those that are appropriate to the context, and add others that are also appropriate. Try to assign roles that are opposite to the characteristics of the participants, such as giving female roles to men, so that they can get a sense of what it is like “to walk in someone else’s shoes.”

- Wealthy man who is a political leader with a lot of land
- Single uneducated mother in rural area with no land
- A man who is a religious leader
- Son of a village elder who went to university and has land and assets
- Old female widow who is unemployed with a disability
- Woman who is HIV positive living with no access to health facilities
- Woman who is a victim of gender-based violence with no work or land
- Woman who is a teacher and is single
- Boy who is an orphan and HIV positive
- A girl who does not go to school and stays at home to do housework
- Chief’s wife with a secondary education
- Male refugee fleeing conflict who has no job and assets
- Woman of ethnic minority who went to secondary school
- Man who is homosexual with a university diploma
- Man who is a casual laborer and from an ethnic minority
- Woman who is a shopkeeper

Everyone please stand side by side and shoulder to shoulder in a straight line in the middle of an open space. This is the starting line of a race, with the wall (or other marker) in front being the finish line. The finish line is a life where you enjoy all your human rights and have all your needs fulfilled. I will read out

some statements one by one, and you need to step forward or backward depending on the instructions and how they relate to your character. Demonstrate the size of a step so that everyone takes the same size steps. If you don't think the statement applies to your character, you can stay where you are. We will do this in silence, so please just listen and contemplate how the statement applies to your character, and whether to step forward, backward, or stay where you are. Read out each statement one at a time, allowing time for participants to consider how the statement affects them and what kind of steps they should take. Choose the statements below that are suitable for the group and the context and have a mix of forward and backward steps, and also come up with other statements that are fitting for the local context.

- *If you are a man, step forward.*
- *If you are a woman, step back.*
- *If you have a disability or illness, step back.*
- *If you have decision making power, step forward.*
- *If you live in a rural area, step back.*
- *If you or your family is poor, step back.*
- *If you or your family is rich, step forward.*
- *If you own land or a house, step forward.*
- *If you are in a female headed household, step back.*
- *If you have a car or motorcycle, step forward.*
- *If you have ever been treated worse than others because of your race, ethnicity, or class, step back.*
- *If you have ever been treated better than others because of your race, ethnicity, or class, step forward.*
- *If you have gone to school, step forward.*
- *If you are not able to access credit, step back.*
- *If you can afford food and all living items easily, step forward.*
- *If you have no savings or assets, step back.*
- *If you can read and write, step forward.*
- *If you have steady work, step forward.*
- *If you are a homosexual, step back.*
- *If you are of the dominant religion, step forward.*
- *If you do not speak the dominant language well, step back.*
- *If you were ever a victim of violence because of your ethnicity, step back.*
- *If you were ever a victim of violence because of your gender, step back.*
- *If you participate in community meetings, step forward.*

Discuss: *Now freeze where you are and look around. Notice where you are, who is in front of you, and who is behind you. From the person in the front to the person in the back, please reveal your identities to everyone. After everyone has revealed their identities in order, discuss with everyone the following questions:*

- *What do you notice?*
- *For people in the front, why do you think you are in the front? How do you feel being ahead of everyone else? Is anyone surprised?*

- *For people in the back, why do you think you are in the back? How do you feel being left behind even though everyone started on the same line? How do you feel seeing others advance while you take steps back? Are you less motivated to take part in this race knowing that you were so far behind everyone else and are unlikely to win?*
- *For people in the middle, why do you think you are in the middle? How do you feel?*
- *How do you think these differences affect which people will win the race? What makes people either more advantaged or more disadvantaged than others?*
- *What do you think about this?*

Summarize: *This activity shows the differences between groups, and the kinds of barriers that keep some people from accessing their rights. It shows the impact of an unequal system, where people do not start from the same starting line when it comes to accessing services or opportunities. It also shows how identities can be complex and overlapping, and people may face multiple forms of exclusion that compound their disadvantage. In other words, different social identities - such as gender, race, class, ethnicity, religion, sexuality, disability, etc. – intersect to create different degrees and modes of discrimination, exclusion, and inequality.*

Note for the trainer: Research relevant data from the local or national context to illustrate existing inequalities. For example, regarding gender inequality, you can present national data that illustrates for participants the share of women in decision making positions (public or private sector). This can help to illustrate the exclusion problem and keep the discussion objective. You can also prepare stories or case studies to further illustrate these inequalities.

Adaptation Option: Perspective Getting Activity (15 min): To address discrimination and exclusion focused on a particular group in the local context (i.e., ethnic minority group, displaced persons group, etc.), facilitators may follow up the Power Walk activity with a Perspective Getting exercise. This is where a personal narrative that describes the experience of someone from the excluded group, in their own words, is read out loud to participants (or played out loud, if it is a recording). The facilitator then leads a brief discussion, asking for reflections from the participants. Below is an example script of a personal narrative of a Somali refugee living in Kenya, which was a recording that was played for Kenyans living in Nairobi, to see if the narrative had any impact on their views.

“Many Somali refugees, like my family, have come to Kenya since the civil war broke out in Somalia over twenty-five years ago. We are originally from Kismayo where my father was a businessman and my mother owned a small shop. We came to Kenya when I was baby fleeing the violence of the civil war. We had to leave behind many of our possessions and journey several days from Kismayo to the border. My parents walked and took lorries until they reached Dadaab refugee camp.

We stayed in the camp for around three years before moving to my grandfather’s place in Wajir. We had only tents to live in and we depended completely on relief for food and the three goats my father was given for milk. It was very crowded, with children everywhere. I remember sometimes if it got dark, we would just sleep where we were. These conditions were not perfect, but we were appreciative of the ability to play like kids without fear of being killed. Life in Dadaab was much better than back in Somalia. My family, like most refugees, is very grateful for Kenya’s warm welcome.

Recently, the government of Kenya has announced plans to close Dadaab refugee camp, where hundreds of thousands of Somalis live. I do understand the argument of the Kenyan government, but I do not think it is safe for the refugees to be forced back to Somalia. The situation is still not safe. When it is safe, many Somali refugees in Kenya would gladly return to a peaceful Somalia. Right now the refugees, like me, are just thankful for the safety Kenya has provided to them.”²²

For this exercise, facilitators would need to engage with members of the excluded group(s) beforehand in order to prepare the script(s) in advance. The creation of the content of the message(s) and script(s) should be done with the full understanding and collaboration of the perspective-giver of what the objective and use of the narrative are for, and with their full consent for its use. The script can be written on paper and read out loud by the facilitator or a participant, or it may also be a recording of the person that is played out loud for the participants to hear. After the narrative is read, the facilitator should lead a brief discussion with participants. Some example discussion questions can be:

- *What do you think after listening to this personal narrative? Does it challenge any of your current ideas about this group?*
- *Is it important and useful to consider the experiences and perspectives of this group in the community’s development? Why?*

Ask: *Now that you’ve done this activity, think again: Does discrimination, exclusion, and inequality exist in your community? If so, what groups in the community face discrimination or are excluded from participation in the community’s development activities? Divide into committee groups to discuss the question and come up with answers. Report back. Example responses:*

- Poor people
- People with disabilities
- Ethnic minorities
- Youth
- Poor women

2. The roots of inequality (20 min)

Explain: *Now that you have identified discrimination, exclusion, and inequality in your community, let’s explore further and look at the reasons for why these inequalities exist, why people are being left out or excluded, and on what basis they are being discriminated against.*

Ask: *What factors determine one’s access to services, control of resources, and levels of participation in the community? Think back to the walking activity. What factors make people vulnerable and needing to “step back?” What are the barriers that are preventing them from “moving forward?” Discuss in pairs and come up with answers. Report back through round robin until all answers are expressed. Possible answers below:*

- Gender
- Class

²² Excerpt taken from Audette, Nicole; Horowitz, Jeremy; and Michelitch, Kristin. 2021. *Personal Narratives Reduce Negative Attitudes towards Refugees and Immigrant Outgroups: Evidence from Kenya*.

- Access to or control of land
- No employment / jobs / income opportunities
- It is the customary practice to exclude these groups (cultural factors and social norms and customs)
- Ethnicity
- Race
- Caste
- Age
- Religion
- Health status
- Education
- Access to information
- Being a part of a community
- Laws
- Sexual orientation
- Access to leadership positions
- People assume that they are not able or interested to participate or contribute
- People forget about them

Summarize: *All of these characteristics are not problems in themselves; differences are something to be celebrated. What causes problems to arise are when these characteristics are assigned certain values that can turn them into barriers to inclusion and equality. And like in the walking activity, we see how these different characteristics often intersect and combine to either reinforce advantage and wealth, or disadvantage and poverty, for different people and groups in the community. When we can identify and understand the reasons for social inequality and the barriers that marginalize or disadvantage people, we can create a plan of action to address these inequalities and barriers and bring about positive social change for our communities.*

3. Highlighting gender (10 min)

Explain: *We have now gone through a method of analysis that includes 1) identifying the inequality and then 2) examining the reasons for that inequality. We will now look at one group in the community to illustrate how this method of analysis can be applied to examine the situation of any group. We will examine how inequality affects women and the impacts of gender discrimination in our communities.*

Ask: *Are there any areas of life in the community where women face discrimination, exclusion, or inequalities when compared to men?* Discuss in pairs and report back in round robin. Possible answers:

- Division of labor both inside and outside the home
- Access to and control of resources
- Less access to education
- Less work opportunities
- Different forms of violence against women
- Decision making opportunities and leadership roles
- Childcare and housework responsibilities

Explain: Now that we have identified the inequalities that women face, let's now look at the reasons for this inequality, and the roots of gender discrimination. To do this, we first need to examine this concept of gender more closely and explore what we believe about what it means to be a girl or boy, woman or man, in our community and society.

3.1 Difference between sex and gender (10 min)

Ask: What is the difference between sex and gender? Invite responses.

Explain: This is the difference between sex and gender:

Sex	Gender
Biological and genetically made - physical differences (reproductive organs) in men and women's bodies that we are born with	Cultural and human made - attitudes, behaviors, expectations, and roles that our societal customs and institutions assign to men and women
Constant – a girl born here is the same as a girl born anywhere, and it is the same throughout time (except in cases of surgery)	Variable – it is different from place to place, and changes over time

Activity: We will do an activity to better understand and explain the difference between these two concepts. There are two signs on the wall – a green sign that says “sex” and a yellow sign that says “gender.” Each of you have been given a pair of green and yellow cards. I will read out different statements one at a time, and if you think it refers to “sex,” raise your green card. If you think it refers to “gender,” raise your yellow card. Read each statement below, mixing the order of sex and gender statements. For the gender statements, ensure that they are relevant to the context, or add others that are relevant.

Sex	Gender
Women give birth while men cannot.	Boys can succeed at education while girls cannot.
Women can breastfeed babies while men cannot.	Boys can do sports while girls cannot.
Women can get pregnant while men cannot.	Men can earn income while women cannot.
Women can menstruate while men cannot.	Women can take care of children while men cannot.
Men can grow beards and women cannot.	Men can be community leaders while women cannot.
	Men can work outside the home while women cannot.
	Men can be the head of the household while women cannot.

After each statement, get some feedback from participants about why it is sex or gender. If there is any statement that shows disagreement among the group by getting both green and yellow votes, ask participants to explain their choice to the other side. Pose the following question to get consensus agreement on whether it is sex or gender:

- *Is it a biological difference between the bodies of men and women, or does it have to do with how culture and society teach us how men and women should be?*

3.2 Gender norms (20 min)

Explain: *Now that we know the difference between sex and gender, let's look at how this affects how we define gender norms.*

Ask: *A father was driving their young son to school when they got in a car accident. The father was killed and the son was injured and rushed to the hospital. When the unconscious boy was wheeled into the emergency room, the doctor looked down at him and said, "Oh no, it's my son!" How is this possible? Get some responses.*

Explain: *The answer is that the doctor is the boy's mother. You may have automatically thought this was an impossible scenario because we assumed that doctors can only be men, and if the boy's father was killed, how could he be the doctor? We did not immediately consider that the doctor could be a woman. These assumptions are based on what we call "gender norms." Remember that gender is something that we learn and not something we are born with; it is created and constructed by our society and culture. Therefore, gender norms are the roles and behaviors that a person is expected to perform based on their gender. These roles and behaviors are assigned to women and men based on what our society and culture has determined as normal. That is why they are called "gender norms."*

Activity: *Where I Stand. There are two images on either side of the room. One is of a woman and the other is a man. I will read out a list of gender roles and norms. With each item I say, move to the side of woman or man depending on who you think the role or norm belongs to. If you think both, you can move to the middle of the room. Read the items out one by one, allowing participants time to move to their position. Keep the activity moving quickly, so that participants respond based on their initial instinct rather than after thinking for a long time. Have each item on a separate card, so that you can post them on the wall one by one as you go through them, and everyone can see them at the end.*

Farmer	Head of Family	Politician
Someone who needs to raise children	Cook	Construction worker
Boss	Someone who cries	Driver
Someone who reads the newspaper	Doctor	Business owner
Breadwinner	Someone who washes the clothes	Teacher
Someone who cleans the house	Someone who is tough	Decision maker
Someone who is gentle	Religious leader	Peacemaker
Can go anywhere anytime	Someone who does well at school	

Ask: *What were you thinking when you were trying to decide whether it was a woman or man, or both? Why did you associate certain roles with women or with men? Invite some responses and have a discussion.*

Summarize: *Our culture and society teach us to have fixed ideas about what women and men can and should do and how to behave, when men and women have the potential to do the same things and be the same way. In an equal society, both men and women can be all of these things.*

3.3 Impacts of gender norms (20 min)

Ask: Now think, what are the impacts of these expectations and gender norms? How do they affect opportunities for women, and how do they affect opportunities for men? Are there any disadvantages and barriers that it results in for both groups? Brainstorm some ideas and answers in buzz groups. If participants are having a hard time understanding the question and formulating answers, give one or two examples. Report back in plenary. Possible answers:

- Girls are discouraged from going to school or need to drop out to get married
- Women have less access to trainings and professional courses
- Women are discouraged from going to work or have less access to income opportunities
- Women have less control of resources, especially productive resources like land and property
- Men are discouraged from playing a bigger role in taking care of their children
- Men are discouraged from helping with the housework
- Women have less access to services and benefits
- Men are looked down upon for showing emotions
- Women have less power in decision making for the community
- Women have less control over when and who to marry, and if and when to have children
- Women have less mobility than men, and control over their own movements
- Women are kept at home where they have no choice but to do unpaid work like caregiving and housekeeping
- Women are isolated and kept from socializing, which affects their self-confidence and relational skills
- When men are supposed to be tough and in control and women do not conform to their subservient roles, this can lead to violence against women
- Laws discriminating against women, such as inheritance laws
- Women have less access to information and knowledge

Ask: How does this gender inequality affect your community's development? Are there any harmful impacts? Invite responses and then **Explain:**

- *If women are left out of planning and decision making on the community's development, we lose their ideas and experience, and the project may not improve their lives, causing greater inequality*
- *If girls are not encouraged to go to school, they can't participate in public life or get good jobs as women, and we are losing the potential of half of our population*
- *If women are not able to access income opportunities, we lose half of our workforce and this has a negative effect on the growth of our economy*

Summarize: *It is not a problem for men and women to have differences; problems arise when we are taught that women and men should only be one way or another, and that what men do and how they behave is more valuable and worthy of reward than that of women. When we really examine our social gender norms, we can see how they cause inequality between men and women, how they go against human rights, and how they can be harmful to the development of our community, where both men and women are victims. But when we know that gender is something we learn and not something we are born*

with, that they are determined by our culture and society and are human made, we can therefore unmake them, or change them to be different.

