



WOMEN'S EMPOWERMENT AND LEADERSHIP TRAINING MANUAL FOR WOMEN IN CUSTOMARY LAND COMMITTEES IN MALAWI

INTEGRATED LAND AND RESOURCE GOVERNANCE (ILRG)

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Cover Photo: Cohort of women from the Women’s Empowerment and Leadership Training in TA Mwanambo, November 2021. Photo credit: Vincent Moses/ILRG.

Tetra Tech Contact(s): Matt Sommerville, Chief of Party
Email: matt.sommerville@tetrattech.com

Amy Regas, Project Manager
Email: amy.regas@tetrattech.com

Tetra Tech
159 Bank Street, Suite 300
Burlington, VT 05402
Tel: (802) 495-0282

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USAID Contacts: Stephen Brooks and Karol Boudreaux, USAID Land and Resource Governance Division

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LIST OF ACRONYMS

CLC	Customary Land Committee
GBV	Gender-Based Violence
ILRG	Integrated Land Resource Governance Project
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TA	Traditional Authority
TLMA	Traditional Land Management Area
USAID	United States Agency for International Development

INTRODUCTION

The government of Malawi enacted a series of land laws in 2016, including the Customary Land Act 2016 which requires all customary land holders to formalize ownership through registration of their parcels. Formalizing land rights in customary estates through titling can improve security of tenure. However, unless the process of formalizing land rights looks beyond the technical and legal components to address the social and cultural norms and attitudes that often undermine women's land rights, there is potential risk of formalizing exclusion of women and other marginalized groups according to identities such as age, marital status, disability, and ethnicity, among others. The customary laws and practices that do not recognize equitable property rights will render formal legislation ineffective at ensuring gender equality and social inclusion in property rights. Both the matrilineal and patrilineal systems are associated with some form of discrimination when it comes to land rights between men and women. The general practice that affects a person's rights to land is the place of residence after marriage, as inheritance is the principal way in which a person owns land in customary set ups.

The United States Agency for International Development (USAID) Integrated Land Resource Governance (ILRG) Project supported the government of Malawi to systematically document customary land rights in the Traditional Land Management Area (TLMA) of Mwanambo in Nkhotakota district. ILRG provided technical assistance to a district-level land registry and clerks; promoting the inclusion of women and youth in the land documentation process through updated gender-responsive guidelines, manual, and tools; engaged key stakeholders to shift gender norms around women's land rights at institutional, community, and household levels; and convened dialogues with national and international stakeholders to discuss lessons learned and build positive momentum on gender and customary land documentation work.

An initial gender assessment showed that Traditional Authority (TA) Mwanambo is a predominantly Chewa matrilineal society (which normally has broader women's rights to land), but due to social and economic changes, the predominant form of marriage has shifted to "Chitengwa," a patrilocal system that tends to restrict women's lands rights. Women's lower literacy and education levels prevent them from knowing their land rights and taking on opportunities to participate in governance structures. Women are also limited in their membership and leadership in governance committees due to gender norms that associate leadership and decision-making with men. Women's participation is further constrained by a disproportionate share of unpaid household and caring responsibilities and the need to travel to attend meetings, which triggers norms about women's mobility, safety, and freedom to interact with men outside of their family. Although the government's 50:50 campaign that establishes representation quotas is improving the situation, women's full and meaningful participation is compromised by gender norms that push women to be deferential to men. Customary Land Committees (CLCs) were formed across TA Mwanambo as part of the land registration process with a 50:50 gender quota. It is critical to provide women elected to leadership positions with the technical and socioemotional skills necessary for them to meaningfully participate and influence land governance decisions.

This manual is a tool for supporting women leaders to acquire knowledge and socio-emotional skills that will enable them to play an effective and meaningful leadership role in CLCs. The empowerment and leadership training program is focused on fostering self-confidence and building socioemotional/interpersonal skills that will support women to navigate gender barriers at their households and communities and to engage in local natural resource governance. With increased leadership skills, women elected to community governance bodies will 1) play an effective role in decision-making, 2) become effective leaders to represent the needs and interest of other women, and 3) become role models/resources to other women in their communities.

Overall Goal of the Manual

This manual is designed as a practical guide for facilitators to deliver empowerment and leadership training to women in Malawi. In the spirit of collaboration and efficient use of available resources, it draws on existing and publicly available training approaches¹ which have been adapted to the context of land governance in Malawi.

The goal of this manual is to promote behavioral change. The training aims to discourage negative or harmful behaviors while encouraging positive action to empower women as leaders in community land governance.

✘ Negative behavior		✔ Desired behavior
Does not attend leadership meetings	»»»	Attends meetings and takes interest to contribute to the agenda
Does not speak up in meetings/trainings	»»»	Speaks freely during meetings; expresses her opinions coherently; dares to disagree in a constructive and clear manner
Gives up her point/ideas for fear of being judged	»»»	Speaks her mind even when she knows not everyone will agree with her point of view
Does not participate in decision-making at the household level and community group level	»»»	Actively and confidently participates in household-level and community-level decision-making
Spends more time on family care chores, less for rest, leisure, and social activities	»»»	Balances time spent on family care and activities outside family chores; assertive and confident to take up responsibilities outside family care work

Underlying these patterns of behavior are the deeply rooted gender norms that dictate acceptable roles for women in both private and public life. Gender norms are a subset of social norms that can be defined as unwritten, informal social rules that determine socially accepted behavior for men and women. They shape what communities consider “normal” and “appropriate” behavior for women, men, boys, and girls. In Malawi, certain pervasive gender norms directly influence the behaviors such as those described above, ultimately impacting women’s participation and leadership in land governance. These norms have implications on attitudes at household and ultimately at community level as described below:



Men:

- Men are the heads of a household; *implication* – there is a strong association of masculinity with family income and control over money and representing the family at meetings and in associations;
- Men are providers of the family. *Implication* – men engage in paid work outside the home;
- Men are considered more knowledgeable and are able to freely mix with people outside their family; *implication* – only men speak at public meetings;

¹ A full list is provided in Annex I.

- Men are not expected to take up family care roles or shoulder the burden of household work; *implication* – men can migrate for work away from family;
- Men can take up a public role and it is right to engage in public and political debates and activities; *implication* – only men are accepted to hold public and political positions;
- Men are strong, brave, and do not show emotions; *implications* – men are less emotional and can withstand public pressure; and
- Men's promiscuous behaviors do not break a home; *implications* - women should tolerate men's promiscuous behavior despite the social, health, and gender-based violence (GBV) risks.



Women:

- Women have a role and responsibility for family and domestic care work; *implications* – women should shoulder the burden of household chores and not find themselves in public spaces;
- Women are less educated to be successful in their careers/business; *implication* – women do not get involved in economic activities;
- Women should not speak in public; *implication* – women are not accepted to hold leadership or political positions;
- Women are subservient to men; *implication* – women should not speak or assert themselves before men;
- The place of a woman is in a home; *implication* – women are not supposed to leave their homes or freely interact with others from outside their household; and
- Endurance and secrecy in marriage are the strength of a woman; *implication* – male infidelity or violence are tolerated and not considered sufficient grounds for divorce.

As these norms are pervasive and embedded in power relations and cultural values, shifting them requires not only changes in individual beliefs and behaviors but also transformation of institutional and social practices, addressing practical/material needs, and engaging both women and men to dialogue on these norms and their effects on individuals and the society. Gender norms significantly shape women's self-perception as subservient and home-bound and limit their socioeconomic aspirations. It is therefore important to work with women to build their confidence, support them to envision their aspirations, and develop core socioemotional skills and competencies required to pursue their aspirations, including communications, problem-solving, decision-making, negotiation, and leadership skills. In community land governance, it is important that women build necessary leadership skills related to their journey as successful leaders to inspire other women to take up leadership. These skills include, among others: self-esteem and confidence, public speaking, communication, assertiveness, community engagement, conflict management, and negotiation. The overall goal of this manual is empowering individual women with these skills so they can meaningfully participate at household and community level dialogues and negotiations on land issues and successfully fulfill their roles in CLCs.

Approach and Methodology

Adult Learning

The training is designed to be run by at least one facilitator who should be experienced in gender equality, women's empowerment, and facilitating participatory training sessions. It is a highly interactive program and uses a variety of methods, including small- and whole-group exercises, role play, case studies, and pictures cards. This is intended to allow women with different levels of

literacy and confidence in public speaking to actively participate, challenging themselves on what needs to be done to become effective leaders.