Ask: *Can culture and our ideas about gender change? What has changed from your grandparents' time to your parents' time to your time? What differences do you see? For example, do we now see more women leaders than before? Do we see women doing things now that in the past only men did? Do we see men taking a more active role in the family and household? Invite responses and discuss the below.*

- *Story of the elephant – one baby elephant is chained since childhood. It grows bigger and strong but does not realize its own strength to break the chain. The elephant stays under the idea that the chain is stronger. If we blindly keep following the same things without challenging them, how does this impact the community's development?*
- *Do you wear the same coat now that you wore as a child? Change and development are a natural part of life.*

Summarize: *When we understand that not only is change possible, but that it is the normal course of time and history as we grow and develop, then we can understand that gender norms can change as our culture and society changes and evolves. And when we have identified the inequalities and their causes, then we can determine what changes we want to make for the wellbeing of our community.*

Notes for facilitators: Talking about gender inequality and gender norms can be difficult, and participants may get defensive or justify gender inequality or discrimination. Let them express their views and explain: *We all have different beliefs and experiences about gender and may not always completely agree with each other. No one here is required to believe anything; just remember that this is a learning opportunity to explore and challenge ourselves with ideas that we may not have thought about before, and to consider them along with what we already know. Please keep an open mind and listen to the views of others just as they listen to yours.*

4. Self-reflection (15 min)

Ask: *What have you learned from today's session? How will you apply what you have learned? Please reflect individually on these questions for a few minutes and write your reflections in your notebook (if literate). After individual reflection, share in pairs. In plenary, ask some pairs to volunteer to share what they heard from their partners.*

Summarize: *In this session, we have analyzed how discrimination, exclusion, and inequality manifests for women in the community, but as stated previously, you can conduct this kind of analysis for any group that you have identified in the community as being disadvantaged by harmful social norms and practices. When we say "community," we need to think about everyone in the community – women, men, children, youth, elderly, poor, people with disabilities, ethnic minorities, etc. People from different groups have different needs and perspectives, which is why it is important to involve them so that you can get their views. They will have good ideas and may point out things that others may not see, such as if something will make inequality worse instead of better. Including people and balancing power between groups can also help prevent potential conflict that can result from exclusion and discrimination. This CDD project is an opportunity to bring in more members of the community into the development process, to better understand and connect with one another, appreciate one another, change harmful attitudes, practices,*

and norms, increase equality and inclusion, and work together for the development and well-being of the entire community, especially the most vulnerable.

In the next session we will explore the role of leaders in tackling problems related to discrimination, exclusion, and inequality and bringing about positive social change in the community. In other words, leadership that can transform relations between people towards greater inclusion and equality.

Session 5: Leadership and Social Change

Objectives: By the end of the session, participants will be able to:

- Understand their roles and responsibilities as social change leaders
- Communicate a community vision and goals for social change
- Use stakeholder and SWOC analysis tools to help then plan change initiatives
- Consider the leadership skills needed to carry out their plans

Content Summary:

#	Topic	Methodology	Materials	Time (160 min)
1	Social change roles and responsibilities of leaders	Explanation, question, discussion in pairs, summary	Flipchart	10
2	A social change vision for your community	Question, explanation, visioning, group work, gallery walk	Flipchart, markers	45
3	Goal setting	Question, explanation, road map, group work	Flipchart, markers	30
4	Strategy and planning	Stakeholder analysis, SWOC analysis, action planning, questions, explanations, gallery walks, group work	Flipchart, markers	60
5	Leadership Skills	Question, group discussion, summary	Flipchart, makers	15

Steps:

1. Social change roles and responsibilities of leaders (10 min)

Explain: *In the last session, we learned about discrimination, exclusion, and inequality, and that these can be changed. Now we will look at how we will apply what we've learned to our roles as community leaders, and how we can work to transform relations between people towards greater inclusion and equality in our communities.*

You have already received training on the technical aspects of your committee roles and responsibilities, and how you will be working on the community's infrastructure activities. Now we will look at your role in leading the community in social change activities.

Ask: *As community leaders, what do you think are the roles and responsibilities of the CDC in promoting inclusion and equality? Discuss in pairs and then share in plenary. Possible answers:*

- We need to apply CDD principles
- We need to protect and promote human rights for all community members

- We need to identify the most vulnerable groups in the community, and find out what their needs are

Summarize: *As elected community leaders, you represent all people including women, men, youth, people with disabilities, etc. It is therefore your responsibility to find out the concerns of the groups you represent and to ensure that these are brought to the attention of the community and taken into account in the community development plans.*

2. A social change vision for your community (45 min)

Ask: *Now you will develop a social change vision for your community. What is a community social change vision? Invite some responses.*

Explain: *A social change vision is what you imagine the ideal state of your community to be in the future. It is the positive social change that you want to see in the community, the difference you want to see in people's lives, and your values come to life. We have discussed how discrimination, exclusion, and inequality exists in the community; a social change vision is what you want to achieve for your community to change this situation for the better. It is important to have a vision because only when you have a vision can you then make plans to realize your vision. For example, if you have not decided your destination or where you want to get to, you cannot create a roadmap to get there and would just be wandering around!*

Activity: *We will now do a short visioning exercise. Say these instructions slowly and spaced out over time, giving participants enough time to relax and think about each question.*

- *Relax and close your eyes (or keep them open if you do not feel comfortable closing them) and take 10 slow and deep breaths. With each exhale, imagine all the stress and tension leaving your body.*
- *Now think about your community's development plan and what we have discussed in terms of CDD principles, human rights, inclusion, and equality.*
- *Now imagine that 10 years have passed, and the community's development projects and social change initiatives have been successful. What does this successful future look like?*
 - *What services are available, and who is accessing them?*
 - *What is the situation of different groups in the community, such as women, men, young people, children, minority groups, etc.?*
 - *What are their activities and roles and how are they feeling?*
 - *What are relations like between these groups?*
- *When you have a clear vision of this, please make a drawing of what you have visualized. Focus on the social aspects – what relations between people are like and the situation of different groups. You can use different colors, symbols, images; you can draw anything and anyway you like. Feel free to be creative with how you represent your ideas; there is no right or wrong way to do this. Some participants may be hesitant to draw at first, but even people who have never held a pen before can quickly learn to draw. Support these individuals in the beginning by encouraging them and helping them translate their ideas into images, until they become more comfortable with drawing.*
- *Now sit with the other members of your village committee to share and discuss your drawings with each other.*
- *Now make a combined drawing that has all the important points from each individual drawing. This is a collective vision of what you would like to see in your community as a result of your work over the next 10 years. Try to make it as clear as possible. Everyone should participate in making this drawing;*

it should not be done by one person only. Circulate amongst the groups to ensure that this is happening.

- *Now articulate the image into a brief overarching vision statement that answers the question – What will be the social situation of our community and its people in 10 years? Make sure that everyone agrees with the final statement.*
- *Next, think about the current social situation in your community compared to your vision 10 years from now. What are the differences? What is the situation right now? Draw a collective picture of your community as it is right now compared to the social situation of your community in your future vision.*

Gallery walk: If there is more than one village committee in the training, put up each groups' current and future drawings on the wall, and have the plenary move from drawing to drawing, stopping at each group to get explanation about their collective drawing and vision.

Discuss: *What values and principles have led to your vision statements? Please add them. What experiences or perspectives do we see in common between groups? What differences? Discuss in plenary.*

Summarize: *Your “social change vision” is the ideal social situation of your community. For example, it is a community where CDD principles are being applied, where all groups are accessing services and exercising their human rights, where all groups are included and there is more equality, especially the opportunities enjoyed by women, and where relations between people are peaceful and productive. It is the ultimate destination where you want to arrive. It may not be achieved in 10 years, but it provides a direction at which to aim towards and should be a source of guidance and inspiration as you move forward. It should add meaning and provide you with motivation and energy in your work as a community leader.*

3. Goal setting (30 min)

Explain: *It can feel overwhelming to think about your social change vision compared to where you are now. It may seem very far away and maybe impossible to achieve. But like climbing a mountain, it is useful to take it in pieces, focusing on the most important stages right in front of you and then moving to the next stages. By the end, you will see that you are at the top of the mountain. These segments along the way are what we can call goals.*

Ask: *What is a goal?* Invite responses.

Explain: *If we imagine the social change vision as the community's ultimate destination, we can imagine goals as being milestones along the way. They are markers that the community should aim to achieve on its way to realizing its vision, and that bring it closer to its ultimate destination. Goals should be:*

- *Clear and specific - so that they are understood by different stakeholders*
- *Realistic and attainable - so that they can be achieved*
- *Time-bound - so that you can keep on track to achieving them in a timely manner*
- *Measurable - so that you can tell if you are achieving them or not*

Activity: *Now we will draw a roadmap from the current situation of the community to the vision. Think: what are the goals that the community needs to achieve to realize its vision of social change and reduce inequalities? Think back to the power walk. How can the community provide assistance to those who are left behind? What can you do as leaders to guide the community in these social change efforts?*

Brainstorm in your committee groups and make a roadmap leading to your social change vision, with the different activities that you need to do along the way. Report back in a gallery walk. Some possible answers:

- Mobilize excluded groups to participate in community meetings and listen to those with less voice
- Increase awareness in the community about human rights and barriers to equality, and explain why it is important to include excluded groups
- Prioritize the needs of vulnerable groups in the project selection
- Raise awareness about harmful social norms and help change attitudes and behaviors that harm or exploit others
- Check that our community development plans and projects benefit everyone and do not disadvantage anyone
- Ensure that vulnerable groups can access any work opportunities that come from development projects
- Build the capacities and self-confidence of women and other marginalized groups
- Strengthen marginalized groups' access to information and knowledge
- Increase the range of opportunities, services, and choices available to vulnerable and marginalized groups

Summarize: *Now you have a community social change vision and goals laid out on this roadmap. These should be communicated to the community and shared so that all stakeholders understand this change process and can be included in the effort to shape and achieve it. You can discuss it at the next community meeting to get inputs and feedback, and display it on the notice board.*

4. Strategy and planning (60 min)

Explain: *Now that you have determined your vision or your destination, as well as goals you want to achieve, you can now think about how you will achieve them. You will need to consider what stakeholders you need to take into account, consider any difficulties you might face, and think about strategies to deal with these. We will do a few activities to help you analyze and consider these different factors.*



Ask: *What are stakeholders?* Invite responses.



Explain: *Stakeholders are all the people who are part of a project or affected by it in some way, including being excluded from it. Your community is a network of individuals and groups who might be helpful to social change and development efforts or who might be opposed to it. Whenever there is change, some people can feel uncomfortable and may resist it. But new ideas and tackling challenges often requires change, because it means the old ways of doing things are not working to address those challenges. In these situations, it is often good leaders that can make the difference in uniting the community around a common cause for the well-being of the whole community, or to help those who are most vulnerable or left behind.*

Activity: *Stakeholder analysis. First brainstorm and discuss in your committee groups a list of the different stakeholders in your community - people who are affected by your development projects and vision, and why they are important. Think about and note down why they are important, and why you need to consult with them on the project. Report back in gallery walk. Example answers:*

Stakeholder (can draw images if any participants are illiterate)	Why they are important
Religious leader	He is one of the main leaders of the community, very powerful, and many people listen to him
Women	They are half the community and are a part of every group; they need to help shape the plans and decisions
Village chief	He is the traditional leader of the community. He has power and is well-respected, and needs to support the activities
The minority group	They live on the outskirts of the community and are very poor; we need to understand their needs to help them
Youth	There are many youth who are unemployed and are out of school; they should participate in development activities to explain their needs and also get some income
Disabled people	There are a number of disabled people in the community and they are very vulnerable and marginalized; we need to know their needs and how the project can help them
Public service provider	They are responsible for providing good quality service
Local official	They are responsible for ensuring that we have services
Farmers	There are many poor farmers and they will benefit from the road project
Parents	There are many children who do not go to school and we need to hear why their parents do not send them
Girls	There are many girls out of school and if the school project makes the school a better facility, maybe more girls can attend

Activity: SWOC analysis. As you work to achieve your goals and proceed down your roadmap, it is also helpful to map the strengths, weaknesses, opportunities, and challenges that the committee and community may face along the way. For example, what stakeholders can help you and who might be resistant? What are the resources you have available and what resources do you need? This analysis can then help you to develop key action points. Brainstorm and discuss in your committee groups and make a flipchart with all four aspects. Report back in gallery walk.

 Opportunities (What major opportunities do we have?)	 Challenges (What challenges do we face?)
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

 Strengths (What are our strengths?)	 Weaknesses (What are our weaknesses?)
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •

Activity: Developing a Social Change Action Plan. Now that you have formulated your vision and goals, identified the different stakeholders in your community, and analyzed the different opportunities, challenges, strengths, and weaknesses that you have, you can start to put all of this thinking together with a social change action plan. Think about the goals that you want to achieve and start to brainstorm and discuss some ideas of how you will achieve these.

- Identify the goals
- Identify the different steps you need to do to reach the goal
- Identify the key stakeholders who you need to work with (both those who may help or hinder)
- Identify the resources needed and the resources you have
- Identify the timeline and how long will it take to achieve your goal
- Identify who will do the steps and who will be responsible
- Identify how you will measure it

Put these down on a flipchart in an action plan table. Report back in gallery walk. Example action plan:

What do we want to do (goals)?	What are the steps required to reach this goal?	Who do we need to work with?	What resources do we need / have?	By when?	Who will do it / be responsible?	How do we tell it is working / that we are successful?
Ensure that vulnerable groups can access any work opportunities that come from development projects	Sensitize the community on the importance of giving opportunities to the most vulnerable people in the community; talk to these members of the community and give them information about the work opportunities	The vulnerable members of the community and their leaders; the village chief	Time and people to go and speak to the vulnerable people or ask them to come to community meetings; transportation to bring them to the work site because they live far away	Before the opportunity to apply for work closes	All committee members will do; committee leader and procurement officer will be responsible	Look at the number of vulnerable people who got work opportunities

	and how to access them					
Goal						
Goal						
Goal						
Goal						

Discuss: *What was your experience of this activity? Was there anything that surprised you? Was there anything you considered or thought about for the first time? Do you think you have a better idea of what your goals for social change are and how you will achieve them?* Invite responses.

Summarize: *Just like mountain climbers need some tools like ropes and axes to help them climb a mountain, we have now introduced you to a few analytical tools to help you on your journey to leading social change in your community. The work you have done here is just a first step on that journey, and the plan you have made here is only a first draft. This is not a fixed plan, but something that can change over time as the community's development projects and social change efforts get implemented. Every time the committee meets, you should review this action plan and use your analytical tools again as needed, revising the plan according to what is happening in the community or what you have learned. You should also continually share these, update, and get feedback from the community during community meetings or other communication channels like the notice board.*

5. Leadership skills (15 min)

Explain: *To succeed at achieving your community goals and vision, community leaders need to have certain skills to carry out their activities well, get the desired results, and lead change. They need to be competent in representing all groups in the community, responding effectively to their needs, and bringing in new ideas and good solutions and plans, so that the people in the community have confidence in their leadership. We have already discussed some of these skills in the earlier sessions.*

Ask: *What skills and capacities do you feel that you need to further develop in order to carry out this social change action plan and lead the community in social change? Brainstorm in committee groups, putting each idea on its own card/post-it. If people are having trouble understanding the question, provide an example or two. Report back in plenary, gathering all the ideas through round robin. Possible answers:*

- Self-awareness
- Critical thinking and analytical skills
- Self-confidence
- Communication skills – spreading information among the group and with the community; knowing how to present to an audience, speak in public, and listen to others
- Teamwork, trust, and coordination – working together as a team and with the community
- Conflict resolution – resolving conflicts in the community
- Community mobilization and facilitation
- Negotiation skills
- Networking skills and knowing how to mobilize resources
- Decision making and problem solving

- Planning skills
- Advocacy skills – being able to influence and convince the community and different stakeholders to support change activities

Summarize: *You may not have all of these skills individually, but collectively, you have more skills to draw on by working together as a group. In the next sessions, we will go deeper into some of the most important skills which can help you to become successful transformative leaders.*

Session 6: Communication Skills

Objectives: By the end of the session, participants will be able to:

- Understand the importance of good communication for effective leadership
- Explain the different channels and components of communication
- Practice communication skills such as active listening, public speaking, and presenting
- Enhance their capacities in effective communication
- Understand the constituent feedback loop and their roles within

Content Summary:

#	Topic	Methodology	Materials	Time (105 min)
1	The importance of communication	Telephone, question, explanation	Flipchart	15
2	Components and channels of good communication	Question, explanation	Flipchart	10
3	Active listening (Receiving)	Question, Group work, role play, explanation, summary	Flipchart, paper	35
4	Public speaking and presentation skills (Sending)	Question, buzz groups, role play, explanation, summary	Flipchart, paper	30
5	The constituent feedback loop	Explanation, questions	Flipchart, paper	15

Steps:

1. The importance of communication (15 min)

Activity: Telephone. *Please form a circle. I will say a message into the ear of the person next to me; loud enough so that they can hear it but quiet enough so that no one else can hear it. That person will then do the same to the person next to them, and so on, until the message goes around to everyone until the last person. You have only one chance to say the message to the person next to you and cannot repeat it.* Example message: “All the parents in the community went to the market to buy tomatoes, carrots, and rice to bring to the school meeting where they will cook for the teachers and children.” After the message has reached the last person, ask them *Please say out loud the message that you heard.* Then reveal the starting message to everyone. Usually, the message is not the same or can even be completely different.

Discuss: *Why are the messages different? How did it get changed along the way?* Invite responses. Possible answers:

- The person did not say it correctly.
- The person said it too softly so that the listener couldn’t hear.
- The listener did not hear it correctly.
- The room was too noisy for the listener to hear the message.
- The listener did not want to hear the message.

- The listener heard the message but then forgot it and couldn't repeat it.
- The listener wasn't ready to receive the message.
- The message was not clear or easy to understand.
- When people don't know what they heard, they just filled it in with their own ideas.

Explain: *There are many factors that affect communication, and whether or not it is effective. When a message passes between many people, they can each bring their own interpretation, which can then change the message.*

Ask: *Communication is essentially the sending and receiving of information. Why is communication an important skill for community leaders? Invite responses.*

Explain: *Good communication is an essential skill for community leaders, and they need to know how to both send and receive information. They need to communicate many messages of information, ideas, and perspectives to the community and different stakeholders about the different development goals and activities that are happening (sending), and they need to be able to listen to their constituents and understand their concerns and perspectives because they are supposed to represent the people and respond to their needs (receiving). They will also need to facilitate communication between community members and different groups and solve problems that arise between them. Depending on who they are communicating with, they may need to use different ways and styles of communicating, because different people receive messages differently, or have different points of view that need to be considered. They will also need to communicate effectively with each other in the committee if they want to work well together as a team.*

2. Components and channels of good communication (10 min)

Ask: *Thinking about the telephone activity, what are factors that make communication effective? How could we have done more to ensure that the right message got to the last person? Invite responses.*
Possible responses:

- Need to listen well and pay attention to the message
- Need to be sure about what the message is that you want to say
- Need to make sure the message is complete
- Need to make sure you heard the right message
- Need to speak clearly and slowly
- Need to be patient when speaking or listening
- Need to be able to repeat the message.

Explain: *To communicate well with your peers, with community members, and with authorities, remember the following components of good communication:*

- **Know your audience** – understand who you are speaking to, their culture and what they need to know from you
- **Be clear and direct** – use simple language and speak with confidence in conveying the information or in expressing your point of view

- **Share relevant information** – make sure that you are giving your audience adequate information so that they are left with more answers than questions
- **Listen actively** – communication is two-way, and one must listen as much as speak
- **Be brief and to the point** – stay on message and don't get distracted with information or messages that are not relevant
- **Get feedback** – this can help you discover parts of your communication that you can improve or any gaps that you can fill in; it is also important for confirming that the information or message has been understood by the receiver

Ask: Information is transmitted over a channel that links the sender and the receiver. What are different channels of communication? Invite responses.

Explain: There are 4 main channels of communication:

- **Verbal communication** – spoken language, songs, radio, telephone
- **Physical communication** – body language, facial expressions, hand movements
- **Written communication** – notice boards, letters, signs, text message
- **Visual communication** – website, television, drawings, photos, images

These channels can be used separately or in combination, and each has their advantages and disadvantages. It is important to consider these when deciding which channel will be most effective for communicating your message. In particular, consider what modes of media could be used to reach the most people in order to disseminate messages about the positive roles of women and other marginalized groups in contributing to the economic and social development of the community.²³

3. Active listening (Receiving) (35 min)

Explain: We will examine more closely the characteristic of active listening. Active listening is when you demonstrate to the speaker that you are hearing and understanding what the person is communicating. It is about being attentive and having an open mind.

Ask: How do you actively listen? Invite responses and then **Explain** any missing points:

- Pay attention by focusing on what is being said
- Encourage the speaker by giving the speaker both verbal and non-verbal indications that you are hearing and following what the speaker is saying
 - Lean forward, look alert, make eye contact, nod your head
 - Use simple expressions like, “yes,” “I see,” “mm-hmm”
 - Reflect back to the speaker by summarizing in your own words what the speaker has just said to check and confirm with the speaker if you heard the information correctly
 - Ask follow-up questions that are open-ended (they cannot be answered with just a yes or no) to help the speaker formulate what they want to say and get more specific information

²³ If the project has any kind of media component that involves community leaders, such as the use of radio or smartphone applications, it would be important to add a section that trains community leaders on the communication skills needed to use this media in accordance with their responsibilities and the project.

- *Do not interrupt, criticize, judge, or argue with them*
- *If you have not understood, don't pretend that you understand; ask clarifying questions instead to make sure you understand*
- *Don't daydream or be distracted, but instead show interest and attentiveness*
- *Be ok with moments of silence, giving the person time to think and express themselves*

Activity: Practicing active listening. Divide participants into groups of 3. *Each group will have a Speaker, a Listener, and an Observer. We will do this three times so that everyone has a chance to play each role. Speakers will tell a short story, i.e., a trip, an event they went to, or a favorite sport or hobby. The Speaker will have 2 minutes to speak. Listeners should listen to what the Speaker is saying. Observers should observe both the Speaker and the Listener, and notice what each is doing. The Observer can take brief notes if needed. The Observer should not interrupt in any way. Do this three times, giving two minutes for each round.* **Discuss:**

- *When you were Listener, how well do you think you listened? Was it easy or hard to actively listen? What did you do while you were listening? How did you remember what the Speaker told you?*
- *When you were Speaker, what was the Listener doing while you were speaking? How could you tell if the person was or was not actively listening?*
- *When you were Observer, what did the Listener do that was good, that showed they were listening well? What did the Listener do that was not good, that showed that she/he was not listening well?*

Ask: Ask the following questions, inviting responses for each:

- *What are the qualities of a good listener? What does a good listener do?*
- *What are the qualities of a poor listener? What does a poor listener do?*
- *What are some of the reasons that we sometimes do not listen well?*

Summarize: *You can practice active listening in your everyday life - at home, at work, or anywhere while doing anything where you are engaging with others. You may find that the more you practice and improve your active listening skills, you gain more knowledge and information, and your relationships and interactions with people become more meaningful and respectful.*

Activity: Role play - active listening to constituents. *We will now do two different role plays. The scenario is that you are addressing a community meeting, and a group of women in the community complain that they are not getting a chance to earn daily wages through the project. Divide the participants into 2 groups to prepare and perform the role plays. Given each group a piece of paper with the description of the role play they will act out.*

- **Role play 1:** The speakers interrupt the group of women, tell them they are wrong, that they don't have any right to know about these matters, and respond with anger where they shout at them and humiliate them. They get very upset and both parties start fighting.
- **Role play 2:** The speakers calmly ask the group of women more questions about what happened, listening to their answers to understand the nature of their complaint. After letting them speak, the speakers summarize what they heard and ask them if this summary is correct. Then they calmly and clearly explain to them the procedure for accessing the work opportunity, and that this is available for every woman in the community, and that if anyone is communicating a different message to them, that they should either clarify for them the procedure or tell them to come speak to the committee members, and they will clarify or further investigate the problem, and then report back to the women and the community what they have found. You also explain that if they are still unsatisfied, they can

use the grievance mechanism where they can make a formal complaint, which the committee will also follow up and respond to.

Ask: *What was the difference between these two role plays? How did the community leaders respond in each situation?* Invite responses and **explain** any missing points:

- In the first situation, the speakers were aggressive and spoke to them in an angry way and judged them as being wrong without even hearing what they had to say. They indicated that the women didn't have any right to know about or be involved in these matters. This caused resentment and started a conflict. If they had given the right information, they could have solved the problem, but because of the way they responded and how they did not listen, they made the situation worse.
- In the second situation, the speaker first showed they were listening and asked questions. They made uninterrupted space for the participants to express themselves and feel that they were being heard. They honored the villagers' right to voice their concerns, be heard, and demand a response. They also honored their own obligation to be accountable to these community members. Then the speakers said what was necessary in a clear and peaceful manner. They gave the person the information that was needed to help clarify the situation and clearly communicated the solutions.

Summarize: *It is important to be able to listen to your constituents. As community leaders, you represent these people and therefore need to understand their needs, concerns, and ideas rather than make your own assumptions. This can only happen if you actively listen.*

4. Public speaking and presentation skills (Sending) (30 min)

Explain: *Being able to speak well in public is an important skill for community leaders to have. They need to know how to attract and keep the attention of their audience, deliver a strong message, and inspire confidence in what they are saying. It is normal to be nervous, shy, or afraid when speaking in public, but there are many ways to help you overcome this fear, and like any skill, the more you practice, the better you can get at it and feel comfortable doing it.*

Ask: *What do you need to keep in mind when public speaking?* Buzz groups. Round robin report back to the whole group and **explain** any missing points:

- **Before the presentation**
 - **Become familiar with the format** – know the venue where you will be speaking, whether you will need to use a microphone, how close you will be to the audience, and who is speaking before you, etc., so that you are not surprised or distracted by anything about the environment
 - **Prepare your message** – make sure you understand your objective, and that you know the main points and information you need to present and prepare your presentation or speech beforehand; keep your points organized and in a logical sequence
 - **Practice** - visualize yourself in front of the audience and practice it in front of a mirror, or practice in front of a friend and ask for their feedback; do it as many times as you need to feel more comfortable with what you need to present
 - **Prepare notes** – prepare notes you can refer to during the presentation, if you need these to help you remember your points
 - **Know your audience** – know who they are, what they may already know or not know, what their circumstances are, and what you want them to take away from your presentation

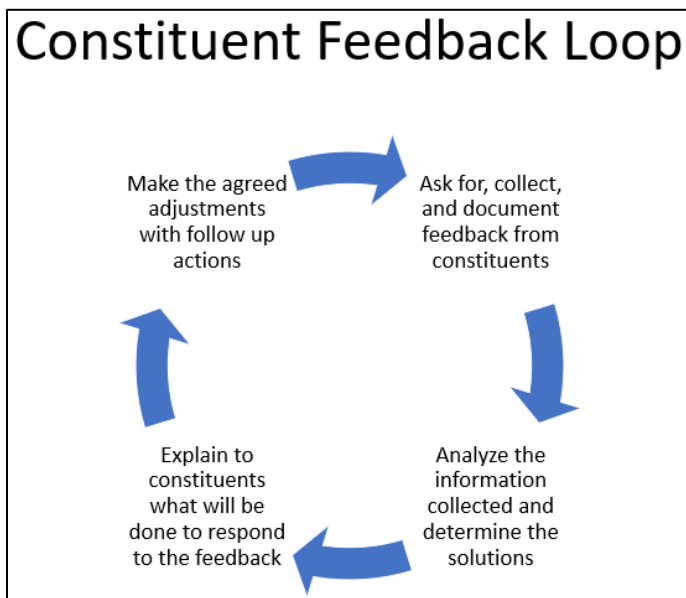
- **During the presentation**
 - **Make a good first impression** – attract the audience’s attention from the start, such as with a story or something interesting
 - **Use appropriate tone of voice** – speak clearly and slowly
 - **Use appropriate language** – make sure that you are using language that is easily understood by the audience; use culturally appropriate words and body language
 - **Be brief and simple** - focus on the message you want to convey; don’t stray from the main message and talk about unrelated things; when rehearsing beforehand, time yourself to make sure you are not talking for too long where people can get bored
 - **Positive body language** – smile, be open, pleasant, look at the audience, be relaxed
 - **Be confident and think positively** – take deep breaths to release any stress or nerves and slow down; stand straight and face the audience, dress appropriately but comfortably
 - **Be authentic** – be natural and be yourself; the audience will know if you don’t believe in what you are saying
 - **Use examples** – real life experiences or stories can help to illustrate your points
 - **Use visual aids** – these can be helpful for your presentation, but do not use them if they confuse or distract you from your speaking
 - **Summarize at the end** - summarize what you have said to emphasize your main points, and leave a good last impression
 - **Encourage engagement with the audience** – be prepared to listen to comments and questions from the audience and answer them respectfully and truthfully
 - **Check that the audience has understood** the information or the message you have conveyed
 - **Ask for feedback** as appropriate

Activity: Role play - practicing public speaking. *Break into committee groups. As a committee, you are speaking at a community meeting where you are sensitizing the community on the need for the community to support more economic opportunities for women. Using the components of good communication that we have just discussed, as well as what you have learned about discrimination, inequality, and human rights, prepare your presentation and present your case to the community. Give everyone time to prepare and practice their presentations. Have each group present to the plenary as if they were the community. Have each group get feedback from the audience on what was good and what could help them to improve.*

Summarize: *Knowing how to speak well in front of others is a valuable skill for all kinds of circumstances, and a skill that is useful not just in the context of being a community leader. No matter what you do in life, being a good public speaker and having good presentation skills can boost your self-confidence and open many opportunities.*

5. The constituent feedback loop (15 min)

Explain: *As discussed earlier, community leaders must be transparent and accountable to their constituents (the people that they represent and have a duty to serve), and regular and open communication is therefore critical. Leaders need to inform the community of what is going on, actively listen to what input and feedback the community has, and then clearly present and report back to the community on any of these points. This is a continuous cycle called the feedback loop, where there is regular input from both leaders and their constituents, duty bearers and rights holders. Put up and explain the diagram below:*



Ask: *Why is this important?* Invite responses and then **Explain** any missing points:

- *If community leaders are responsible for serving the people, the opinions of all community members need to be respected and taken into consideration*
- *A feedback loop helps to ensure transparency and accountability in the community development process*
- *If people give feedback but there is no follow-up or information given back to them about what the response is to their feedback, they will not feel listened to and think their leaders are not being accountable*
- *A well-functioning feedback loop creates trust between leaders and the people they serve, which enables the community to work together towards its positive development*
- *When people's concerns are respected and responded to, it promotes equality and the fulfillment of human rights*

Ask: *How will you communicate in a way that keeps the community informed and involved? How will you ensure a good feedback loop?* Invite responses and then **Explain** any missing points:

- *Organize and hold regular (monthly?) open meetings with the community to update, provide feedback, and consult with them on activities*
- *Make sure women and marginalized groups are involved and invited to community meetings, or hold periodic focus group discussions with them to address their concerns directly*
- *Have each committee member update community members in their own area of the village*
- *Communicate information and receive feedback in informal gatherings, at the tea shop, the religious center, etc.*
- *Communicate information and receive feedback through social media on a regular and continuous basis*
- *Post reports on activities on the community notice board, and ensure that all records and key*

documents are made available to all as soon as possible and appropriate

- *Understand and be able to explain the justification for the committee's actions and decisions*

Summarize: *All of these communication skills are the foundation for other important leadership skills like advocacy, conflict resolution, and collaboration. We will go through each of these skills in the following sessions.*

Session 7: Advocacy Skills

Objectives: By the end of the session, participants will be able to:

- Understand the concept of advocacy and how it can be used for social change
- Develop and implement an advocacy strategy

Content Summary:

#	Topic	Methodology	Materials	Time (85 min)
1	Advocacy and community leadership	Question, explanation	Flipchart	10
2	Developing an advocacy strategy	Group work	Flipchart, markers	40
3	Practicing advocacy	Group work, role play		30
4	Forming an advocacy group	Question, explanation		5

Steps:

1. Advocacy and community leadership (10 min)

Ask: *What is advocacy?* Invite responses.