Many of the intended trainees are women with low literacy but much life and work experience. They are usually not used to listening to theoretical concepts and long lectures. For these reasons, facilitators are encouraged to apply the following principles of adult learning:

- *Action Learning.* Lectures should be kept to a minimum. Analysis and explanations **follow** rather than precede practical exercises. This enables participants to analyze and learn from their own experience. Aim to make training fun—adults learn better when they are enjoying themselves.
- *Adaptability.* All sessions are adaptable, and the facilitator should present in the most appropriate language for the audience. Time is scarce, especially for poor rural women. Participants are using their time for training and adapt to their specific needs on timetables and locations as much as possible. The manual indicates roughly how long each activity should take to ensure the entire module can be finished in the allocated time. As much as timekeeping is important, facilitators are strongly encouraged to be attentive to real-time feedback from the group. If participants are still actively engaged in an activity, see if a few minutes can be added or moved from another exercise. When the noise in the room gets quieter or significantly louder (suggesting that participants have finished their activity), consider ending the activity even if the allocated time is not up yet.
- *Respect.* Respect all participants, regardless of their educational levels, background, status, and role, and demonstrate this respect by listening intently—not interrupting—and valuing the contribution of each individual. For instance, if a participant gives an answer perceived as inaccurate, politely assist them in finding the correct answer.
- *Dialogue.* A facilitator should think of her or himself as a facilitator, not a teacher or lecturer. The emphasis should be on facilitating reflection within each participant and exchanges between participants to enhance learning.
- *Engagement.* Pay attention to the level of engagement of all participants. If only a few people are dominating discussions, the facilitator should find ways to invite the participation of others either through small group activities or by inviting the perspective of those individuals who have not been active without being overbearing.

Facilitation

Some activities require the facilitator to divide participants into small groups. This can be done by simply splitting the group in half according to where they are standing—although this risks that people who already know each other end up in the same group. To avoid this, the facilitator can ask participants to count until however many groups are needed (for instance, if four groups are needed, participants count to four) and ask all people with the same number to form a group. Facilitators can alternatively use names of fruits, animals, colors, etc., to lighten the mood.

Many suggested activities include working in pairs. The purpose of this is to enable participants to test their ideas with someone else before sharing them with the entire group. It also helps give everybody an opportunity to speak without needing to invite every single participant to speak in plenary. When pairing participants, ensure people work with someone they do not know well and/or have not yet been paired up with.

When asking for feedback, facilitators should consider encouraging participants to only start their feedback to one another with either “I love...,” “I wish...,” or “I wonder....” This technique encourages positive, constructive, and respectful feedback.

In case of delivery of multiple modules in the same day, or if the facilitator notes that participants are losing focus, a list of suggested icebreaker and energizer exercises is provided in Annex 3.

Number of Participants

As the methods are highly participatory and competence based, the maximum recommended number of participants is 20.

Venue and Logistics

Choose a venue that has ample space for participatory exercises with physical movement and for breaking participants into smaller groups that can work in parallel without distracting each other. Tables and chairs can hinder participants' full engagement in the training. People often "hide" behind tables or slouch on chairs. Facilitators should encourage participants to stand up as much as possible and move around the room. Research has shown that we think better when we are on our feet!

Training Materials

Each module outlines the specific materials required for the module. A complete list of materials required can be found in Annex II.

Structure of the Manual

The manual has 12 modules that take participants on a personal "visioning journey" while fostering their self-confidence and developing the skills and competencies necessary to empower women as leaders.

The training has the following learning objectives:

- Understand gender roles, gender inequality, and their consequences;
- Understand the different types of power (over, to, with, and within), gender power dynamics, and power abuse;
- Develop self-awareness and self-confidence;
- Envision oneself as a leader; and
- Develop core skills and competencies:
 - Leadership;
 - Communication and assertiveness;
 - Negotiation;
 - Problem-solving and conflict management; and
 - Decision-making.

Modules		Learning objectives
Module 1: Welcome & Introduction Module 2: Gender and Land Governance Module 3: Power and Power Abuse Module 4: Self-Awareness and Self-Confidence	⇒	Building your power within and your social capital
Module 5: Being a Leader Module 6: Visioning	⇒	Building your personal vision as leader

Modules		Learning objectives
Module 7: Leadership Skills Module 8: Communication and Assertiveness Skills Module 9: Negotiation Skills Module 10: Problem-Solving and Conflict Management Skills Module 11: Decision-Making Skills	⇒	Building your skills to become an empowered leader
Module 12: Bringing it All Together for Empowered Leadership	⇒	Completing your personal vision as a leader

Each of the 12 modules is designed to be run in two hours. The manual has organized the 12 modules over four days, with three modules delivered each day. However, the modules do not need to be delivered continuously over four days. They can be adapted to be delivered once a week over approximately four months or in any other frequency that suits participants' needs and availability. However, it is not recommended to hold sessions with more than two weeks between them to prevent participants from forgetting the content and/or losing interest in between sessions. If sessions are delivered continuously over four days, recap sessions in between days/modules can be kept short. However, energizing exercises may be needed as participants will likely get tired. If sessions are delivered weekly or bi-weekly, recap sessions will need to be longer and energizing exercises might not be needed.

At the beginning of each module, there is an overview of the module (purpose, overall length, and sessions). Each session contains its purpose, duration, required materials, facilitator's notes (additional guidance and key concepts), and a step-by-step guideline to run the session.

DAY I

Module I. Welcome & Introduction


Module Overview


Overall purpose: This introductory module sets the tone for the women’s empowerment and leadership training. It provides an opportunity for the facilitator to get to know the participants and for the participants to get to know one another. It aims at making participants feel at ease with each other, create a sense of team building and belonging that is intended to deepen over the course of the training, and provide a form of social capital for participants post-training. Self-awareness and social capital are critical steps toward empowerment of women. The module also introduces participants to the training agenda and objectives. Finally, concepts of gender, gender inequality, power, and gender-based violence are introduced.

Duration: 2 hours

Sessions: Session 1: Getting to Know Each Other
Session 2: Our Journey Together
Session 3: Ground Rules

Session I. Getting to Know Each Other

 **Purpose:** Enable participants to learn each other’s names and a bit about each other; make participants feel at ease and allow time for settling down in the training.

 **Duration:** 1 hour

 **Materials:** None

 **Facilitator’s Notes:**


This introductory session is important for establishing rapport with participants and creating an enabling environment for a smooth conduct of training. It is therefore crucial to make this session lighthearted and interesting. If you notice that participants are reluctant to interact and need more time to get to know each other and relax, allow more time for the introductory session or add more icebreaking activities to the next sessions until you feel the mood is right to dive into the main topics. The time allocated for both sessions in this module is somewhat overestimated to allow for contingencies in case participants arrive late in the first day or if more time is needed to break the ice and lighten the mood/foster bonds.

 **Step-by-step guide on how to run the session:**


1. Start the training by greeting participants and asking them to pair up with another person they do not know well and to introduce each other by stating their names and one interesting thing they are willing to teach the other person (interesting thing could simply be how to wrap a chitenge, how to dance a traditional dance, or how to light a fire etc.). Allow them to stand or walk around as they discuss. Stress that they must listen carefully as they will later be asked to introduce their partner to the group and share what they taught them. Allow 10 minutes to interact.

2. Alternatively, use the exercise of finding people in the room who they have something in common with. (This involves participants walking around the room and asking other participants for their birth month, year, shoe size, number in family, number of children, etc.). Once they have found the person they have something in common with, the two should pair up and share more about this common denominator between them. Allow 10 minutes of interaction.
3. After 10 minutes, ask the pairs to sit down next to their partner and inform them that they will remain in the same sitting position for the rest of the day.
4. Proceed to briefly introduce yourself and invite participants to introduce their partner by saying the partner's name and the one thing they have learned from them. Give one minute per person. To make the exercise lighthearted and fun ask some participants to show/demonstrate what they learned e.g., wrapping a chitenge or singing.

Session 2. Our Journey Together

 **Purpose:** Build understanding of the agenda of the training program, establish ground rules and expectations, and provide an opportunity to participants to clarify anything about the training.

 **Duration:** 40 minutes

 **Materials:** Flipchart paper and marker (optional if group is illiterate)

 **Facilitator's Notes:**

In this session, ensure everyone has a grasp of what the training is all about. It is important to go slowly over the agenda and allow participants to ask questions if they are not clear. The summary below explains the agenda to be shared.

 **Step-by-step guide on how to run the session:**

1. Start the session by asking participants what their expectations from the training are.
2. Explain the purpose of the training is to empower women with leadership skills to become effective leaders via these objectives:
 - To empower women with leadership skills intended for them to effectively lead in the different spaces they find themselves in natural resource management.
 - To build an understanding of the gender barriers faced by women as leaders and develop individual leadership vision, strategies, and skills to pursue their visions.
 - Establish relationships/networks with other women to exchange experiences and support each other on the leadership journey.
3. Explain the overall plan for the training, briefly reviewing all 12 modules and how they connect to each other.

Modules		Learning objectives
Module 1: Welcome & Introduction Module 2: Gender and Land Governance Module 3: Power and Power Abuse Module 4: Self-Awareness and Self-Confidence	⇒	Building your power within and your social capital

Modules		Learning objectives
Module 5: Being a Leader Module 6: Visioning	⇒	Building your personal vision as leader
Module 7: Leadership Skills Module 8: Communication and Assertiveness Skills Module 9: Negotiation Skills Module 10: Problem-Solving and Conflict Management Skills Module 11: Decision-Making Skills	⇒	Building your skills to become an empowered leader
Module 12: Bringing it all Together for Empowered Leadership	⇒	Completing your personal vision as a leader

Session 3. Ground Rules



Purpose: Build a sense of safe space and collectively decide the ground rules and expectations for the duration of the training.