Explain: *Advocacy is a process where you support a cause and influence others to achieve change. For transformative community leaders, advocacy is about achieving social change by influencing decision makers or groups of people to change policies and laws or attitudes and practices that currently affect people's lives in a harmful way. It involves paying attention to and raising the voices of the marginalized, raising awareness, engaging critical stakeholders, and collecting facts, evidence, and solutions to present to those whose decisions or behaviors you want to change. Advocacy requires the communication skills we talked about in the last session, such as active listening, public speaking, and presentation skills, as well as other skills we will discuss in later sessions, like collaboration and working with others.*

Ask: *As community leaders, how are you involved in advocacy and why is it needed?* Invite responses and fill in with the below:

How we are involved

- *It is our responsibility as community leaders to lead change and influence community members and other stakeholders to be a part of those changes*

Why it is needed

- *To challenge barriers and eliminate discrimination and inequality*
- *To protect and promote human rights by improving practices and behaviors*
- *To make local service delivery more effective, inclusive, and accessible*
- *To achieve development goals*
- *To improve people's lives and develop the community in a positive way*

2. Developing an advocacy strategy (40 min)

Explain: Now that we know what advocacy is and why it is important, let's discuss **how** you do it. Advocacy is a series of activities and actions that build on each other over time. One or two ad hoc activities will not result in lasting change. That is why it is important to think about advocacy as a strategy or a campaign, and not a stand-alone activity. It involves a cycle of planning and implementation where you develop an advocacy strategy, implement the strategy, examine the results, and then start the cycle again.

Develop an advocacy strategy by doing the following:

Identify the issue	What issue do you want to address? This should be specific and attainable; issues that are too general are too big to tackle and may not allow you to have a clear plan and strategy.
Define the goal	What do you want to achieve? What does success look like? These can be short term, medium term, and long-term goals.
Identify the target audience	Who do you want to influence to make change? Who are the key stakeholders and decision makers involved in the issue? What are their current attitudes and behaviors?
Develop the message	What do you want to communicate? Why is this issue important? Who is being affected? What do you want your audience to understand about the issue? What do you want them to do about it?
Develop the approach	What communication channels and tools will you use? How will you deliver the message and engage the target audience? Who will deliver the message credibly?
Building support and working with allies	What stakeholders will help with this cause? How can you work with them?
Define the activities and the action plan	Steps: What will be done to implement the strategy? What actions need to be done to get the desired outcomes and changes? Timeline: When will these steps be done? Resources: What resources do we need and which do we have? Monitoring: How will we tell if things have improved?

Activity: Divide into committee groups and identify a social issue in your community for which you would like to address and develop an advocacy strategy on a flipchart. Present in plenary through a Gallery Walk.

Summarize: Like any skill we have learned, advocacy is also a skill that requires practice, and you will learn more as you do it. Advocacy is also a process that may take a long time, with repeated and continuous effort, and you may face opposition and resistance, but this is a part of the challenge of influencing change and being a social change leader. The key to success is being able to gain widespread support in the community for the cause, and being able to influence and change attitudes and behaviors in the community.

3. Practicing advocacy (30 min)

Activity: Role play. Now using your advocacy strategy, please act out a role play on implementing it. Choose a scenario where you are speaking with the target audience and making your case for change. Have each group present to the plenary, and have the plenary discuss and provide some feedback to each group by asking the following questions:

- Who was their target audience?

- *What was their communication like?*
- *Was their message clear and convincing?*
- *What information or practice could have made their communication and advocacy more effective?*
- *What possible resistance might they face and how could they deal with these?*

Explain: *Advocacy can be directed at community members as well as public officials. With advocacy efforts, it is often good to work with other community groups or organizations who share the same goals. More people coming together makes advocacy efforts stronger because there are more people fighting for the same cause, they can support each other, and they can pool their resources and use them more effectively.*

4. Forming an advocacy group (5 min)

Ask: *You have learned what advocacy is and how to do it. What is an advocacy group?* Invite responses.

Explain: *An advocacy group is a group of individuals who gather to discuss and promote and fight for a particular cause.*

Ask: *How do you start an advocacy group?* Invite responses.

Explain: *To start an advocacy group, a core group of committed leaders recruit, train, and motivate others to champion the cause. These can be women's groups, community-based organizations, family members, youth, business leaders, government representatives, service providers, religious leaders, etc. The group should be diverse and represent all different ages, ethnic groups, etc. so that there is a good representation of views and understanding of the issue. They should also help to shape the goals and strategies so that they can be involved and feel more invested in the mission. Have a first meeting to discuss the issue, the vision, the goals, and the strategy, and then go from there!*

Session 8: Conflict Resolution and Problem-Solving Skills

Objectives: By the end of the session, participants will be able to:

- Understand basic concepts of conflict
- Understand the role of community leaders in resolving conflicts
- Facilitate a dialogue process
- Apply a step-by-step process for resolving conflicts or solving problems through mediation

Content Summary:

#	Topic	Methodology	Materials	Time (100 min)
1	Understanding conflict and the role of community leaders	Questions, explanations	Flipchart	30
2	Dialogue and mutual learning	Role plays, group discussions	Flipchart	30
3	Resolving conflict and problem solving through mediation	Question, explanation, discussion in pairs, group work	Flipchart	40

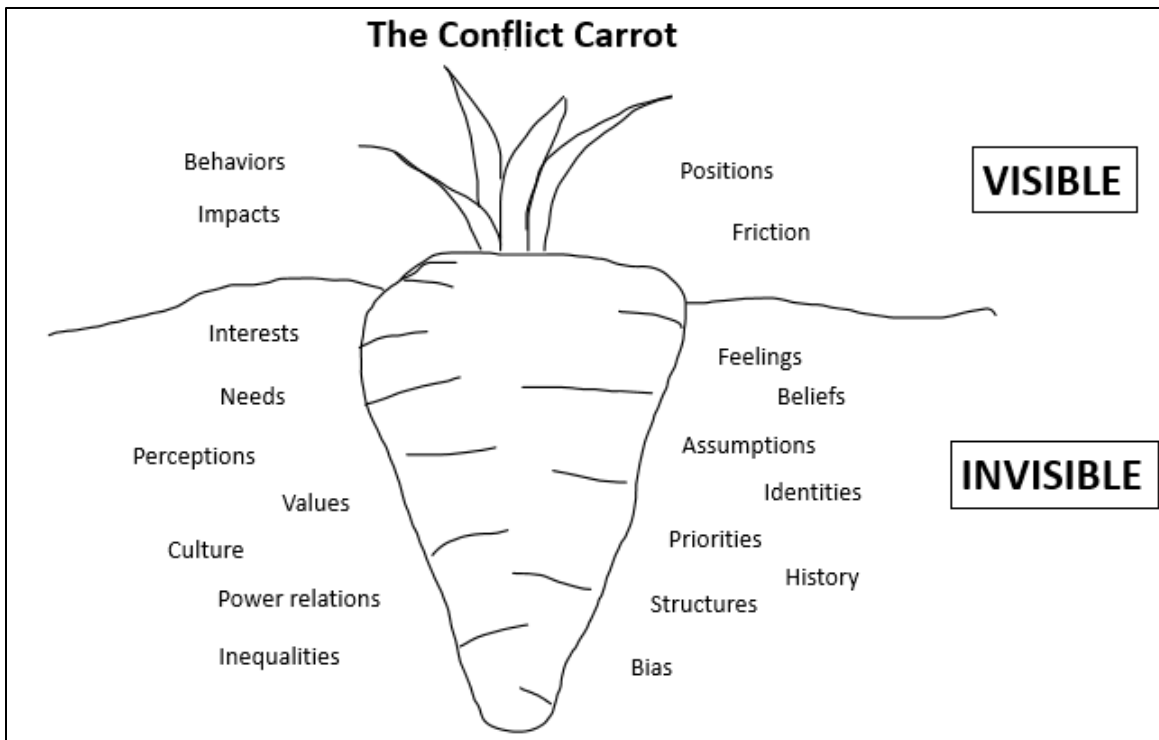
Steps:

1. Understanding conflict and the role of community leaders (30 min)

Ask: *What is conflict?* Invite responses. Possible answers:

- Struggle over access to and control of resources
- Disagreements over goals and priorities
- Violence and war
- Poor communication and lack of information and clarity
- Different attitudes and values
- Power imbalances due to discrimination, exclusion, and inequality

Explain: *Conflict is when there is the perception of having incompatible interests with another party, resulting in disagreement and tensions. Conflict can exist on many different levels, including the individual, family, group, community, country, or societal level. It can involve physical violence or be non-physical. It can be on a large scale or a small scale. It is important to consider that conflicts come in many different forms, and some of these are visible while often a lot more are beneath the surface and invisible. To illustrate this, explain the Conflict Carrot model below:*



Working to reduce conflict only at the visible level without tackling the underlying invisible forms and causes is likely to be short term at best. To really analyze and solve the problem, we often have to go deeper.

Ask: *There are four members of a family – mother, father, and two sons. Though both sons are born equal and have the same rights, one son is given more food each day than the other, such that one grows strong and the other weak. However, both are given the same amount of work to do. Eventually, a conflict grows in the family. What do you think about this scenario? Why do you think there is conflict? Invite responses.*

Explain: *The sons were not treated equally. One was discriminated against by being given less food, and his human rights were not protected. This injustice led to resentment and then conflict.*

Ask: *Can you think of an example of when conflict arose in your community, especially as a result of discrimination, exclusion, or inequality? How and why did it occur? Discuss in pairs and invite any pair to share with the larger group.*

Ask: *Is conflict constructive, destructive, or both? Invite responses.*

Explain: *Conflict is neither inherently good nor bad. It has the potential to be either constructive or destructive, healthy or harmful.*

- **Constructive**
 - *It is an opportunity to identify problems that need to be solved*
 - *Disagreements help us to understand something in a deeper way and appreciate it from many sides*

- *It can stimulate creative thinking and produce new ideas and approaches and challenge destructive habits*
- *It is an opportunity for positive growth and change, such as removing inequalities or protecting the rights of marginalized or vulnerable people*
- *It can build relationships and strengthen institutions*
- **Destructive**
 - *Energy is spent on defending one's position rather than exploring issues together*
 - *It can result in instability, more destructive relations, physical and emotional stress, and even violence*

Ask: *Why is it important for community leaders to understand conflict?* Invite responses.

Explain: *Community leaders and committees face many challenges and problems in the community, including conflict, and addressing these are part of their responsibility. They therefore need to be equipped with the knowledge and skills on how to manage conflict. They need to know how CDD values and human rights principles, such as transparency and respecting the rights of all parties, as well as leadership skills, apply in managing and resolving conflicts.*

2. Dialogue and mutual learning (30 min)

Activity: Role play - The Tale of Two Sisters. *We are now going to do a role play. There is only one orange and there are two sisters that want it. Each one is not willing to give in. Prepare this role play in advance during a break or the day before, by choosing 3 participants to prepare and perform the role plays.*

- Role play 1 – Both sisters declare the orange their own, and neither side wants to listen or negotiate. The argue and fight, ultimately destroying the orange in the process.
- Role play 2 – Both sisters declare the orange their own, and they decide to go to their mother to settle the issue. The mother asks them to calm down so that they can discuss the matter. She asks them why they want the orange. One sister says that she wants the peel to make candy, and the other sister says she wants the inside to make juice. The mother then proposes a solution of dividing the orange so that one sister gets the peel and the other sister gets the inside. Both girls agree on this solution and are satisfied.

Discuss: *What do you notice about these role plays? What did you learn from them?* Invite responses.
Possible answers:

- In the second role play, the sisters bring in the mother to help them resolve the conflict. Sometimes we cannot see the other side of an issue without outside help.
- The mother deals with the negative feelings by calming them first, so that they can discuss.
- The mother asks questions to examine the problem and allows each side to express their interests so that the other side could understand where they are coming from. Only after understanding the situation better could there be an appropriate solution proposed.

Explain: *To resolve differences, we must first understand them, and learn how each group sees things and what their values and interests are. Effective communication is essential to learning about these differences and reaching a mutually acceptable agreement. Has there ever been a decision that affected you, but you were not consulted about it? How did you feel? When people feel like they have been heard and consulted on decisions which affect them, there is more trust, and this can help deal with both current*

and future conflicts. There are many tools and methods to help with this, and the process of dialogue is one of those tools that we will look at more closely.

Ask: What is dialogue? Invite responses.

Explain: Dialogue is a process in which people listen to each other to develop a shared meaning by which to think and act and work towards a common goal. Dialogue is not the same as a normal discussion or a chat. Dialogue has an objective - mutual learning and arriving at a shared understanding of something.

Characteristics of dialogue

- Respectful two-way and inclusive exchange – active listening and honest speaking in a safe space where all sides have the chance to openly explain their point of view and be respectfully listened to
- Because the objective is learning and understanding, it is not necessary for the parties to agree with one side of the other; it is ok to disagree
- Participants engage willingly, and parties should display an open-minded attitude and willingness to accept another point of view
- The exchange of information and a deeper mutual understanding of the underlying interests and needs allows the tension to decrease and common ground to open in which new ideas and better approaches and solutions can emerge
- It should have a relative balance of power, and can therefore develop trust and positive relationships and can foster collaboration
- It is a tool for peacebuilding and managing conflict

The dialogue process

- A facilitator invites everyone to share their thoughts and feelings
- No one can speak unless they are holding the ball; this ensures that everyone has a turn and can talk independently without interruption
- After everyone has shared, participants can share their questions and comments
- Everyone should share what they have learned and understood
- Develop a common understanding and explore a way forward

Activity: Role play – Practicing Dialogue. Divide into 4 groups. The community is deciding which project to implement, and they have narrowed it down to 3 choices – a water point, a school, and a health center. 3 groups will each advocate for one of the projects, while the fourth group will be the facilitators. Practice having a dialogue about why you want each project, the pros and cons, etc.

Discuss: What happened during your dialogue? Were you able to arrive at a shared meaning? Was there anything difficult? Was there anything surprising? What did the facilitators do to help the dialogue process? Invite responses and sharing.

Summarize: With regular dialogue, relationships between groups can improve and there will be opportunities for constructive conflict and less likelihood of destructive conflict. Dialogue is an important tool in the process of resolving conflicts, because once there is a shared understanding of the problem and the issues for each side, there is space and opportunity for exploring different options to address the conflict.

3. Resolving conflict and problem solving through mediation (40 min)

Explain: *As community leaders, you have a role to play in addressing conflict in the community. People may come to you for help, and you may need to facilitate dialogues with the parties involved. And when there is conflict in the community, this will make it harder to achieve your development and social change objectives. It is therefore important for community leaders to know how to manage and resolve conflicts.*

Ask: *Think back to when we discussed different conflicts that arose in your communities. Now discuss in pairs these same cases again or think of any other cases. How was the conflict resolved? Was it handled well? Was there a dialogue between the parties? What could have been done differently? Discuss in pairs and invite any pairs to share back with the plenary.*

Explain: *Sometimes parties want to solve a conflict but cannot, and need help from a neutral third party to overcome the obstacles that block the resolution of the conflict. As community leaders, you may be approached to be the one to help. Mediation can be one helpful method by which to engage in dialogues and resolve conflicts.*

Characteristics of mediation:

- *A third party assists the process of communication between parties in conflict, so that they can directly discuss issues with each other, find their own solutions, and make decisions together*
- *Mediation uses dialogue to foster mutual understanding and trust, where finding common ground and common understanding, and improving relations, is the goal*
- *Parties to the conflict voluntarily choose the mediation process to solve their conflict, and the mediator must be acceptable to all parties*
- *The proceedings are confidential*

Role of the mediator(s):

- *The mediator(s) is neutral (no stake in the issue), acts impartially (treats all parties equally no matter their race, sex, age, ethnicity, power, wealth, etc.), and is a helper; they are not a judge, police officer, teacher, or lawyer advocating for one side*
- *They facilitate the process and the participation of parties and their communication with each other; they focus on assisting the procedure while only the conflicting parties control the content of the discussion*
- *They listen much more than they talk, asking open questions to bring out more information and to help clarify the issues*
- *They do not provide the solution or have the power to make or impose any decisions on the parties; this should arise from the parties themselves, which gives it more of a chance to be sustainable. (This is different from arbitration, where the arbiter makes a decision that the parties must abide by.)*

Ask: *Considering what you have learned so far in this training, what leadership skills and CDD principles are needed to be a good mediator? Invite responses and complete with the following points:*

Leadership Skills:

- *Active listening and asking open-ended questions*
- *Good communication skills*
- *Understanding power dynamics*
- *Non-discrimination and treating everyone equally*

- *Attentiveness, empathy, respect, and honesty*
- *Self-awareness*
- *Collaboration skills*

CDD Principles:

- *Transparency*
- *Accountability*
- *Inclusion*
- *Participation*
- *Empowerment*

Explain: Put up the flipchart below. *Below is a step-by-step process for mediation. Please note that mediation is only one way of resolving a conflict. There are many others, so be sure that mediation is appropriate for the situation before using it.*

Before the Mediation	
Self-reflection	<i>Though mediators need to be neutral and impartial, they are still people with personal beliefs, values, and a worldview. It is therefore important for mediators to be aware of these, and how they might affect their ability to mediate neutrally and impartially. Self-reflection, which is the process of stepping back to observe and become mindful of one's own thoughts and feelings, can help mediators to think about their own position in the conflict within the given context, how to keep these in check during the mediation process, and to understand if they need additional support.</i>
Plan the engagement	<p><i>Think through the following considerations:</i></p> <ul style="list-style-type: none"> • <i>When will the meeting happen? It should be at a time convenient for all parties.</i> • <i>Where will the meeting happen? It should be in a neutral place where the participants all feel secure and at ease, without one having any advantage over the other.</i> • <i>What is the relative power and status of each party in the conflict? Think back to the power walk and the different disadvantages that people face; consider how these differences in power and power dynamics can shape both the conflict resolution process and outcome.</i> • <i>Who needs to be present? Consider who the mediators will be and who are all the parties involved and need to be present. Ensure that all parties participate voluntarily.</i>
During the Mediation	
Introduce the session	<i>Welcome participants and explain the purpose and objectives of the meeting, the role of the mediator and participants, the mediation process, and clarify the expected outcomes. Set the ground rules and a tone of openness and collaboration.</i>
Identify and define the problem	<i>Name and acknowledge the conflict so that all parties understand what the issue is. What is the problem that needs to be solved? Describe it as clearly as possible, what caused it, and what its effect was. List the issues on a board to help keep everyone on the same page.</i>

Engage in dialogue(s)	<i>Invite and give uninterrupted time and space to the different parties to tell their stories and express their positions, feelings, interests, and needs. Everyone listens carefully to all parties, giving each their chance to speak. Ask open questions to seek information and clarification about the conflict from all parties. Explore which interests are separate (held by one party) or shared (held by all parties). Where do you agree? Where do you still disagree? Summarize the main points and highlight the areas of common ground to promote a sense of hope.</i>
Brainstorm different options and solutions to resolve the conflict	<i>What are some ways we can deal with this issue? In what ways could the needs and interests of everyone be met? What are the different possible options to choose from? What are the decisions that need to be made? What would we like to happen? If there is more than one issue, address them separately.</i>
Discuss and evaluate the pros and cons of each solution	<i>What are the advantages and disadvantages, positives and negatives, of each solution? What are the potential outcomes and consequences of each option? What are the resources required for each choice? What is the likelihood that it will work? How well does it address the issue(s)?</i>
Choose the best option	<i>Identify which options the different sides can agree on selecting. Sometimes multiple options can form a larger solution.</i>
Agree on a set of clear and realistic actions	<i>Decide and agree on what will be done, who will do what, by when, and how, and make sure that all parties clearly understand and accept it. It is often helpful to write this down</i>
After the Mediation	
Implement the solution(s) and follow through on agreed actions	<i>Carry through the agreed actions. You can use the action planning tool learned in Session 5.</i>
Evaluate progress	<i>Follow up on the solutions and see if the actions have been done and if the conflict was resolved. If not, the process can start anew.</i>

These steps can be used not only for resolving conflicts but can also be applied to the process of decision making or general problem solving. It is a tool that can help you to analyze and examine a situation to come up with solutions.

Activity: *In your community groups, think of a conflict or problem in your community that has not been resolved, and practice resolving the conflict or solving the problem by applying the steps that we have just discussed. You may not have the parties involved here to do a dialogue but try your best to go through the steps with the information you have. This is just an exercise for you to practice mediation and problem solving. For those that cannot think of a conflict, you may use any of the following scenarios:*

- **Land dispute** – A buyer wants to purchase a piece of land and two families claim that they are the landowners and have the right to sell it.
- **Access to resources** – There is only one water source in the village and women and children must wait in long lines to get the water. Fights can sometimes break out when people get frustrated and start blaming others for cutting the line.
- **Service delivery problem** - A new house has been built for the schoolteacher to be able to stay in the village so that he can teach every day, but he is often still absent and the parents are upset.

Discuss in plenary the different cases of each group and how they plan to resolve the conflict. *Was the process helpful? Was it difficult in any way?*

Summarize: *When these steps are used, there will be greater satisfaction with the decisions made, greater ownership and commitment to the solutions, and greater chance of a sustainable outcome, because all parties will have played a part in forming and justifying it.*

Session 9: Collaboration Skills

Objectives: By the end of the session, participants will be able to:

- Understand the importance of trust and teamwork in being an effective leadership committee
- Continue to build trust and teamwork capacities with their fellow committee members

Content Summary:

#	Topic	Methodology	Materials	Time (65 min)
1	Introduction	Question, explanation	Flipchart	5
2	Trust	Questions, explanations, minefield	Flipchart, objects	25
3	Teamwork	Questions, explanations, group work, lower the stick, case studies	Flipchart, stick	35

Steps:

1. Introduction (5 min)

Ask: Blind people and an elephant. *Five blind people came upon an elephant for the first time in their lives. The first blind person walked into its side and said, "This elephant is like a big wall." The second person's hands fell on the tail and said, "This elephant is like a rope." The third found the foot and said, "This elephant is like a tree trunk." The fourth felt the ear and said, "This elephant is like a fan." The fifth found its trunk and said, "This elephant is like a snake," and they all argued. Then another villager, who was not blind, came by and said that each was right and wrong. What did you learn from this story? How does it relate to your work together as a committee?* Invite responses. Fill in any missing answers with the below:

- You might see something different from others, but it does not mean their perspectives are not valid
- Only with the views of everyone can you see the whole picture correctly
- Other people can help you see what you maybe miss or don't see
- We are stronger together if we work with others, because we can get all different points of view

Explain: *Collaboration means working with others to do something, and this is a skill you will need to help you work together to lead the community towards achieving its development goals. Many of the skills that you have learned such as communication, advocacy, and conflict resolution are not only for helping you work with the community, but for also helping you to work together as a team and collaborate.*

2. Trust (25 min)

Ask: *One of the most important things you need to collaborate well with others is trust. What is trust?* Invite responses. Possible answers:

- When you think someone is reliable, that they keep their word
- When you think someone tells the truth
- When you believe in someone's ability to do something

Activity: Mine field. Place objects around the space. They can be any objects that are available such as a ball, pen, piece of paper, chair, box, or cup. *Pair up with someone whom you don't know well. One person in each pair should line up on one side of the room, while the other person in the pair should line up on the other side of the room. People on this side of the room, please close your eyes. Your objective is to get to the other side of the room with your eyes closed. However, there are several objects which you need to move around to get to the other side of the room. These are mines that will blow up if you touch them, causing both you and your partner to lose. Your partner will assist you by using only words to tell you how to move, such as how to step, when to stop, when to turn, etc. When everyone has finished, have each pair switch roles and do the exercise again. Change where the objects are so that it is a different minefield.*

Ask: *What was it like to be the blind person? What was it like to be the guide? Was it difficult or easy to trust your partner? Why? What did you learn from this activity?*

Explain: *As a guide, you were responsible for the safety of your partner, and you had to trust that they would follow your directions. As the blind person, you had to trust your partner to guide you safely; that they were honest and had good intentions for your well-being. The only way to get through the minefield and win the game was to have trust in each other.*

Ask: *Why is it important to have trust between committee members?* Invite responses.

Explain: *Committee members need to be able to rely on each other to accomplish their goals. They need to trust others to be able to be open with their ideas and challenges, share knowledge, communicate openly, and work well together.*

Summarize: *You have important roles and responsibilities for the development of the community, and like with the elephant story, you need to be able to work together to see the whole picture and get the best results. However, it will be difficult to work together if you do not trust one another. Building trust takes time and effort, but it is important to build if you want to have good relationships with others and solve problems together, help each other, and work together to lead the community in achieving its development and social change goals.*

3. Teamwork (35 min)

Ask: *Who has worked in a team before? Please share your experiences.* Invite responses.

Explain: *A team is made up of people all working together to achieve a common goal. As a leadership committee, you have the common goal and shared responsibility of realizing the development plans of the community. It is therefore important to work effectively in a team; this is called teamwork.*

Activity: Lower the Stick.²⁴ *Divide into your committee groups. You each have a long stick that you need to balance with only the side of your fingers. Hold the stick horizontal in front of you at shoulder level and*

²⁴ You may use a yardstick, ruler, paper tube, or anything that is long, rigid, and thin.

have team members stand on either side of the stick, and balance the stick on only the side of your index fingers. Each person should use only one arm and finger. Your goal is to lower the stick to the floor, but everyone needs to keep their fingers touching the stick. If anyone loses touch with the stick at any moment, or if the stick falls, you need to start again.

Discuss: *Was this difficult or easy? Why? What skills were needed for working together effectively as a team? What lessons did you learn?* Invite responses. Possible answers:

- Good communication
- Shared decision making and problem solving
- Trust
- Mutual respect
- Conflict resolution
- Making a plan and agreeing on what to do

Ask: *What are the benefits of working as a team?* Invite responses. Add in anything missing from the below:

- **More can be done** – *because a team is made up of multiple people, the work can be shared, more work can be done, it can be done more quickly*
- **Better results** - *because a team has members with different experiences and skills, you are more likely to come up with more and better ideas for solutions to problems or ways to do things; diversity is a strength and not a weakness*
- **Learning opportunities** – *like the elephant, we can learn from the different perspectives of others*
- **Greater motivation and support** – *when there are common goals and people know that their contribution is important for helping the whole team succeed, that others are depending on them, and that they can both give and receive support, this motivates them to do their best*

Activity: Case studies. Divide into four groups and give each one of the following case studies:

- **Case study 1** - The committee president is a very busy shopkeeper and is not doing much work for the committee, according to his role. He leaves much of the work to everyone else on the committee. This is making people upset and you want to address it.
- **Case study 2** – The procurement sub-committee is working very hard but they are not able to move quickly enough to meet the project timeline. This is also because the head of the procurement sub-committee has a daughter that got very sick and she needs a lot of time to take care of her daughter.
- **Case study 3** – The treasurer is working hard for the committee but she does not share information in the books and explain to the others on the committee what is happening with payments.
- **Case study 4** – The monitoring officer has not been doing their duties and when the community asked for the monitoring results, it was discovered that the monitoring officer did not know how to use the monitoring tools.

Give the groups some time to discuss and answer the following questions:

- *Why does the problem arise?*
- *How can the problem be fixed and the committee move forward together?*

Have each group present in plenary their case and the answers to the questions.

Explain: *When working as a team, sometimes problems can arise. This may be for many reasons, such as some team members like to work on their own, some team members don't do their part, or some team members get distracted with other things. As a team, it is important to communicate well with each other, give each other help and support, and try to resolve any misunderstanding, miscommunication, and conflicts between team members.*

Ask: *How can you build your teamwork capacities?* Invite responses and fill in anything missing from the below:

- *Develop respect, trust, and openness with each other*
- *Ensure that everyone agrees and commits to the shared goals and the division of tasks*
- *Ensure that everyone knows their own roles and responsibilities*
- *Ensure that everyone does their part and supports each other rather than pushing their work on others*
- *Be open about what you don't know or have difficulty doing and ask for help and support*
- *Make decisions and solve problems together*
- *Identify and further develop the skills we need but are lacking*

Summarize: *Effective trust and teamwork is essential for the committee to function well and accomplish the community's development and social change goals. Teamwork is not only valuable for working together as a committee, but also for working with other groups, organizations, or individuals, as you start to form and strengthen connections with these groups and stakeholders.*

Session 10: Planning and Evaluating for Effective Leadership

Objectives: By the end of the session, participants will be able to:

- Review the ideas of leadership and their action plans
- Self-evaluate their leadership capacity

Content Summary:

#	Topic	Methodology	Materials	Time (30 min)
1	Revisiting leadership	Group and self-reflection	Flipchart	10
2	Action planning	Group work	Flipchart	15
3	Evaluating our leadership development	Group work	Flipchart	5

Steps:

1. Revisiting leadership (10 min)

Ask: *Let's look back again at our definitions of leadership. Refer to the flipcharts from Session 2. Is there anything you want to adjust or change? After what you have learned throughout this training, what does transformative leadership mean to you?*

2. Action planning (15 min)

Ask: *Let's look back again at your community social change action plans. Refer to the action plans from Session 5. Do you want to adjust any goals, objectives, actions, priorities, or strategies based on what you have learned?*

Activity: Group reflection and revision. Have committee groups review their action plans and make any modifications or changes as necessary.

Depending on the context, the committee may choose to share this social change action plan with the wider community at the next community meeting, to get their reactions and inputs.

3. Evaluating our leadership development (5 min)

Explain: *In your social change action plan, there are indicators and ways to measure whether you are achieving your social change goals in the community. At the same time, it is also important to measure how you are developing as a leadership institution, and the leadership skills that we have discussed in this training.*

Activity: *You should complete the following [self-assessment tool](#)²⁵ in the near future, and then at the end of each project cycle, so that you can gauge your capacities and see what progress you are making as a community leadership institution. This is only a tool to help you and will not be used for judgement by anyone else.*

²⁵ Explanation on how to use this tool is [here](#).