Duration: 20 minutes



Materials: Flipchart paper and marker (optional if group is illiterate)



Facilitator's Notes:

Encourage all participants to contribute to setting ground rules, so all feel a sense of ownership. Gently guide participants to add rules that will ensure training will run smoothly.



Step-by-step guide on how to run the session:

1. Invite the group to establish some ground rules for the duration of the training, i.e., for the next four days. If working with a literate group, write the rules on a flipchart paper so all can see. If not, a group discussion should be sufficient, or you can draw pictures that reflect the rule. Make sure that the broader group agrees with every rule suggested.
2. Initial ideas include:
 - Safe space – this is an opportunity for free and non-judgmental sharing and personal growth. Whatever is said and shared in this room/group stays here.
 - Active listening and participation – be present and engage, avoiding distractions like phones and leaving during training.
 - Mutual respect for all and giving space to others – speak when it is your turn and listen to others.
 - Respect and openness – there is no right or wrong answer. Every idea counts and is valid, even if you disagree. Seek clarification if needed.
 - Positive feedback – try to start feedback to one another with either “I love...,” “I wish...,” or “I wonder...”

- Time is precious – come on time and stay for the whole session. Return from wellness and lunch breaks on time.

Wellness Break – 30 Minutes





Invite participants to take a 30-minute wellness break to relax, stretch, use the restroom, and socialize.

Module 2. Gender and Land Governance

Module Overview

Overall purpose:	This module allows participants to understand gender as a social construct and reflect on the differences between women and men in their society and the extent of gender inequality and its consequences, including the large work burden and barriers to participation in land governance women face. Participants will also further familiarize themselves with the difference between sex and gender and reflect on the fact that gender roles can change.
Duration:	2 hours
Sessions:	Session 1: Gender Roles – Who Does What? Session 2: Barriers to Women’s Participation in Natural Resource Management

Session 1. Gender Roles – Who Does What?²

-  **Purpose:** Build participants’ understanding of gender as a social construct. Allow participants to reflect on the socially constructed roles/responsibilities of women and men in society and related consequences.
-  **Duration:** 1 hour
-  **Materials:** Flip chart paper and colored makers (optional if group is illiterate).
-  **Facilitator’s Notes:**

To facilitate this session, define gender and related concepts in simple terms, using local examples and expressions:

- **Gender** refers to the social and cultural attributes associated with men and women. Men and women face different expectations about how they should dress or behave and regarding the roles and responsibilities they should or could have at the household, workplace, or public sphere. Gender is different from **sex**, which is the biological difference between men and women. Certain biological roles are specific to a certain sex—for example, getting pregnant or giving birth for women or producing sperm for men.
- **Gender equality** is the absence of discrimination in access to rights and opportunities based on gender. Equality does not mean that women and men become the same but that they have equal rights, responsibilities, and opportunities, being treated fairly and according to their needs.
- **Social inclusion** is the absence of discrimination for any other marginalized groups such as youth, the elderly, people with disabilities, people living with HIV/AIDS, migrants, etc.



Step-by-step guide on how to run the session:


1. Explain that they will complete an exercise to analyze gender and the different challenges men and women face in life. Divide participants into two groups and give them the flip chart paper. Ask each group to draw a 24-hour calendar (adapt according to literacy level). Ask one group to list the main tasks performed by women and the other group to list the main tasks performed by


² Adapted from Feed the Future. 2016. *Integrating Gender and Nutrition within Agricultural Extension Services: Who Does What?* <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-1-Who-Does-What.pdf>

men within 24 hours. Allow them to freely talk freely about all the activities without restricting them. Give 20–30 minutes for this task.

2. Once they have listed the tasks, give participants three colored markers (red, green, and blue/black – adapt colors to what you have available) to highlight the very important tasks with a red dot and less important with green dot.
3. Ask each group to put their calendar on the wall next to each other and ask one representative from each group to present on behalf of the group.
4. After the presentations facilitate a discussion based on their observations on the workload (15 minutes):
 - Who performs more tasks at the household level?
 - Whose activities take up more time during the day?
 - Whose activities are done every day?
 - Whose activities bring income for the family?
 - Who has more time to rest, leisure, and socialize with friends?
 - Who is more likely to have more time for community work and why?
 - Is the share of the work fair?
5. Facilitate a group discussion about the implications of this division of labor, especially in terms of having a say in decision-making in the household and community. Conclude the session by emphasizing that the social construct assigns roles and responsibilities to women and men and is responsible for the imbalances in power, and that this imbalance can change by learning to share responsibilities.

Session 2. Barriers to Women’s Participation in Land Governance

 **Purpose:** Understand the barriers and challenges women face to participate in community land governance.

 **Duration:** 1 hour

 **Materials:** Flipchart, markers (optional if group is illiterate)

 **Facilitator’s Notes:**

It is important that participants reflect on the barriers and aspirations they have in the context of the positions and roles they hold in CLCs. This helps them to begin to understand their leadership roles better to work on their leadership vision later. For guidance, some challenges and benefits of women’s participation in land governance are summarized below:

Challenges	Benefits
<ul style="list-style-type: none"> • Social norms that perceive men as leaders and associate the public sphere to men and domestic sphere to women. • Lack of support in the household, particularly from male partners/husbands and in-laws. 	<ul style="list-style-type: none"> • Larger pool of citizens providing input to land use and allocation, bringing unique concerns, needs, points of view, and knowledge into discussions. • Increased capacity to manage land-related conflicts. • Better and greater dissemination of information through women’s formal and informal networks.

Challenges	Benefits
<ul style="list-style-type: none"> ● Lack of formal education, material resources, and personal networks of influence. ● Competing priorities of household and caring responsibilities. ● Logistical constraints related to the timing and length of meetings. ● Lack of knowledge about land laws and rights. ● Lack of confidence. 	<ul style="list-style-type: none"> ● Instilling a leadership ethic in children, especially girls. ● Improved accountability and transparency in land governance, avoiding only a small group of people participating in decisions about land. ● Pathway for wider empowerment of women in the household and in the public sphere. Gains in women's confidence, agency, and voice can lead them to successfully engage in financially lucrative activities and other public leadership roles.



Step-by-step guide on how to run the session:

1. Start the session by inviting participants to share their journeys as CLC members so far, from hearing about the land registration process and CLCs, deciding to run for elections, being elected, and to receiving initial training. Invite participants to share their aspirations as CLC members. What difference do they want to make? Do they hold or aspire to hold leadership positions (chair, vice-chair, treasurer, etc.)?
 - Facilitate a group discussion about common pathways, motivations, and challenges. This will increase the bond between women in the group.
2. Ask participants to brainstorm on the main barriers women face to participate in land governance. As needed, add barriers from the facilitator's note above. Write ideas on flipchart.
3. Ask participants to brainstorm on the main benefits of women's participation in land governance, for women, families, and communities. As needed, add benefits from the facilitator's note above. Write ideas on flipchart.

Lunch Break – 1 Hour


Invite participants to take a one-hour break to eat some lunch, relax, use the restroom, and socialize. Refer to the ground rules, emphasizing the importance of coming back on time.

Module 3. Power and Power Abuse


Module Overview

Overall purpose:	This module introduces participants to the concept of power, including the different types of power, gendered power dynamics, and the consequences of power abuse. This is linked to gender-based violence, applied to the context of land governance.
Duration:	2 hours
Sessions:	Session 1: The Four Types of Power Session 2: Who Holds Power? Session 3: Gender-Based Violence

Session 1. The Four Types of Power³

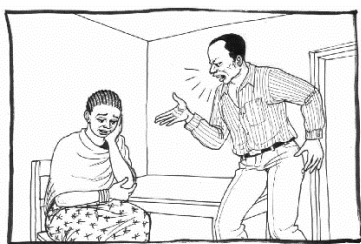
 **Purpose:** Introduce participants to the different types of power and stimulate reflection about the importance of the power within ourselves (intrinsic agency).

 **Duration:** 30 minutes

 **Materials:** Flipchart paper and markers (optional if group is illiterate)

 **Facilitator's Notes:**

The focus of this session is to help participants understand that to have influence as a leader is to have power; therefore, go over the types of power slowly and before ending the session make sure that everyone understands and has had time to reflect on the different types. Your emphasis should be on the *power within* and will be referred to in subsequent sessions.



- **Power over:** this is the type people most commonly think of when asked to define power. It is the power one has over others, often associated to force, coercion, domination, and control. It can have many negative associations and use fear or physical control and abuse. In this type of power, power is seen as a limited resource that some have and some do not. In most households—and in society at large—men frequently dominate control of resources and decisions, which can lead to exclusion of others in the family and abuse. Examples include deciding who someone should marry, physically assaulting someone, not letting someone own land, and controlling all household income.