Session 11: Self-Confidence (Women Only)

Objectives: By the end of the session, participants will be able to:

- Understand the importance of self-esteem for leadership potential and how to develop it
- Find inspiration in examples of women leaders
- Have a heightened awareness of women's rights
- Identify their strengths and weaknesses and how to address these
- Feel more positive about themselves

Content Summary:

#	Topic	Methodology	Materials	Time (120 min)
1	Self-esteem and self-confidence	Spectrum, buzz groups, questions, explanations	Flipchart	35
2	Women leaders around the world	Group discussion		15
3	Awareness of women's rights	Buzz groups, explanations	Flipchart	15
4	Self-awareness	Self-reflection, discussing in pairs	Flipchart	30
5	Trash bin	Group activity	Paper, trash bin	15
6	Circle of support	Group activity		10

Steps:

1. Self-esteem and self-confidence (35 min)

Explain: *We know that women leaders face many challenges that men do not. These next sessions are for women only, so that we can have a safe space free from the scrutiny of men in which we can work on specific issues. One of these is self-confidence.*

Activity: Spectrum. *There is a line on the floor with one end saying "yes" and the other end saying "no." I will read some statements and after each statement, if you agree with the statement, move to the "yes" side. If you do not agree with the statement, move to the "no" side. If you are somewhere in between, stand at the point that corresponds to what you think.*

- I have many useful skills.
- I like to learn and try new things.
- I set goals for myself.
- I believe that I can reach my goals.
- I have the ability to help others.
- I can help others to achieve their goals.
- I feel comfortable speaking with people and in front of groups.
- I feel comfortable expressing my opinions.

- My views are valuable and important.
- I feel that people listen to me.
- I work well with others.
- I am able to influence others.
- I am able to make important decisions.
- I am proud of the decisions that I make.
- I ask for help when I need support.
- I know what my rights are.
- I feel good about myself.
- I am aware of my own strengths and weaknesses.
- I have so many more weaknesses than other people.
- I can tackle any challenge that comes my way.
- I am able to take risks.
- The person whose opinion I value the most is myself.
- I can cope with negative comments towards me.
- I can be a great community leader.

Discuss: *Why did you stand at yes or no?* Invite responses and have a short discussion.

Ask: *What is self-esteem?* Invite responses.

Explain: *Self-esteem is what you think of yourself. It is the level of confidence and belief you have in your own worth and abilities. If you do not value yourself and only focus on what you **cannot** do, you have a low self-esteem and low confidence in yourself. If you value yourself and focus on what you **can** do, you have a high self-esteem and high confidence in yourself. Self-esteem is something we can build. If we have low self-esteem and low confidence, we can change the way we feel about ourselves so that we have higher self-esteem and greater self-confidence.*

Ask: *What factors affect our self-esteem?* Buzz groups and report back in plenary. Possible responses:

- The treatment and messages we receive from those who are important to us, such as our husband, parents, family, and friends
- The value that our culture assigns to women
- Messages we receive from the larger society – our community, the education system, our religion, the media, the law
- The experience of failures we have had or mistakes we have made in the past and how these made us feel, or how others made us feel about these

Ask: *Why is self-esteem important?* Invite responses. Possible answers:

- The value you have of yourself affects how you develop
- If you don't believe in yourself, you cannot find your potential, set goals, and accomplish them
- Self-esteem has great effects on your thoughts, emotions, and values
- The way we feel about ourselves has a big effect on our relationship with others and our own mental health

Ask: *Why is self-esteem important for being an effective leader?* Invite responses. Possible answers:

- If you do not believe in yourself, other also will not believe in you
- If you do not believe in yourself, it will be difficult for you to carry out your roles and responsibilities
- If you do not have self-confidence, you will not be able to tackle challenges or problems that come up

Ask: *How can you improve your self-esteem and self-confidence?* Discuss in buzz groups and report back in plenary. Possible responses:

- Have faith in myself
- Accept myself as someone valuable
- Take care of myself physically, emotionally, and mentally
- Dismiss negative thoughts about myself and instead think positively and believe that I can be successful at what I set out to do
- Practice my skills to get strong and gain confidence in my abilities
- Set realistic goals
- Understand and assert my rights
- Break my isolation by joining with other women who can provide moral support and encouragement
- Celebrate my successes
- Instead of feeling ashamed when I make a mistake, I use it as an opportunity to learn
- Being close to people who are positive towards me
- Giving myself positive instead of negative messages

Summarize: *High self-esteem and confidence plays a critical role in being an effective leader. Confident leaders can inspire, influence, and respond to people more easily. It helps leaders to tackle the many challenges and solve the many problems that come their way and helps them not to give up in helping others to achieve their goals. Even if you do not start as a leader with high confidence, being a leader can help you to build your confidence as you learn new things and practice using leadership skills. You do not need to be confident to start, but you need to start to be confident!*

2. Women leaders around the world²⁶ (15 min)

Activity: *What is your view of a strong woman leader? Can you think of an example of a strong and effective woman leader that you know of? It can be someone famous, someone in your country or your own community, or even someone in your own family or your friends who only you know.*

After participants have some individual time to think about this, divide them into groups of 3-5 people. *Share your choices with each other and the reasons why you chose those people. Then pick 2-3 out of the group to share with everyone why they are your best examples.* Give groups time to share and then present their top picks to the plenary.

²⁶ Skip this step if the participants have gone through Session 2.

Summarize: *You can see that women everywhere, in all places and from all walks of life, have exercised leadership. You also have the potential to be a great leader and, like these women, be an example and model for others and inspire a younger generation of leaders, both female and male.*

3. Awareness of women's rights (15 min)

Note for the trainer: For your country, research what international conventions and national rights and legal entitlements apply for women and add these to the explanations.

Explain: *In some places, one reason why women do not have confidence is because they are not aware of their rights. In Session 3, we discussed what fundamental right every human being has according to international conventions. However, there are also international conventions that are focused on highlighting and reinforcing the rights of women specifically, because gender inequality is so widespread and tackling it is such an important issue for the development of every country and the world.*

The Convention to the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted in 1979 by the countries in the UN General Assembly and provides the basis for realizing equality between women and men. Governments that have agreed to the convention commit to take all appropriate measures, including legislation and the changing of social and cultural practices, so that women can enjoy all their human rights and fundamental freedoms, including:

- *The right not to be trafficked or forced into prostitution*
- *The right to vote, stand for election, and political participation*
- *The right to the same education and training opportunities as men*
- *The right to work, employment opportunities, and equal pay*
- *The right to equal health services, including sexual and reproductive health services*
- *The right to equal access to family benefits and financial opportunities*
- *The right to equal participation and benefits from rural development planning and activities*
- *The right to equality before the law, including civil matters and property ownership*
- *The right to choose who to marry*

Ask: *Do you currently enjoy these rights?* Invite responses and have a brief discussion.

Activity: *On the wall are three cards that say “past, present, future.” In buzz groups, describe what the life of your grandmothers’ and mothers’ generation were, what the life of your generations is, and the life you want for the community’s girls’ generation. Then answer the following questions:*

- *What has changed in the lives of these women over the generations?*
- *What has brought about those changes?*
- *What gives you hope about the future?*
- *Do you think you have a role and responsibility in making this difference?*
- *What is it?*

Share in plenary the main discussion points of each group.

Summarize: *There is no country in the world that has fully achieved gender equality and the fulfillment of human rights and women's rights in all areas of concern and dimensions of life, but things are moving*

forward in almost every country. The fact that you are attending this training is one example. The speed of change is different in different countries, but the important thing is that it is not stopping, because women everywhere are fighting for their rights. And though we may think that culture does not allow us to realize these rights, remember that culture is not something fixed, but something that changes over time, as we discussed in the previous sessions.

4. Self-awareness (30 min)

Explain: *Being self-aware means that we try to understand ourselves better. We look inward and become more aware of ourselves, what we think and how we feel. It means we understand our qualities – our strengths and weaknesses, our hopes and fears, and what we can and cannot do yet. Because women are often occupied with housework, family, and livelihood activities, it may be the case that they have not had much time or space to think about and express themselves. We will now take some time to reflect on becoming aware of your own thoughts, emotions, and dreams.*

Activity: *Self-reflection. Sit and reflect for yourself on the following questions. If you can write, feel free to write down your reflections, or if you cannot write, you can draw your reflections. There are no right or wrong answers; these are just questions for you to reflect on.*

- *How would I describe myself?*
- *What things make me proud of myself?*
- *How do people see me? How do I want other people to see me?*
- *How do other people make me feel about myself?*
- *What are my dreams and aspirations about being a transformative community leader?*
- *What are my fears and frustrations about being a transformative community leader?*
- *What makes me feel powerful?*
- *What makes me feel powerless?*

Then please pair up with someone and share your self-reflection with them, if you feel comfortable.

Discuss: *Bring the pairs back together in plenary. Invite responses and have a brief discussion for each question.*

- *Was it easy for you to describe yourself? Why or why not?*
- *How often have you reflected on these kinds of questions? Why or why not?*
- *What have you learned about yourself through this exercise?*
- *How does this affect how you see yourself and feel about being a community leader?*

Activity: *You've now learned and thought a lot about leadership and know that it can take many forms. It can happen anywhere and with anyone – at home, at school, at work, in the community; and with anyone – your family, a group of friends or peers, or in the community. You also know that it can happen at any moment - in a specific situation or activity, or over a longer period of time. In pairs, tell your partner about an experience you've had where you were an effective leader. What happened? What made you successful? Did you overcome any challenges? What skills did you use? How did it make you feel about yourself? What were you proud of? After the work in pairs, invite people to share in plenary.*

Activity: *Now reflect on your own again and list at least 4 leadership strengths or capacities that you have, and at least 2 that you think you need and would like to develop more. Refer to the flipcharts we made in*

Session 2 with the different qualities of leaders. Then discuss with your partner. After the work in pairs, invite people to share in plenary.

Summarize: *Being self-aware means you are more conscious of the many talents, skills, capabilities, knowledge, and resources within yourself. This can help you to feel more sure of yourself, the decisions you make, and the actions you take. This makes you become more self-confident, which helps you to overcome any challenges that you may face as a community leader.*

5. Trash bin (15 min)

Activity: *Please reflect for a short while on anything you feel like is holding you back from being a confident, strong, and effective community leader. These can be anything from a feeling like fear or anxiety, to other barriers like gender discrimination that does not let you work or get an education. Then please write these down or draw them on a piece of paper. When participants are done, have them stand in a circle with a trash bin in the center. Have each participant one by one approach the trash bin and tear up and discard their piece of paper. If they feel comfortable sharing with the group, have them read out or explain what is on their paper before they discard it. Clap for each person after they have discarded their paper.*

Explain: *This was an exercise to help you identify the things that are holding you back, and to give you confidence that you do not need to put up with them but can make the determination to eliminate them.*

6. Circle of support (10 min)

Activity: *Please stand in two circles – an outer circle and an inner circle, both with an equal number of people. I will play some music and please dance, with the outer circle dancing in one direction and the inner circle dancing in the other direction. When I stop the music, stop where you and find the person directly in front of you. Please say something you really like about that person. Then I will play the music and we will repeat the exercise a few times.*

Explain: *This was an exercise to help you feel positive about yourselves, and to help you to understand that you can help others to feel positive about themselves. In fact, forming connections with other women leaders and even forming bigger groups and networks of women leaders will help you to support each other as you go through the leadership journey.*

Session 12: Resilience (Women Only)

Objectives: By the end of the session, participants will be able to:

- Understand the importance of resilience and how to develop strategies for resilience
- Understand networking and how to network for support
- Respond to challenges and practice self-care

Content Summary:

#	Topic	Methodology	Materials	Time (85 min)
1	Resilience	Self-reflection, discussion in pairs	Flipchart	30
2	Networking for support	Self-reflection, discussion in pairs	Flipchart	30
3	Self-care	Group discussion, group exercise	Flipchart	25

Steps:

1. Resilience (30 min)

Explain: *Because many people in the community may not agree with or support women being in leadership positions, women leaders may face backlash in the form of negative comments, discrimination, discouragements, threats, and even violence. Women leaders therefore need to be resilient and prepared to deal with this backlash. Let's identify these challenges and then discuss some strategies for dealing with them.*

Activity: *Individually, please reflect on the following 4 questions.*

- *What are some challenges, risks, or constraints that you face or that you think you may face as a woman community leader?*
- *How does this make you feel?*
- *How will you cope with these challenges? What can be done to tackle these challenges?*
- *What support will you need to help you cope with these challenges? What support is available?*

Now please get in pairs and share these with your partner and discuss.

Then report back in plenary and note down the responses on a flipchart. Identify the commonalities among the responses.

Challenge/Risk/ Constraint	Feeling	Coping strategy	Support needed/available

Summarize: *Identifying some of the challenges and the feelings around them, and then the ways in which to deal with these challenges and the different kinds of support you need, shows some of the things you have in common because you are all in leadership positions. Being able to think through these issues is one way to mentally prepare yourselves for dealing with them. You can continue to use this as a tool for whenever any challenges arise.*

2. Networking for support (30 min)

Ask: *What is networking?* Invite responses.

Explain: *Networking is the action or process of connecting with others to build and maintain relationships to support one's development.*

Ask: *Why is networking important for women leaders?* Invite responses and then **Explain:**

- *Networks are important in solving problems that are too large for people to face on their own, and can strengthen the impact of someone's activities*
- *Networks offer encouragement, solidarity, and moral support*
- *Networks offer opportunities for strengthening advocacy and influencing others*
- *They promote the exchange of ideas, insights, and experiences*
- *They can help in mobilizing resources*

Activity: *List all the relationships in your life – these can be close relationships, moderate relationships, or distant relationships. Who are the people, groups, or organizations in your community or beyond who can help you to function as an effective community leader? Who do you want to connect with? How will you connect with them?*

Reflect individually, and then share in pairs. Then share in plenary. Identify the commonalities.

Person/Group/Organization	Your relationship to them	How you will connect with them

Summary: *Because of the challenges you face in the work you will need to do, networking and making connections with those who can support you and help you in your role as women leaders will be important moving forward. The group of women here in this training is already part of your network of support, and you can all help each other to expand your networks further. Also think about how you can bring in the support of the male committee members, since they have attended the transformative leadership training and understand the importance of being allies in women's empowerment.*

3. Self-care (25 min)

Explain: *Leaders need to be in a positive state of mind to make good decisions, act properly, and help others. There are many practices that can help women leaders to make sure that the normal stress of leadership does not overwhelm them or make them lose energy and interest in their leadership roles. During these moments, it is important to create some space to reorient yourself and do practices that can help you to cope with difficult situations, sustain yourself, and be resilient. This is called self-care – caring for yourself.*

Ask: *How do deal with stress? How do you take care of yourself? What are some things that you do to relax when you are feeling stress? Why do these things help? Discuss in groups and share back in plenary. Fill in with any of the missing responses below:*

- *Regular sleep and breaks*
- *Healthy diet*
- *Physical exercise*
- *Walking in nature*
- *Playing games*
- *Watching TV or listening to music*
- *Being with friends and family*
- *Doing fun activities*

Explain: *It is important to use your self-awareness to identify when you are feeling stress, and to use some of these mechanisms to help you cope with that stress.*

Activity: Breathing – standing or sitting. *We will now do a breathing practice that can help you to focus, calm down, or get energized, and promote a more centered and balanced feeling when you are encountering stress. Breath is a source and basic expression of life energy. At times of stress, conscious breathing is an effective way to let go of physical, emotional, and mental tension, or negative energy.*

- *Everyone close your eyes if you feel comfortable, and breathe in deeply, slowing down your breath and extending the inhale and the exhale. As you exhale, release all the tension in your body, relaxing your body, shoulders, and face. Repeat this 10 times (or more).*
- *Now after the inhale, hold the breath for 3 seconds before exhaling. Repeat this 10 times (or more).*
- *Now we will add a visualization. Imagine that as you inhale, you are breathing in a bright light which is a positive energy life force all around you. As you exhale, imagine that you are breathing out a dark smoke which has all the anxiety, tension, stress, fear, or whatever negative feeling you have. Repeat this 10 times (or more).*
- *Now let's add our hands and arms. Slowly lift your hands palms up as you inhale, and slowly lower your hands with the palms down as you exhale. Repeat this 10 times (or more).*

How did that feel? Invite responses. You can do this practice in 5 minutes or much longer, wherever you are and whenever you need to.