- **Power to:** the potential to do or accomplish something or to use one's unique abilities and knowledge to shape their life or the world where they live. "Power to" is productive power. Examples include being able to sell something to others, building something with our own hands, and planting a garden to have better food.

³ Adapted from Helen Keller International. n.d. *Nurturing Connections: Adopted for Homestead Food Production and Nutrition*. https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf



- **Power with:** the power that comes from collective strength. It refers to collaboration to achieve something together. Instead of control, it is motivated through respect, mutual support, solidarity, and collaborative decision-making. Power with is based on identifying commonalities, despite differences, and finding ways to work together. Examples include two or more people building a house or sewing something together and community members coming together to demand action from authorities.



- **Power within:** a person's sense of self-awareness and self-worth. It comes from knowing our strengths and weaknesses and feeling confident about what we are good at. It includes the ability to recognize differences and respect others. Power within gives us hope for the future and strength to act for change. It leads to recognizing power with (work with others collaboratively) and power to (achieve things). Examples include deciding to run for a community leadership position and reaching out to help others in need.



Step-by-step guide on how to run the session:

1. Start the session by asking participants what they understand about “power” and what they think power is. As they respond, write down responses on a flip chart. (5 minutes)
2. Use and expand their responses to explain the four types of power, using the concepts in the Facilitator’s Notes above. As you explain each type of power, write key words on a flipchart paper, and ask participants to give examples of each type of power. (20 minutes)
3. Explain that power can come from different sources, like physical strength, age, gender, wisdom, social position (status), wealth, information, education, etc. Explain that different situations require different types of power. Power—especially power over—can be abused and harm or exclude people. However, power can also help people achieve things individually (power within) and collectively (power with and power to). Emphasize that over the next modules, we will work together on nurturing and developing our “power within” so we can also develop our “power to” and “power with.” (5 minutes)

Session 2. Who Holds Power?



Purpose:

Understand gendered differences of power within households, communities, and society at large, fostering discussions about different types of power and how power dynamics can change.



Duration:

40 minutes



Materials:

Pre-prepared sets of cards with characters



Facilitator’s Notes:

To prepare for this session, cut four identical sets of family members: father, mother, son (teenager), and daughter (teenager). Print each family member on a different card/paper.

Building on the previous session about the types of power, this session will allow participants to reflect more on the different levels of power people hold in the household (and more broadly) and their implications.




Step-by-step guide on how to run the session:


1. Divide the participants into four groups and give each group one of the character sets (each group should have all four characters).

2. In groups, ask participants to place all the characters in order by power level: from most powerful to least powerful. Provide participants with A4-sized paper and ask them to draw additional characters if they feel someone important is missing in the ranking. (10 minutes)
3. Gather all participants in a semicircle and ask one of the groups to place their order of characters in the center of the circle. Ask other groups to do the same. If there are significant disagreements, open a brief discussion, but there is no need for full agreement. (10 minutes)
4. Facilitate a discussion with the whole group about the following questions: (20 minutes)
 - What makes one person have more power than the other? Allow participants to respond before giving examples: social roles, ownership and/or control over assets/ resources, sex, age, position in the household, level of education, wealth, social status, physical strength, etc.
 - How can power change among family members? (e.g., a husband dies or moves to work; a wife starts earning money).
 - What are the implications of a person holding all the power in a household?
 - What is the benefit of sharing power in a household? How can power be shared or redistributed within the household?

Session 3. Gender-Based Violence

 *Purpose:* Raise awareness of what gender-based violence is, its effects on the participation of women, and how it manifests in land governance.

 *Duration:* 30 minutes

 *Materials:* Flipchart paper and markers (optional if group is illiterate)

 *Facilitator's Notes:*

Begin the session by disclaiming that we will discuss gender-based violence. This is a serious issue that affects many people. This can be uncomfortable or triggering for people, so participants are free to take a break outside of the room at any point, no questions asked. Remind participants about the ground rule on safe space for sharing and privacy. Remind everybody that we are here today not to blame anyone but to discuss how as leaders we can make our lives better and treat each other with love and mutual respect.

Use the following definitions of GBV:

GBV is violence directed against a person because of their gender identity. Although GBV can be experienced by anyone, women and girls are disproportionately affected. GBV can be perpetrated by individuals, groups of individuals, or institutions and can happen at the household, workplace, schools, streets, and any other public or private space. Types of GBV:

- **Physical:** physical assault or threat of physical assault, including domestic violence.
- **Psychological or emotional:** coercion, verbal offenses, and belittling. Controlling one's mobility, social interactions, clothes, and reproductive life.
- **Sexual:** sexual assault and rape, including marital or spouse rape. Trafficking or forced prostitution. Unwanted sexual advances or sexual harassment at the workplace or in public institutions, including demanding sexual favors or relations in return for certain benefits or to avoid retaliation.
- **Social:** restricting access or services, staring, stalking, and gossiping about a person. Social ostracism (excluding someone from social interactions).

- **Economic:** limitations to inheritance and ownership rights, restricting decision-making on earnings, and restricting access to financial resources, education, or the labor market.
- **Harmful traditional practices:** child marriage, forced marriage, “honor” killings, and female feticide and infanticide.



Step-by-step guide on how to run the session:

1. Linking back to the previous session, explain that when power is deposited in one person it can be subject to abuse and that gender-based violence is an expression of power abuse and asymmetrical power relationships, whereby one person seeks to dominate another or others.
2. Explain the concept of GBV (see Facilitator’s Notes above). Read out three of the scenarios below, one by one, and after each scenario ask the following questions:
 - Is this a case of GBV? What constituted violence in this?
 - What type of GBV did you observe in the scenario?
 - Who is the person who experienced violence? Who is the person who perpetrated violence?
 - What is the impact of GBV on the women in these scenarios?
 - How does GBV impact the entire family? How does it affect the community?

Scenario 1: *Elizabeth is a young unmarried woman elected to the Customary Land Committee (CLC). She was excited to be part of the committee and help her community. Although she was the CLC treasurer, the chair and vice-chair, all men, excluded her from discussions about the CLC finances. She asked them a few times, but they laughed her off, saying she was just a young woman, and could not possibly understand numbers and finances. When she argued she was the treasurer, they said this was only on paper, as everyone knows they need to put women down on paper, but men are the ones who decide things. About a year later, she had to sign the accounts as treasurer and as the chair left the room briefly to speak on his phone, she looked at the folder with receipts and files and noticed that the women in the CLC have been receiving less than half of the allowance male members received. The chair and vice-chair were irregularly pocketing the difference. She tried to confront the chair, but he slapped her and told her if she did not keep quiet about it, he would do much worse to her and her younger siblings. Terrified, she finished her term quietly and never run for community leadership again.*

Scenario 2: *Evaline is a member of the CLC. The government offered a full-day training in Nkhotakota. After training she went to the market to buy some supplies for her family and ended up missing her ride back home. She was getting desperate when she became relieved to see the local clinic doctor, whom she knew as an acquaintance. He said he was going back to her village and offered her a ride. While travelling, the doctor engaged her in conversation. At first, it was just general talk, but as they travelled, the conversation became more and more intimate and soon became inappropriate, which made her very uncomfortable. Evaline tried to change the conversation without success. Eventually, he stopped the car and raped her. Evaline was too ashamed to tell anyone because he was a respected man in the community. She blamed herself for taking the lift and for seating in the front seat of the car. She found it very difficult to carry on with her role and put in her resignation. The other CLC members started to falsely accuse her that she was being difficult because she wanted to be paid for doing the work and that is why she was resigning. She was concerned about the false accusations, but she felt she couldn’t tell anyone the real reason as nobody would believe her after time had passed. She was also concerned the doctor would say she consented to have sex with him and that his word would be much more valued than hers.*

Scenario 3: *Malupande is the new CLC Chairperson after winning a very competitive election and beating the two men who stood to become chairpersons. One of the men is not happy and has*

taken it personally. Since the election, he constantly makes derogatory comments about Malupande. He is quick to belittle and shoot down every suggestion she makes during CLC meetings. This is making Malupande's leadership very difficult, and she is planning to openly speak about it at one of the meetings, but she is worried that it may be seen as a weakness on her part or may end up straining the relationship further. She decides to first speak with him. He reacts badly and starts hurling insults at her and saying that she is not capable and only won the election because she sleeps around with men who helped her to bribe people for votes. Malupande decides to drop the matter for fear of further embarrassment and suffering.

3. Explain that we usually think that only physical or sexual violence are GBV, but it also includes verbal, emotional, social, and economic violence. Refer to the different types of GBV in the Facilitator's Notes above.
4. Explain that, unfortunately, in our society, many people experience violence simply because they are women. GBV affects individuals in many ways: it can impact their physical health, cause trauma and depression, lower their confidence and self-esteem, decrease productivity and ability to earn money, and increase expenditures in health costs. Emphasize that, apart from affecting the person experiencing GBV, it has devastating effects on their family, especially children. GBV leaves long-term physical and psychological impact.