Session 13: Needs Identification and Planning (Women Only)

Objectives: By the end of the session, participants will be able to:

- Identify the needs of women in the community
- Identify potential projects or activities to address the needs of women in the community

Content Summary:

#	Topic	Methodology	Materials	Time (80 min)
1	Identifying the needs of women in the community	Explanation, group work	Flipchart, markers	40
2	Referring cases of gender-based violence	Explanation, activity	Flipchart, markers	20
3	Project identification and action planning	Group work	Flipchart, markers	20

Steps:

1. Identifying the needs of women in the community (40 min)

Explain: *Though the work of advancing gender equality is the work of every leader, whether man or woman, it is often the case that the work of advancing gender equality falls on women leaders, because men leaders often do not see this as a priority, and they do not understand the specific challenges that women face and the needs that they have. It is therefore important to think about the specific needs of women and ensure that their needs are considered in the community's development.*

To help us identify these needs, let's center ourselves again in human rights and CEDAW. In 1995, many governments around the world came together at a United Nations conference to discuss women's human rights. They approved the Beijing Platform for Action (BPFA) which explained how to apply CEDAW. The BPFA had 12 critical areas of concern (put each on the wall and explain):

Women and poverty	<i>The persistent and increasing burden of poverty on women because of unequal access to job training, financial services, employment opportunities, and social services</i>
Human rights of women	<i>Inadequate promotion and protection of women's human rights, including in national laws, policies, and plans, and in law enforcement (police) and justice officials (courts)</i>
Women and health	<i>Inequalities and inadequacies in access to health care and related services, including proper nutrition, sexual and reproductive rights, and mental health</i>
Women and the media	<i>Inequality in access and participation in print, radio, television, and digital communications, both to access information but also to influence and create content</i>
Violence against women	<i>Physical, sexual, and emotional violence committed against women and girls because of their gender, including domestic violence</i>

Women and the environment	<i>Inequality in the management, safeguarding, and decision making over natural resources, even though women are among the most affected by climate change</i>
Women in power and decision making	<i>Inequality in the sharing of power and decision making at all levels, including under-representation in voting, elected office, civil service, and the private sector</i>
Education and training for women	<i>Inequalities and inadequacies in access to school, education, and training opportunities</i>
Women and the economy	<i>Inequality in productive activities and access to resources and assets such as financial markets or land titles; unequal time spent on unpaid domestic or care work at home; inequality in access to job markets</i>
Institutional mechanisms for the advancement of women	<i>Insufficient mechanisms to promote the advancement of women, including national action plans, gender-responsive budgeting of funds, gender disaggregated data, laws, and policies</i>
Women and armed conflict	<i>The effects of armed conflict on women, including sexual violence, and their unequal participation in negotiations, peacebuilding, and reconstruction</i>
The girl child	<i>Persistent violation of the rights of girls, including child sexual abuse, child marriage, and denied access to education</i>

Activity: Break into committee groups and discuss the situation of women in your community in each of these areas of concern. What needs to be done in your community to improve the conditions of women in these areas of concern, especially for the most vulnerable women in the community? Which are currently the most relevant and important and need urgent attention? Be sure to keep in mind the idea of compounded discrimination we discussed earlier, and how different groups of women may be more vulnerable than others and therefore more in need of assistance. Report back with a Gallery Walk.

2. Referring cases of gender-based violence (GBV) (20 min)

Note for the Trainer: To prepare for this section, you should first consult the existing GBV mapping of programs and services available to survivors of violence in the community and understand the referral protocols and pathways that exist, in consultation with the project GBV/gender focal point as needed. This is so that you know where to refer participants, should they bring cases to you, and it is also something you will explain to participants in this section, so that community leaders know how to make referrals if community members come to them with any cases.

Explain: Gender-based violence, including violence against women and girls, is an issue that exists in many communities, and people may come to their community leaders with cases. Because community leaders have a responsibility to support and uphold human rights, and gender-based violence has negative impacts not only on survivors, but also on families and the wider community, community leaders should be aware of how to refer these cases to experts who can provide assistance to the victim/survivor(s). Let us first go over the definition and different forms of gender-based violence, to make sure we have a basic understanding of what it is.

Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e., gender) differences between males and females. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or private.

Women and girls are disproportionately affected by GBV across the globe. The term GBV is often used interchangeably with the term "violence against women and girls." GBV is particularly problematic in complex emergency contexts and in settings where natural disasters have occurred, where women and children civilians are often the target of abuse and are often more vulnerable to exploitation, violence, and abuse simply because of their sex, age, or social status. It is important to note, however, that men and boys also experience GBV, in particular, sexual violence.

Activity: *Gender-based violence includes, but is not limited to, different forms of violence – physical, sexual, emotional/psychological, and economic – and these forms can co-occur and overlap. Can you name some examples of these? One by one, put up and discuss each form of violence in the table below, ask for definitions, and then ask for examples.*

Form of violence	Definition	Examples*
Physical	Violence that causes harm to the body of the person	Hitting, slapping, beating, pushing, kicking, cutting, choking, holding, punching, restraining, using a weapon to threaten the person, throwing something at the person, killing
Sexual	Violence through a forced and unwanted sexual advance or act that causes harm to both the physical and mental health of the person	Rape, sexual harassment, unwanted touching, indecent exposure, sexual remarks, forced prostitution, trafficking, forced pregnancy, forced marriage, child marriage. Rape happens anytime someone is forced to have sexual intercourse against his or her will, regardless of the relationship or gender. It is therefore still rape even if it happens between husband and wife, boyfriend and girlfriend, or with a family member, neighbor, friend, or stranger
Psychological and emotional	Violence that causes harm to the mental health of the person	Verbal insults, cursing and swearing, yelling, shouting, saying hurtful things, ignoring, making threats, teasing, intimidation, bullying, shaming, humiliating, ridiculing, denying decision-making power or voice, dowry abuse, isolating, denying access to services, controlling what they can do, where they can go, who they can meet, or what they can wear
Economic	Violence that causes harm to the finances or income of the person	Forcibly taking the income of the person, preventing the person from working, destroying the person's assets, not giving the person money or food that is needed, no control over financial resources, denying access to money in the household

***Note to trainer:** Include examples specific to the local context if they are missing.

Ask: If a community member comes to you to report that they have suffered violence, what is the appropriate procedure for providing them with a referral for care and support? Invite responses, and then **Explain:**

- Always respond to disclosures of violence with a non-judgmental attitude and support for the victims, treat them with dignity and respect, and practice active listening
- It is essential to ensure confidentiality, otherwise the survivor risks retaliation and a loss of security
- Every effort should be made to protect the safety and wellbeing of the survivor and any action should always be taken with their consent and with respect for their choices
- Refer the case through the appropriate response mechanism (i.e., the local GBV expert, the project GBV focal point, the local GBV service provider, the relevant community-based organization, etc.; **trainers should know this referral protocol and pathway in advance and explain it here**)

3. Project identification and action planning (20 min)

Explain: Now that you have identified the most important needs or problems of women in the community, let's think about some ways to address these needs or problems.

Activity: Again, in your committee groups, please discuss what could be done to address these issues. What possible projects or activities could address these issues? What would be the objective or goal of such an activity or project? Be sure to consider what women have already identified during the village development planning process.

Need / Problem	Proposed activity or project	Objective and Goal

Summarize: The next step will now be to mobilize the women in the community and present your needs analysis and proposed projects and goals. You will need to get their input on whether all of their needs are represented and for any ideas they may have on possible activities or projects. When this is confirmed, you can decide which projects or activities to move forward with and create an action plan like the one we made in Session 5 that can help keep you on track with implementation.

Closing Activities

1. Evaluation

Explain: *Please fill out the evaluation form (Annex 2).*

2. Closing remarks

Invite any organizers, trainers, or dignitaries to present their closing remarks. Example remarks from the trainers:

You have learned, strengthened, and practiced many skills during this training. You have also gained a lot of knowledge and gained critical thinking skills to think about things in different ways. You have also learned many tools by which to analyze situations, identify problems, and come up with solutions.

It has been a pleasure working and learning with you during this training program. I hope you have also enjoyed it and learned new knowledge and skills that can help you be an effective and transformative community social change leader.

Though the training has ended, your capacity building has not, and there will be many follow up activities to help you expand on what you have learned and done here. This training is just the beginning, and if you do not apply and practice what you have learned, your new knowledge and skills will fade away. So please be attentive and diligent, apply what you have learned, and continue to learn by doing! Good luck!

3. Celebration

Present certificates to the participants, take a group photo, and end the training on a positive note.

Women's Project (Women Only)

Objectives:

- Women leaders on CDD committees implement an activity or project that focuses on women's economic empowerment or social well-being (the activity or project should have been identified during the leadership training and in consultation with women in the community)
- To build the capacity of women in technical areas relevant to the selected activity or project

Steps:

1. Identification and formulation of women's activity or project

If they have undergone the leadership training, women would have identified an activity or project in Session 13 that would address the greatest priority needs of women in the community. After the training, the women leaders should bring these proposed activities or projects back to the women in the community for their inputs, any suggestions for changes, and verification.

2. Implementation of women's activity or project

Using the skills that they learned in the transformative leadership training, the women leaders should construct action plans by which to implement the women's activity or project. The action plans should also identify any technical capacity building that the women involved in the project would need.

The CDD program should facilitate the implementation of this activity or project through the provision of earmarked funds or resources, as well as provide regular and sustained support from community facilitators to coach, support, and encourage both the women leaders as well as the women community members who are involved in the activity or project.

3. Monitoring and reporting

The women's activity or project should be incorporated into the larger development and social change action plans of the community, including the monitoring of progress and the reporting of results. The entire community should be made aware of the activity/project, its objectives, and its importance for strengthening women's empowerment. Male committee members should also champion these activities as part of the larger community social change action plan for which they are also responsible.

Support Platforms (Women Only)

Objectives:

- To establish peer support networks where women leaders can either informally or formally exchange experiences and build solidarity with other women leaders both within²⁷ and beyond their community
- To establish either informal or formal mentoring platforms where women leaders have opportunities to exchange experiences with more experienced and established women leaders, both within and beyond their own communities.

Steps:

1. Networking platforms

If there have been multiple community committees in a single training, this has already started an informal peer network, where women leaders from different communities are brought together. They should be encouraged to share their contact information and keep in touch with each other.

Going a step further, the CDD program should facilitate in-person peer exchange opportunities between women leaders from different areas where the program operates. These should be conducted at regular intervals and be structured exchanges with a program of interactions that facilitate the sharing of participant knowledge and experiences, such as doing peer interviews or other activities. These meetings can even build towards larger activities such as participants identifying the needs their communities have in common, forming a collective vision, and considering concrete actions to address these on a higher level, including advocating for policy changes and connecting with larger social movements, or connecting to public or private resources.²⁸ In these cases, more advanced leadership training can be provided on skills such as lobbying, campaigning, using media/social media, fundraising, higher level advocacy, and running for local office. In between these in-person exchanges, digital tools such as messaging platforms like Facebook, WhatsApp, etc. should be employed where possible to help keep these supportive relationships and networks going until the next in-person exchange, which should build upon the previous one.

2. Mentoring platforms

Along with peer support networks, mentoring opportunities should also be provided for women leaders. Mentoring is when someone (a mentor) shares advice, guidance, motivation, emotional support, and role modeling with someone less experienced (a mentee) to help them develop their skills and maximize their potential. It is an activity that can help both the mentor and the mentee to practice and develop relationship skills. It is important that mentors have backgrounds and experiences that would be helpful for the mentee, and who are interested in and available for such an activity.

This can take many forms and modalities of engagement, depending on the context, the level of interest from the participants, and the bandwidth of the CDD program. It can be formal and structured, pairing

²⁷ This is especially relevant for women leaders in environments where their mobility is restricted, and they are more isolated.

²⁸ Highly evolved networks may even become more formalized associations or federations.

up one on one (mentor and mentee) for a fixed duration of time. It can also be more informal and longer term, facilitating connections between women leaders who have already served on committees and can mentor new women committee members, either in the same community or different communities. It can also mean holding convenings where community women leaders can hear from and be connected with women leaders in local government, women entrepreneurs, or NGO leaders. Over the long term, a network of mentors can even be established as its own peer network. In both cases (between mentors and mentees and between mentors with each other), digital tools should be employed to facilitate and maintain these connections, and community facilitators should follow-up and support the process.

Operational considerations

In all cases, the parameters of these networking and mentoring programs should be clearly defined, including the objectives and goals, the activities that will be implemented (including orientation of the participants), their timeline, the resources required, and time commitments needed from the participants. Participants should also fill out evaluation forms or be surveyed to collect feedback on these activities, to assess their impact and how they can be improved.

Follow-up Refresher Training

Objectives:

- For leadership training participants (both men and women) to refresh the concepts and skills they learned in the initial training after applying them and learning by doing
- To revisit their social change action plans and assess progress and ways forward
- To reassess their capacities using the capacity assessment tool

Timing

The follow-up refresher training should be delivered upon completion of each round of sub-project implementation, or where there are no sub-projects, at regular intervals coinciding with major group activity milestones.

Steps:

The below steps are only a rough sketch of steps. Trainers should develop a more detailed guide with activities and methodologies once the projects are more well defined.

1. Revisiting leadership concepts and skills

- Have our concepts of leadership changed at all? How? (reviewing the main leadership concepts)
- How have we applied or practiced the leadership skills from the training? (identifying, reflecting, and sharing any experiences for each of the skills)
- What have been our key achievement and how have we succeeded in contributing to positive social change? What are we proud of? What were the factors that made this a success? (reflecting, documenting, and celebrating these)
- Where have there been challenges and places where we haven't succeeded? Why did these happen, and how can we address these? (reflecting, documenting, and problem solving these)
- What have we learned? (identifying and reflecting)

2. Revisiting our social change action plan

- What has been done and what still needs to be done?
- What adjustments do we want to make?

3. Revisiting our capacity assessments

- How are we doing?
- What are our main areas of growth?
- What areas do we need more knowledge or skills?
- How is our teamwork?

4. Exchange visits

Exchange visits between community leaders should be facilitated to share experiences, and where possible, should be done on a regular and continuing bases.

Annex 1: Start and End of Training Days

At the start of each training day (except the first day, which should use the Session 1 plan), a warmup activity should be done with the participants to recap the previous day of training and boost their energy for the day. At the end of each training day, all questions from the parking lot and the questions box should be addressed, and there should be an activity to review what was discussed during that day as well as to get ongoing feedback from the participants. Below are some examples of activities that can be done at both the start and at the end of training days.

Start of Day

Tossing the Ball. Everyone stands in a circle and tosses a ball around, with participants giving one answer to each question below.

- *What topics were discussed yesterday?*
- *What did you learn that was new or important for you?*
- *What was difficult to understand in yesterday's training?*
- *What did you enjoy?*

Trainers and participants can both answer. When trainers respond, this in fact encourages participants to share.

After the warmup activity, have the main points from the previous day prepared beforehand on a flipchart and give a summary of them, if they have not already been covered by the participants.

End of Day

Parking Lot and Anonymous Questions Box

- Answer any remaining questions and clarify any doubts, calling on participants to help answer.