Day 1 Check-Out – 20 Minutes

1. Use the final 20 minutes of the module to summarize what was learned today in each module:
 - Module 1: Welcome & Introduction
 - Module 2: Gender and Land Governance
 - Module 3: Power and Power Abuse
2. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned today. Give a few examples like "I learned that I have power and I am happy" or "excited" or "tired." Emphasize that there is no right or wrong answer.
3. Go around the circle and allow each participant to share their remarks.
4. Thank participants and say that, during Day 2, we will work together on gaining awareness about ourselves, building our confidence, and planning our own leadership journey.

DAY 2

Module 4. Self-Awareness and Self-Confidence

Module Overview

Overall purpose:	Based on Day 1 reflections about gender and the importance of the power within, this module allows participants to develop self-awareness and self-confidence as the base of their leadership journey. The module is designed to develop participants' self-acceptance and to foster a sense of self-worth and self-esteem. This will help participants to appreciate the importance of understanding oneself (self-leadership) before leading others.
Duration:	2 hours
Sessions:	Session 1: Owning Your Power Session 2: Self-Awareness and Self-Esteem Session 3: What do I Have to Offer?

Session 1. Owning Your Power⁴



Purpose: Promote self-awareness and self-acceptance, which are critical steps toward cultivating intrinsic agency or “power within.” Allow participants to interact with each other, fostering trust and feeling comfortable with one another.



Duration: 40 minutes



Materials: None



Facilitator's Notes:

Key concepts to facilitate this session:

Owning your power: recognizing that we are the most powerful person in our own lives. We can choose how we want to live. This belief is about stepping forward to be a powerful person who actively participates in life rather than one who just lets life happen. This power is inside all of us.

Trust in a higher purpose: willingness to have trust in a purpose that is larger than ourselves (for some people this could mean God, the universe, a sense of spirituality, or simply having a purpose in life). Having trust in a higher purpose can help an individual to take risks and move forward in life. Recognizing a belief in something larger that can help to reduce stress and cope better with our experiences. It can help to believe that there will be a way forward no matter what the circumstances are.

Continual growth through life: accepting that everything in life is always changing. Recognizing that change is always happening and allowing ourselves to accept change, and to even grow from it, can positively impact our lives. We may be more open to opportunities. Invite women to reflect on their life and see what has changed and recognize that it will continue to change. Encourage them to trust themselves and aspire for higher goals.

⁴ Adapted from Global Alliance for Clean Cookstoves. 2016. *Empowered Entrepreneur Training Handbook*. <https://cleancooking.org/wp-content/uploads/2021/07/342-1.pdf>



Step-by-step guide on how to run the session:

1. Start the exercise by recapping the session on the types of power (with emphasis on power within). Explain that owning your power is about recognizing that, as individuals, we are the most powerful person in our own lives. We can choose how we want to live our lives. What we do and the life we live is up to us. This belief is about stepping forward to be a powerful person who actively participates in life rather than one who just lets life happen. The power is inside all of us and by recognizing this you own the power.
2. Explain that we will discuss both how we can own our power and the limiting beliefs that can hinder us in this process.
3. Divide participants into two equal size groups. One group will be the “Limiting Beliefs” group and the other the “Power Within” group.
 - For the “Limiting Beliefs” group, ask participants to discuss examples of common limiting beliefs. If needed, give some examples: my life is not my own; I am weak; I am a woman; I have no power; It will never amount to anything, etc.
 - For the “Power Within” group, ask participants to come up with practical and convincing reasons to deflate limiting beliefs.
 - The “Limiting Beliefs” group should share their beliefs with the “Power Within” group so they can come up with responses, but ask participants not to share the responses just yet.
4. Allow 20 minutes for the groups to interact and discuss the beliefs.
5. Bring the groups together and ask the two groups to line up facing each other. Ask group one to say one limiting belief (one person at a time) and the other group will respond on the basis of power within to debunk the belief. After the explanation, the first group will rate the response received on a scale from 1 to 10 (i.e., the response gave them 10 points that they feel strongly that they own the power to change the belief).
6. End the exercise by asking participants to reflect on how they feel about their own limiting beliefs and the power they hold to change these beliefs.

Session 2. Self-Awareness and Self-Esteem⁵



Purpose:

Allow participants to reflect on their own beliefs about self and practice a simple technique for increasing self-esteem.



Duration:

40 minutes



Materials:

A4 paper per participant and pens/pencils



Facilitator's Notes:

Self-awareness includes gaining understanding of one's own strengths, weaknesses, ideas, thoughts, beliefs, ideals, attitudes, emotions, and motivations. It is the capacity that a person has for introspection, including assessing how one is perceived by others and how others are impacted based on one's behavior, responses, and conduct. In this session, you are just beginning to give them a chance to gain some insight into self. Greater self-awareness also gives a person greater scope to grow and develop as they face new and greater opportunities and challenges.

Self-awareness leads to self-confidence and assertiveness which come from the trust that one has in their own ability to reach a goal or demonstrate a certain skill. It comes from the belief one has in

⁵ Adapted from Global Alliance for Clean Cookstoves. 2016. *Empowered Entrepreneur Training Handbook*. <https://cleancooking.org/wp-content/uploads/2021/07/342-1.pdf>

themselves, trusting that they can achieve any task. People who are self-aware and confident may be more willing to take on new challenges as well as taking responsibility for their actions or failures.

Key concepts to facilitate this session:

Self-awareness: the ability to examine and understand who we are relative to the world around us. When people know themselves well, they are more inclined to love themselves, accept who they really are, and acknowledge their strengths and weaknesses. They also find it easier to relate to other people. This self-awareness positions an individual to appropriately build effective relationships and better manage group dynamics.


Self-esteem: how you think about yourself and the belief you have of your own worth. For example, believing you have what it takes to be a successful leader or feeling worthy of being treated with respect, care, and love. Oftentimes, women are faced with many criticisms from others about their intelligence, looks, or abilities. Sometimes, people may hear criticisms about themselves. These criticisms can shape how we think about ourselves. In the exercise, ensure everyone can create her own positive sense of self (and that we do not have to rely on others to feel valuable or strong). For example, instead of thinking “I am not good enough,” another way to look at this could be, “I have some good qualities, and the more I learn, the better I get.” Challenge women to develop new, positive mental habits.




Step-by-step guide on how to run the session:

1. Start by explaining that knowing your core beliefs (your most central ideas about yourself, others, and the world) is the first step to building self-esteem. Building an attitude of self-worth is about taking control of our beliefs and actions (self-responsibility) and believing in growth.
2. Ask each woman to find a comfortable space on the floor or at a table and give each person a paper and markers or pens.
3. Tell them to roughly draw a picture of themselves in the middle of the paper. Stress that this is not meant to be an artistic drawing but just a simple picture. (5 minutes)
4. Ask participants to think of the different roles they play (mother, daughter, spouse, farmer, community leader, etc.) and ask them to write or add a symbol of the role. Ask them to attach a quality to each of the roles they added to their picture. Try not to influence whether they should add something positive or negative, let them choose. (10 minutes)
5. Then ask the women to go back to their drawing and think of a specific person in their family or circle of friends who they know that loves them very much (parent, spouse, children, friend). Ask them to think about how this person would describe them. (5 minutes)
6. Invite participants to reflect on whether their loved one would describe them in the same way or differently from what they thought of themselves. For instance, did they describe themselves as an “impatient mother” whereas their own child would describe them as a “loving mother”? Allow 15 minutes for as many participants as possible to share their reflections and insights.
7. Explain that the purpose of this exercise was to show that sometimes we are our greatest judge or worst enemy as we often think negative thoughts about ourselves. It is important to realize your own self-worth as you begin any new endeavor, e.g., leading in your community. This can give you confidence and allow you to make it through difficult times.
8. Close the activity by encouraging people to remember their loved one’s positive voice when they experience self-doubt.

Session 3. What Do I Have to Offer?

 **Purpose:** Allow participants to reflect on their leadership role, appreciate their position, and reflect on the contribution they can make in their role in natural resource management.

 **Duration:** 40 minutes

 **Materials:** One flipchart paper per participant and marker pens

 **Facilitator's Notes:**

Based on the previous sessions, invite participants to exercise self-awareness when thinking about themselves as community leaders and members of the CLC.

 **Step-by-step guide on how to run the session:**

1. Explain that we will be focusing on ourselves. Emphasize that this is probably new for most participants, as we often think of ourselves in the context of our families or our communities with the focus on supporting and strengthening others. We look less at ourselves and how to support or strengthen ourselves. If we want to change things, it is often difficult (even impossible) to change others, but we can change ourselves and our reactions to things that happen to us.
2. Ask participants to each take a flipchart paper and a marker pen and find a comfortable space on the floor or at a table.
3. Ask participants to draw a picture of themselves in the middle of the paper. Stress that this is not an artistic competition and nobody outside this room will see the pictures or hear anything that is shared in this space.
4. After drawing themselves, ask participants to think about their position in the CLC and any role they play or hope/expect to play (e.g., chairperson, vice-chairperson, secretary, etc.). Ask each participant to then add three qualities they think they must use in their role, such as “I am patient,” “I am kind,” “I am hard-working,” “I am approachable,” etc. They can write or draw. (5 minutes)
5. In plenary, invite each participant to describe their role and share an identified quality/attribute about themselves. (25 minutes)
6. Explain that the purpose of this exercise was to show that, as leaders, everyone has something of value to contribute. Because culture and tradition give power to men, sometimes, as women, we are our worst enemy as we often think negative thoughts about and undermine ourselves. It is important to realize our worth as we begin any new endeavor, such as leading in the community. This gives us confidence and allows us to make it through difficult times.
7. Close the activity by encouraging each participant to remember the role and responsibilities they hold and the positive attributes they carry in those roles. Inform them that in the next session you will start to discuss these positive attributes.

Wellness Break – 30 Minutes





Invite participants to take a 30-minute wellness break to relax, stretch, use the restroom, and socialize.

Module 5. Being a Leader

Module Overview

Overall purpose:	This module invites participants to discover the qualities of a good leader and the different styles of leadership. It then enables participants to further perceive themselves as leaders.
Duration:	2 hours
Sessions:	Session 1: The Successful Leader Session 2: Grace's Story Session 3: Self-Responsibility

Session 1. The Successful Leader





 <i>Purpose:</i>	Reflect on the attributes of a successful leader and on whether women and men are equally capable of playing this role.
 <i>Duration:</i>	1 hour
 <i>Materials:</i>	Flipchart paper, markers
 <i>Facilitator's Notes:</i>	

Prepare awareness maps in a flipchart paper, which are four columns saying “think,” “say,” “hear,” and “do.” Use symbols instead of words for illiterate participants (one flipchart paper per small group; four small groups in total).

 *Step-by-step guide on how to run the session:*

1. Divide participants into four groups of five participants and ask them to jointly come up with the profile of a successful leader in their community, including their name, age, number of children, marital status, etc. Stress that participants can invent a character or think of someone they know in real life. (5 minutes)
2. Give each group a flipchart paper with the awareness map. Ask participants to complete the columns by either writing or drawing symbols of what they think their character “thinks,” “says,” “hears,” and “does” on a normal day. (10 minutes)
3. Ask each group to present their character and their awareness map to the plenary. Allow a maximum of 5 minutes per presentation. (20 minutes)
4. Discuss whether any of the characters were women. If yes/no, why? Can women and men both become successful leaders? If not, what would it take for women to become successful leaders? (15 minutes)

Session 2. Grace's Story

 <i>Purpose:</i>	Use a relatable story to encourage women to reflect about what it takes to be a successful woman leader.
 <i>Duration:</i>	30 minutes
 <i>Materials:</i>	None
 <i>Facilitator's Notes:</i>	

As you present the story and facilitate the discussion, guide it toward gendered expectations and perceived attributes attached to men and women when it comes to leadership.

 *Step-by-step guide on how to run the session:*

1. Ask all participants to sit comfortably in a circle and read the following story:

“Grace is a married woman with two young daughters. Grace primarily farms in the fields with her husband, takes care of the home, and runs a small garden for her family. There is a Customary Land Committee (CLC) election in her community in a couple of weeks. Grace is already a very active and vocal member of her community and thinks she could do well in taking up a leadership role in the CLC. Grace hesitates to tell her husband about her interest in running. When she eventually tells her husband, he expresses his disapproval of her running because she would be mostly working with men, and if elected, she would not have enough time for her household duties. Eventually, Grace’s husband agrees that other members of the family would share childcare and household tasks if she is elected. With support from her husband, Grace feels more confident.

Grace goes ahead to file her nomination and is elected. In her new role, Grace represents the interests of women of her community. She is able to disseminate important information through women’s groups and persuade other women in the community to take an active role in the land registration process and is a point of contact when women have questions or concerns about land. Since taking on the leadership role, she has also instilled a strong leadership spirit in her children who now look up to her and want to be just like mom when they grow up. Grace’s husband is very proud of her and celebrates her success. This has boosted Grace’s confidence and she feels motivated to pursue other goals.”

2. Facilitate a group discussion around the following questions:

- Is Grace a good leader?
- What makes her a good/bad leader?
- What makes it possible for Grace to pursue her aims? (Answers may include support of her husband, women’s networks, knowing that other women have pursued the role and been successful)
- What are some of the challenges that Grace faced in going into an election for a leadership role? (Answers may include initial disapproval of her husband, gender stereotypes around acceptable roles for men and women in public life, lack of resources for campaigning, etc.)
- Is there anything she could improve on?

3. As needed (depending on the points raised or missed by the participants), add that, overall, Grace is a good and empowered leader because she is confident, did not allow gender stereotypes to limit her, spoke up for the needs of other women, and is an inspiration to her children and to other women and girls in the community.

Session 3. Self-Responsibility



Purpose:

Familiarize participants with the concept of self-responsibility as a critical trait on the road to empowerment and being a successful leader. Allow participants to recognize their own power and reflect on how they can apply this to overcoming some of the obstacles that stand in their way.



Duration:

30 minutes

 **Materials:** Flip chart paper, markers

 **Facilitator's Notes:**

Self-responsibility refers to the belief that we have control over our thoughts and actions. It refers to the idea that we have the ability to choose our response to what we experience in the world. For example, when misfortune happens, what do we think? Do we think it is because of our bad luck or because of something that someone else did? If we think about events in this way, we often see ourselves as victims of the world or other people. If we focus on ourselves as victims, it can be difficult to change because we may feel hopeless—as if we don't have control over our lives. Examine how you feel when you don't see yourself as a victim of your circumstances. This takes individual effort and practice to change.

 *Step-by-step guide on how to run the session:*

1. Explain we will now do a role-playing exercise and invite three volunteers.
2. Explain the scenario: imagine a woman farmer who ran for CLC elections and put time and effort to campaign but did not win the elections.
3. Take the three volunteers aside so others do not hear you and ask each of them to act one of these reactions to the group:
 - The woman is helpless and says, “I am unlucky, this is my destiny. I am not cut out to be a good leader, I will never try this again.”
 - The woman is very angry and says, “Why did this happen to me? I am sure the other candidate badmouthed me to people in the community so they would win. If people had helped me or did not sabotage me, I could have won.”
 - The woman is upset and says, “I am upset that this happened. I am worried it could happen again next time I run. I am trying to think what I could have done differently to avoid this.”
4. Allow the volunteers to take turns and act their roles.
5. Ask participants which reaction they think is right or wrong.
6. Explain that all reactions are valid, but the third one is more empowering and productive for the future. In the first reaction, the woman felt defeated and allowed one negative experience to define her self-worth as a leader. The second reaction tried to find blame elsewhere. The third reaction showed that frustration is valid and expected when we face something difficult, but the woman started to look at things she could control to learn for the future.
7. Explain to participants that, in life, there are many things we do not have control over and some that we do have control over. Ask participants to brainstorm a few things that they think they do and do not have control over when trying to be a community leader. Write (or draw) them on a flipchart as participants raise them.
8. Open for discussion and end by stressing that we do not have control over what other people say or do, but we have control over our thoughts, our actions, and how we react to other people's words or actions. We can choose our response to what we experience in the world.

Lunch Break – 1 Hour


Invite participants to take a one-hour break to eat lunch, relax, use the restroom, and socialize. Refer to the ground rules, emphasizing the importance of coming back on time.


Module 6. Visioning


Module Overview

Overall purpose:	This module provides exercises to enable participants to reflect on their current lives and create a personal vision as leaders and for a better future. Focus is given on identifying obstacles that are within the power of the participants to address.
Duration:	2 hours
Sessions:	Session 1: Creating Your Vision Journey Session 2: My Leadership Vision Journey

Session 1. Creating Your Vision Journey⁶

 **Purpose:** Allow participants to reflect on their own lives, history, present, and how they envision themselves in the future. It is the first step in the visioning process that helps participants begin to tackle the concepts of self-responsibility and “owning your power.” Participants will identify obstacles they will face to reach their visions and reflect on how feasible it is to overcome these in the short- to medium-term. The interactive nature of the exercise helps participants to have soundboards for testing their ideas and benefit from other people’s views and insights.