Example 1: Tossing the Ball. Everyone stands in a circle and tosses a ball around, with participants giving one answer to each question below.

- *What did you learn in today's training?*
- *What did you enjoy in today's training?*
- *What was difficult for you in today's training?*

Example 2: Spectrum. With the statements below written on a flipchart, read them out and ask participants to put a mark where they feel; the marks are anonymous.

- *I understood today's topic (Very Much-----Not At All)*
- *I learned a lot today (Very Much-----Not At All)*
- *I will be able to put into practice what I learned today (Very Much-----Not At All)*
- *I feel comfortable in the training (Very Much-----Not At All)*

Then discuss: *Can anyone give an example of what they did not understand or why they don't feel comfortable?*

Annex 2: Post-Training Evaluation

A training evaluation helps to ensure accountability and that training investments yield the planned results. It also helps to foster continuous improvement in the training design and execution.






The objectives of a training evaluation are to:

- 1) Determine the degree to which participants found the training engaging, well-run, and relevant
- 2) Identify areas of improvement in the training design and implementation
- 3) Determine the level of learning that has taken place (advancement in participant knowledge and skills and achievement of learning objectives)
- 4) Determine the level of application of what has been learned
- 5) Determine the impacts that have been achieved through the application of what has been learned

The example evaluation provided below can help fulfill evaluation objectives 1-2 and should be given at the completion of the classroom training sessions. These are just examples and the trainers should choose and adjust these as appropriate. In the case of illiterate participants, the trainer should explain the rating scale, read out each question one by one, and give time for participants to rate the answer to each question before reading the next question, and the open-ended questions can be answered in discussion groups. Additional evaluation should be done after the completion of the post-training activities to also evaluate their relevance and effectiveness.

For objectives 3-5, a more in-depth evaluation should be employed. These evaluation objectives are very important and can determine the significant results and impacts of the training. If participants are not able to apply what they have learned, then there is very limited impact from the training. While objective 3 can often be evaluated through the comparison of results from a pre-test given at the beginning of a training and a post-test given at the end of the training, this can be an inappropriate method if the participants are illiterate.

Please answer the following anonymous questionnaire by marking the box that shows how much you agree or disagree with the statement.

Example statements:					
LEADERSHIP AND SOCIAL CHANGE					
The topics discussed were interesting and relevant to my role as a community leader.					
I understand the difference between sex and gender.					
This training helped me to reflect upon my ideas about inclusion and inequality.					
As a result of this training, my ideas about inclusion and inequality have changed.					

As a result of this training, I can identify forms of discrimination, exclusion, and inequality in my community.					
A community leader is responsible for protecting and promoting the human rights of all people in the community.					
As a result of this training, I feel better equipped to be a more inclusive community leader and will use what I learned to lead social change.					
I understand better the importance of women's empowerment for the development of the community.					
As a result of this training, I feel more motivated to work for gender equality and social change in my community.					
LEADERSHIP SKILLS AND COMPETENCIES					
I have improved my ability to communicate effectively with others.					
I understand how to formulate an advocacy strategy.					
I know how to facilitate dialogues to help resolve conflicts in my community.					
I feel better equipped to work together with the other committee members in a team.					
I know how to make a social change action plan.					
WOMEN'S SESSIONS					
As a result of this training, I feel more confident to voice my opinions and be a community leader.					
As a result of this training, I know how to address my weaknesses and use my strengths.					
As a result of this training, I understand how to respond to challenges I face as a woman leader.					
I better understand the needs of women in the community and how to address these.					
TRAINING FACILITATION					
The trainers created an environment where I felt comfortable and encouraged to share and discuss my ideas and experiences.					
The exercises and activities used in this training were fun and encouraged me to participate and learn.					
The trainers understood the concepts well and could explain things clearly.					
This training was easy for me to understand and follow.					
The training was well organized and managed by the trainers.					
The meals and venue were satisfactory.					

This training was the right amount of time.					
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Please answer the following open-ended questions:

- *What were the top 3 most important or valuable sessions for you, and why?*
- *What lessons or ideas will you take from the training and use in your work as a community leader?*
- *What aspects of the training did you like the most?*
- *What aspects of the training did you dislike the most?*
- *What were the greatest strengths of this training?*
- *What were the greatest weaknesses of this training?*
- *What changes would you suggest to improve this training and make it better?*
- *What other skills do you think transformative community leaders need training on?*
- *What follow-up support do you need to apply and implement the learnings from this training?*

Annex 3: Monitoring and Evaluation Indicator Resources

This resource was developed to complement the CDD Transformative Grassroots Leadership Training Manual. It provides a list of example indicators to measure outputs and outcomes associated with the training. The indicators provide options for clients and task teams to consider including in program documents or monitoring and evaluation (M&E) strategies and should be tailored to the operation's context.²⁹ This resource has been tailored to women's empowerment but can be adapted for other marginalized groups that the training is focused on. The [CDD GSG M&E](#) team is available to assist in designing an M&E strategy for the training. An example theory of change, additional indicators, and research questions are available by request from the CDD GSG M&E team.

The indicators below are grouped into seven categories: 1) implementation monitoring; 2) soft skills/leadership competencies; 3) agency; 4) inclusive leadership behavior change; 5) attitudes/norms; 6) access to services; and 7) economic outcomes. These categories capture the training's expected outcomes.

Many of the identified outcomes are expected to affect both training participants (community leaders) and non-participant community members and other marginalized groups. The select indicators should be adapted based on the project's most likely beneficiaries. Training may be accompanied by women's activities or projects that focus on women's economic empowerment or social well-being. Indicators for higher level outcomes (access to services and economic outcomes) can be used to measure the effects of these activities or related activities financed through community grants.

Any assessments or evaluations should consider the following best practices for measuring women's empowerment:

- Because empowerment is both a process and an outcome, use measures for short-term, intermediate, and final outcomes (J-PAL 2020), while being clear about what outcomes CDD operations can reasonably affect (WB 2017)
- Mixed methods evaluations are consistently considered a best practice to assess intervention effects and the reasons why they occur (Taylor and Perezneito 2014, BMGF 2020, WB 2011a)
- Disaggregate data and structure indicators to identify how gender intersects with age, class, ethnicity, religion, and sexual orientation to produce outcomes (BMGF 2020)

Select Indicators by Outcome

1. Implementation Monitoring: Outcomes related to the quality of implementation (knowledge uptake, did it meet needs); unexpected outcomes; and potential for improvement/scalability.		
	Indicator	Source
1.1	# of community leaders that demonstrate knowledge acquisition on subject matter	Original
1.2	# of community leaders who express confidence in applying lessons from content covered in training	Original
1.3	% of community leaders that express satisfaction with the training	WB 2018

²⁹ The selected list of indicators is based on a thorough review of existing approaches for measuring similar concepts.

1.4	% of community leaders that report training met their learning expectations	Original
1.5	% of female community leaders that report increases in domestic duties, care work, or chores (this indicator is used to measure unexpected outcomes)	JPAL 2018

2. Soft skills/Leadership Competencies: Outcomes related to training participants' skill acquisition and practice of soft skills. Adapt to topics that are covered by the training modules.		
	Indicator	Source
2.1	Community leaders apply the knowledge covered in training (see pp 25 for examples)	Oxfam 2017
2.2	Community leaders have increased awareness of social and economic rights	Original
2.3	Community leaders have improved knowledge of the benefits of gender equality and the detriments of gender discrimination	UN 2018, Original

3. Agency: Outcomes related to the WB's definition of agency (Donald et al 2017) that uses three categories of measures: 1) a perception of control over one's life (<i>self-efficacy, locus of control</i>), 2) the ability to set goals in line with one's own values (<i>autonomy</i>), and 3) the ability to act on those goals (<i>decision-making</i>). Includes additional expected outcomes of training, including increased quality and level of participation in community forums and self-confidence. <i>See additional resources section below for suggested measurement tools. Indicators can be tailored for other marginalized groups if targeted by the training.</i>		
	Indicator	Source
<i>Committee members</i>		
3.1	Female community leaders report improved self-efficacy	ECWG 2020
3.2	Female community leaders report improved autonomy	Original
3.3	% of community leaders (men/women) who feel confident in their ability to participate and influence local decision-making	WB 2017
3.4	Female community leaders report improved self-confidence	J-PAL 2018
<i>Community members</i>		
3.5	% of women and other vulnerable groups (youth, IDPs, returnees, etc.) who attend local development committee meetings that are active participants	Original
3.6	% of men/women who believe their views influence projects selected at the village level	WB 2011a
3.7	Women are involved in every level of program implementation and management	WB 2017
3.8	Perception that community decision-making is inclusive and responsive (<i>measure of perceived agency</i>)	SEEP 2019

4. Inclusive Leadership, Behavior Change: Outcomes related to behavior change of both male and female community leaders being more inclusive leaders. <i>Indicators can be tailored for other marginalized groups if targeted by the training.</i>		
	Indicator	Source
4.1	# of community leaders advocating for human rights and social reforms in their communities	Original
4.2	Committees implement policy/practice changes that improve the inclusion and participation of marginalized groups	Original

4.3	Number and type of initiative taken to improve human rights and community welfare	Original
4.4	Actions from community social change action plans are implemented	Original
4.5	Women and vulnerable groups' demands are integrated, as much as men's, in local development plans and institutional instruments and conventions	WB 2017
4.6	Proportion of projects proposed by women that are funded and funded projects respond to women's needs as defined in the local context	WB 2017

5. Attitudes/norms: Outcomes related to attitudes, perceptions, and norms held/practiced by a) community leaders and b) community members more broadly, related to women's roles in public and private spheres. *Indicators can be tailored for other marginalized groups if targeted by the training.*

	Indicator	Source
5.1	Changes in attitudes of men and women regarding women's roles in social, political, and economic activities (<i>applicable for a) community leaders and b) community members</i>)	WB 2011a
5.2	Women report feeling respected and valued in their communities (<i>applicable for a) community leaders and b) community members</i>)	SEEP 2019
5.3	% of women who report having no power to make decisions regarding (a) what to buy at the market; (b) asset purchases; (c) number of children; (d) schooling of children; and (e) use of family planning (<i>applicable for a) community leaders</i>)	WB 2011a
5.4	% of female leaders in non-project related public decision-making institutions as a result of their experience with the project (<i>applicable for a) community leaders</i>)	WB 2011b

6. Access to Services: Outcomes related to whether access to services/resources changes for women. *Indicators can be tailored for other marginalized groups if targeted by the training.*

	Indicator	Source
6.1	Number of beneficiaries and the percentage that are female who have gained (improved) access to (a) health services, (b) education, (c) clean water, and (d) sanitary facilities	WB 2011b
6.2	Proportion of women who use the new asset or service	WB 2011a
6.3	Average time saved per day for each woman using the new asset or service	WB 2011a

7. Economic Outcomes: Economic results (income, assets, savings, credit) at the individual and household level. *To be tailored to any economic projects implemented as part of the women's empowerment activities and tailored for other marginalized groups if targeted by the training.*

	Indicator	Source
7.1	Number of project beneficiaries that have improved livelihoods with project support	WB 2018
7.2	% of women who report increases in personal income and expenditure due to the project	WB 2017
7.3	Women report increased decision-making power over household spending	CGD 2020
7.4	Self-perception of efficacy in financial decision-making	CGD 2020

Additional Resources

Measuring Autonomy, Self-Esteem, & Self-Efficacy

- [Rosenberg Self-Esteem Scale](#)
- [New General Self-Efficacy Scale](#)
- [Relative Autonomy Index](#) (RAI)

Measuring Norms

- J-PAL (2018b, 2018c) includes [survey question examples](#) (pg. 37) and [vignette](#) (pg. 7) approaches
- [Gender-Equitable Men \(GEM\)](#) Scale (pg. 14) measures attitudes toward “gender equitable” norms

Other Tools and Questionnaire Examples

- Donald et al’s [Measuring Women’s Agency](#) (2017) outlines various measures of women’s agency, including the RAI, Locke and Latham’s Goal-Setting Questionnaire, the Rotter Internal-External Locus of Control Scale, the Bandura self-efficacy scale, and the New General Self-Efficacy Scale
- J-PAL (2018b, 2018c) includes [example survey questions](#) covering economic, social, political/civic, and psychological indicators and examples of [non-survey instruments](#) for measuring women’s empowerment

Annex 4: Example ToRs for Master Trainers and Community Trainers

Master Trainer - Terms of Reference

Objectives

- Lead and manage the design, planning, curriculum development, implementation, and monitoring of the project training program
- Develop strategies and technical resources for building the capacity of community-level trainers
- Ensure the quality of trainers and training delivery

Key activities

- Design and implement a training program that can fulfill the capacity building needs for carrying out the activities outlined in the project operations manual
- Develop a cascade training plan to ensure that capacity is developed at all necessary levels to deliver to communities
- Conduct Training of Trainers (ToT) for community trainers, ensuring their capacity to deliver the training program to community level institutions, such as community committees, to ensure that their capacities in relevant subjects are strengthened and developed
- Provide on the job training and coaching in the field to community trainers during community training sessions
- Provide technical leadership on curriculum adaptation and development for ToTs and community level trainings, including refresher courses and follow up activities
- Continually review all training materials, collect inputs for revisions, recommend adjustments, and ensure their proper implementation in the field
- Help develop a monitoring and evaluation framework for the training program to monitor and measure training results and impacts
- Work on accreditation of training materials/program and ensure certification of trainees
- Ensure that all required training reports are complete, accurate, and submitted on time

Selection Criteria and Required Qualifications

- Relevant education qualifications in training, adult education, community development, or equivalent discipline
- 10+ years experience in technical training in community development, or other relevant sector
- Technical knowledge of the training topics and key concepts such as leadership and leadership skills, inclusion, and inequality
- Demonstrated skills in management of large training programs and teams
- Advanced verbal and written communication skills in the local language, including report writing
- Strong interpersonal skills and experience with government, donor, NGO, and community stakeholders
- A commitment to the advancement of inclusion and women's empowerment
- Skilled in participatory adult learning techniques

Community Trainer – Terms of Reference

Objectives

- Build the capacity, self-initiative, and ownership of community institutions
- Empower training participants with the knowledge, skills, and confidence to do the work of transformative grassroots leaders

Key Activities

- Train village committees on topics related to their project and community leadership responsibilities
- Facilitate effective training sessions by setting up discussion frameworks, maintaining conducive environments for learning and sharing, encouraging active participation, and supporting participants
- Achieve the learning outcomes specified in each training session
- Assist and support community institutions in all aspects of their responsibilities in the community project cycle
- Provide training follow-up and refresher trainings, as appropriate
- Ensure gender balance in community trainings and foster inclusive participation of marginalized groups, such as ethnic minorities, youth, youth, etc.
- Convene regularly with other trainers to share and document experiences, including successes and challenges, and identify areas for improvement

Selection Criteria and Required Qualifications

- Relevant education qualifications in training, adult education, community development, or equivalent discipline
- 5+ years experience in training and facilitation in community development
- Advanced verbal and written communication skills in the local language, including report writing
- Technical knowledge of the training topics and key concepts such as leadership and leadership skills, inclusion, and inequality
- Sensitivity to community dynamics on exclusion and gender, and a commitment to the advancement of inclusion and women's empowerment
- Skilled in participatory adult learning techniques
- Ability to work in a team, and co-train with a member of the opposite sex
- Ability to be flexible and adaptable with training material in unpredictable training situations, while still appealing to participants and achieving learning objectives
- Ability to skilfully handle group dynamics and training on potentially sensitive and controversial topics that aim to challenge discrimination and inequality
- Strong interpersonal skills and experience with government, donor, NGO, and community stakeholders

Annex 5: Resources and Works Consulted

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