 **Duration:** 1 hour

 **Materials:** Blank sheet of paper (could be flipchart or regular size) for each participant, colored pens

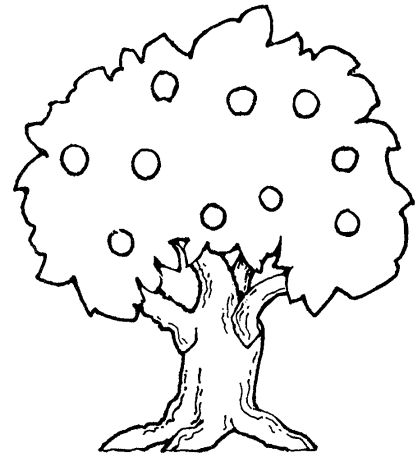
 **Facilitator’s Notes:**

It is important to emphasize to participants that, by knowing what one wants and having hopes and dreams, one can shape their future. The clearer an individual is about what they want for the future, the better they can draw from their own resources to make it happen. Draw a tree of life on flipchart paper so participants understand what it looks like. The structure of the tree of life is as follows:

- The **roots** represent life history and experiences. This includes your family, friends, and community. All these experiences shape individuals in both positive and negative ways and their beliefs about the world. These beliefs continue to influence the daily life of an individual. It is important for every participant to recognize how their experiences have shaped their lives and determine how they want to use those past experiences to strengthen their roots and build a stronger future.
- The **trunk/stem** represents everything about an individual’s life today—how they think, what they do, who they live with, their work, their family, their community, etc. It is important to become aware of all these aspects of daily life so that participants can continue to strengthen themselves as individuals.
- The **fruits** represent your biggest accomplishments. It is important for individuals to recognize and appreciate what has been accomplished in their lives.

⁶ Adapted from Oxfam Novib. 2014. *Rocky Road to Diamond Dreams: GALS Phase 1 Visioning and Catalyzing – A Gender Justice Movement Implementation Manual*. <https://empoweratscale.org/resource-centre/gals-phase-1-manual/>


- The **buds** represent an individual's hopes and dreams for the future (whether small or large). The new buds are created and supported by the energy that comes from the roots and the trunk. They serve as the basis for the fruit of life. These buds continue to be created, as they represent all new things that one wants to happen in their life. Each new bud represents where growth happens in life.





Step-by-step guide on how to run the session:

1. Start the exercise by explaining that we will do some practical work to have a foundation for coming up with a vision that resonates with each individual's leadership aspirations (dream). The exercise is called the "tree of life." Explain that for many people, trees represent life, which is why we are using this image today.
2. Give each participant a blank paper and explain that we will draw our own tree of life with roots, trunk, fruit, and buds. Offer an example.
3. Ask people to draw the roots: roots represent your history and life experiences (this includes your family, friends, community events like schooling, marriage, birth of a child, key events, etc.). All of these past experiences have shaped who you are right now in positive and negative ways. (5 minutes)
4. Ask participants to move to the tree trunk: the tree trunk represents your life today, i.e., what you do, who you live with, your work, your family, your community. (5 minutes)
5. Ask participants to move on to the fruit: the fruit represents your biggest achievements, things you are proud of. These can be tangible or not, like a house, children, being financially stable, etc. Emphasize that they do not have to look for big things but for things they feel they have done well in their life, like raising their children. (5 minutes)
6. Ask participants to move on to the buds: the buds represent your hopes and dreams for the future. Emphasize that here they should focus on their dreams/aspirations as a **leader**. (10 minutes)
7. At the end, ask women to pair up and share/discuss their tree of life with each other. (10 minutes)
8. Ask the women to join you in a circle and invite participants to share reflections about their tree of life and this exercise. Ask questions such as which part of the tree was harder to draw? Why? (20 minutes)
9. Conclude by stressing that new buds are created and supported by the energy that comes from the roots and trunk. They serve as a basis for the fruit of one's life. With more energy, these buds continue to be created, as they represent all the new things that we want to happen in our life; hence, by trying hard as an individual, you can do more and become better and better with each try.

Session 2. My Leadership Vision Journey⁷

 **Purpose:** Give participants the opportunity to practice developing their vision for their leadership aspirations, use their strengths, work on their weaknesses, and identify obstacles they are likely to face and opportunities available to them.

 **Duration:** 1 hour

 **Materials:** Colored pens, enough for all participants; flipchart sheets of paper, one per participant

 **Facilitator's Notes:**

The Vision Journey helps participants to determine their path to achieving their leadership aspirations and reflect on the journey they are taking. This may not be perfectly done and completed at this stage, but the aim is not to have a perfect drawing or map but to help participants acquire a visioning skill and use it in their leadership journey. The more they practice visioning, the more likely they are to be focused on achieving their aspirations.

 **Step-by-step guide on how to run the session:**

1. Start the exercise by referring to the previous modules, especially self-awareness, self-confidence, self-responsibility, and what it takes to be a successful leader. Then ask participants to look at/think of their tree of life drawings and choose one bud/aspiration related to leadership that is most important to them and which they think they can achieve in the short-term (about a year). Remind them as they do so to think about personal strengths and weaknesses.
2. Explain to participants that they are now going to plan to start moving toward realizing their dream and aspirations as a leader. Participants must remember that this is their own dream: they should discuss and learn, but not copy, from others.
3. Give a sheet of flipchart paper to each participant and ask them to sit comfortably on the floor or at a table.
4. Provide the following instructions to participants, step-by-step, waiting for completion of each step before giving instructions for the next step. As they draw, go around the room to check individual's drawings and provide further clarifications if needed. Show an example, or draw your own so they understand each step/drawing needed:
 - Step 1: Draw a large circle at the top right corner of your flipchart and include your aspirations/buds/dream. This is your future and your vision.
 - Step 2: Draw a second circle at the bottom left corner. This is your present. Draw your current starting situation relevant to your vision, e.g., what type of position do you have? What do you do? At what level are you? How much influence do you have?
 - Step 3: Draw two straight lines to link both circles. This represents the road from the present (bottom) to the future (top).
 - Step 4: On one side of the road, draw opportunities—things that can help you achieve your dream/vision. The more opportunities you can think of, the easier it will be to advance.
 - Step 5: Explain that, in their journey to their vision, they will face constraints that can drag them down. They can be seen as rocks on the road. It is important to foresee and avoid them if possible. Give each participant a stack of Post-its and, using one Post-it per drawing,

⁷ Adapted from Oxfam Novib. 2014. *Rocky Road to Diamond Dreams: GALs Phase 1 Visioning and Catalyzing – A Gender Justice Movement Implementation Manual*. <https://empoweratscale.org/resource-centre/gals-phase-1-manual/>

ask participants to draw the most important rocks that might stand in the way of them reaching their vision and stick it on their individual flipchart. Encourage participants to be as concrete as possible. Explain that we are adding our rocks with Post-it because we can work to try to remove them.



5. Once everyone has drawn their vision journey, invite one to two participants to share their journeys and reflect on their rocks. (10 minutes)
6. End the session by emphasizing that the Vision Journey is an important product of the training, that we have reached a stage where every participant is clear about their leadership role, aspirations, and what it takes for them as individuals to increase their own self-worth. NOTE: The facilitator should hold on to these Vision Journey maps and bring them back for Module 12.

Day 2 Check-Out – 20 Minutes

1. Use the final 20 minutes of the module to summarize what was learned today in each module:
 - Module 4: Self-Awareness and Self-Confidence
 - Module 5: Being a Leader
 - Module 6: Visioning
2. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned today. Give a few examples like “I learned that I have power and I am happy,” or “excited,” or “tired.” Emphasize that there is no right or wrong answer.
3. Go around the circle and allow each participant to share their remarks.
4. Thank participants and say that, in the next day, we will begin to work on developing five core competency skills necessary to succeed in our leadership journey.

DAY 3

Module 7. Leadership Skills


Module Overview

Overall purpose: Now that individuals know themselves better, they are ready to reflect on how they can lead others. This is the first in a series of five modules that develop specific skills and competences needed to empower women in their journey as successful leaders. This module allows participants to discover the qualities of a good leader, the different styles of leadership, and that women and men are equally capable of being good or bad leaders.

Duration: 2 hours

Sessions: Session 1: Leadership 101
Session 2: Leadership Styles
Session 3: Teamwork – The Tortoise and Rabbit Story

Session 1. Leadership 101⁸

 **Purpose:** Reflect on what leadership means and what qualities make a good leader; raise awareness that there are different styles of leadership and both women and men can be good or bad leaders.

 **Duration:** 40 minutes

 **Materials:** Flipchart papers, markers/pens, Post-its

 **Facilitator's Notes:**

To prepare this session place a large flipchart with two columns, one called “good leader” and one called “bad leader” (use drawings or symbols for illiterate participants) in a place that is visible and accessible to all participants.


 **Step-by-step guide on how to run the session:**

1. Ask participants to think of leaders they have heard of or know; it can be people they know from their communities or famous/prominent people.
2. Split participants into four groups of five people each and give each group a stack of Post-its and pens. Ask them to think of qualities of a good leader and of a bad leader and draw or write them on a Post-it, using one per characteristic/attribute. (5 minutes)
3. Ask each group to present in 3 minutes the qualities they have come up with and stick them to the flipchart paper on the correct side. (15 minutes)
4. In plenary, ask participants to reflect if these qualities are more likely to be held by women or men in their community and why. (10 minutes)
5. Remind participants about the four types of power discussed in Module 3: power over, power to, power with, and power within. Explain that bad leaders often rely on “power over,” i.e., force, domination, and control over others, leading through fear. Good leaders harness their

⁸ Adapted from Global Alliance for Clean Cookstoves. 2016. *Empowered Entrepreneur Training Handbook*. <https://cleancooking.org/wp-content/uploads/2021/07/342-1.pdf>

“power within” in the form of confidence, good listening, good communication, good problem solving, good decision-making, and good negotiation skills. They also rely on “power to” and “power with” so they bring people together to accomplish things. Both women and men have what it takes to become great leaders, even when gender norms and stereotypes around us associate the qualities of good leaders with men.

Session 2. Leadership Styles

 *Purpose:* Discuss different styles of leadership and reflect on how different styles are appropriate for different situations.

 *Duration:* 40 minutes

 *Materials:* None

 *Facilitator’s Notes:*

While we all have a dominant leadership style, it is important to help participants understand the different leadership styles and when they can be useful. Some leadership styles may not be considered socially or culturally acceptable for women, but it is important that they know that it is not wrong for women to have certain styles of leadership or to be assertive.

- **Visionary:** An authoritative leader provides long-term direction and shared vision for the people being led. One phrase for a visionary leader is “come with me.” This style is useful when an organization needs a new vision or when clear direction is needed.
- **Coach/democratic:** A democratic leader encourages people being led to set their own development goals while providing constructive support and feedback. In a phrase, the style is “let’s talk about your development.” This style is useful in helping people improve their performance and develop long-term strengths. A democratic leader typically involves the group in decision-making, lets others determine their work methods, is transparent to others about goals and next steps, and uses feedback as an opportunity for helpful coaching.
- **Affiliative:** An affiliative leader focuses on promoting friendly interactions and focuses on personal needs rather than standards. The style in a phrase is “people come first.” This style is useful for getting to know people and motivating them in stressful situations. This leadership style is not useful when there is an emergency.
- **Directive/autocratic:** An autocratic leader uses a lot of coercive directives, expects compliance, and controls tightly. The style in a phrase is “do as I tell you!” The style is useful in an emergency or a crisis; for example, when you are in the middle of a forest and encounter an elephant, and the scout makes a unilateral decision to head back; everyone should comply without negotiation. Leaders using this style make unilateral decisions, dictate to others, limit others knowledge of goals and next steps, and give punitive feedback.
- **Participatory:** This style gives people the chance to express themselves and air their opinions to help build commitment and generate new ideas. The style in a phrase is “what do you think?” It is useful for generating ideas and obtaining staff support for changes.
- **Pace setting:** A pace-setting leader sets and expects high standards of performance. The style in a phrase is “do as I do now.” This leadership is useful for beating deadlines.
- **Laissez faire:** This type of a leader gives the group complete freedom, avoids giving feedback, and leaves the group to think of their own answers to their questions.



Step-by-step guide on how to run the session:

1. Explain that there are different kinds of leaders. Not all leaders fit the description of “charismatic,” “outgoing,” etc. Observant and quiet leaders also exist and are needed. Inform the participants that we are now going to look into the different leadership styles.
2. Divide participants into four groups of five people. Explain we will use role playing to look at different leadership styles and reflect on how to develop your own leadership style.
3. Develop and distribute four role plays depicting a visionary, coaching, directive, and affiliative scenario. Give one role play to each one of the groups and ask them to act out the role plays, explaining the leadership style. (2 minutes for each group)
4. As one group is acting, ask the other groups watching to discuss what they saw in the role play and the lessons they have derived from it. (10 minutes)
5. Elaborate using the Facilitator’s Notes above on the other leadership styles: visionary, coaching, affiliative, directive/autocratic, participatory and pace setting.
6. After the presentation, facilitate a discussion in plenary around the following questions: (15 minutes)
 - Based on these types of leadership styles, in what situations are each of these leadership styles most appropriate? (Give practical examples)
 - In what situations are these leadership styles not effective? (Give practical examples)
 - What kind of leader would you say you are now?
 - What kind of leader do you aspire to be?
 - What improvements do you think can be made in your leadership style?
7. Conclude the session by emphasizing that we may have a dominant leadership style, but effective leaders should read a situation and be flexible in applying leadership styles depending on the situation for them to lead effectively. No leader should be rigid and insist on using one leadership style, but rather be flexible depending on a situation. Socially and culturally certain leadership styles might be associated with men, but women can also apply these leadership styles—there is nothing wrong with being a leader. It is important for women as leaders to understand these different leadership styles and how and when to apply them to different situations.

Session 3. Teamwork – The Tortoise and Rabbit Story



Purpose: Use a story to understand that being a leader does not mean to work alone, but rather to bring people together and work well with others.



Duration: 40 minutes



Materials: None



Facilitator’s Notes:

Teamwork is about bringing everyone on board and recognizing their individual value to contribute to the success of the task. A leader’s role includes, among other things, team building.

A team is a group of people who work or relate in a way which helps them achieve their common objective. Teams bring value because no one person possesses all the skills and competencies to perform different tasks. Explain that TEAM leading simply put means “Together Everyone Achieves More.” Encourage participants to strive to always value the strengths that every individual has and harness that in leadership.



Step-by-step guide on how to run the session:

1. Tell participants the following story. They might know the story, but likely not this full version.

“The Tortoise and Rabbit Story

- *Once upon a time a tortoise and a rabbit had an argument about who was faster. They decided to settle the argument with a race. They agreed on a route and started the race. The rabbit shot ahead and ran briskly for some time. Then seeing that he was far ahead of the tortoise, he thought he'd sit under a tree for some time and relax before continuing the race. He sat under the tree and soon fell asleep. The tortoise, plodding on, overtook him and soon finished the race, emerging as the undisputed champ. The rabbit woke up and realized that he'd lost the race.*
 - *The moral of the story is that the slow and steady can win the race.*
- **The story continues:** *The rabbit was disappointed at losing the race and he did some soul-searching. He realized that he'd lost the race only because he had been overconfident, careless, and lax. If he had not taken things for granted, there's no way the tortoise could have beaten him. So, he challenged the tortoise to another race. The tortoise agreed. This time, the rabbit went all out and ran without stopping from start to finish. He won by several miles.*
 - *The moral of the story is that the fast and consistent always achieves better than the slow and steady. It's good to be fast and reliable but not to underrate the slow and steady.*
- **But the story doesn't end here.** *The tortoise did some thinking this time and realized that there's no way he could beat the rabbit in a race the way it was currently formatted. He thought for a while, and then challenged the rabbit to another race, but on a slightly different route. The rabbit agreed. They started off. In keeping with his self-made commitment to be consistently fast, the rabbit took off and ran at top speed until he came to a broad river. The finishing line was a couple of kilometers on the other side of the river. The rabbit sat there wondering what to do. In the meantime, the tortoise trundled along, got into the river, swam to the opposite bank, continued walking, and finished the race.*
 - *The moral of the story is that first identify your core competency and then change the playing field to suit your core competency. Leverage your strengths and minimize exposure to your weaknesses.*
- **The story continues...** *The rabbit and the tortoise, by this time, had become pretty good friends and they did some thinking together. Both realized that the last race could have been run much better. So, they decided to do the last race again, but to run as a team this time. They started off, and this time the rabbit carried the tortoise till the riverbank. There, the tortoise took over and swam across with the rabbit on his back. On the opposite bank, the rabbit again carried the tortoise, and they reached the finishing line together. They both felt a greater sense of satisfaction than they had felt earlier.*
 - *The moral of the story is that it's good to be individually brilliant and to have strong core competencies. However, one person can only achieve so much. If you are able to work in a team and harness each other's core competencies, the whole will be greater than the individual parts.”*

2. Facilitate a group discussion about the story. Ask participants what they learned and add as needed.

- The rabbit and tortoise teach us many things:
 - The fast and consistent will always beat the slow and steady.
 - Know your strengths and weaknesses. Leverage on your strengths and minimize exposure to your weaknesses.

- Pool resources and work with a team. The sum of the whole is greater than the sum of the parts.
 - We learn more from failures than successes.
3. Conclude by emphasizing that situational leadership is an effective way to leverage on one another's strengths. Teamwork is mainly about situational leadership, letting the person with the relevant core competency for a situation take leadership.

Wellness Break – 30 Minutes





Invite participants to take a 30-minute wellness break to relax, stretch, use the restroom, and socialize.

Module 8. Communication and Assertiveness Skills

Module Overview

Overall purpose:	This is the second in a series of five modules that develop specific skills and competences needed to empower women in their journey as successful leaders. This module focuses on effective communication, including active listening and assertiveness.
Duration:	2 hours
Sessions:	Session 1: Active Listening Session 2: Assertiveness – Walking Mary’s Shoes Session 3: Public Speaking


Session 1. Active Listening

 <i>Purpose:</i>	Introduce participants to active listening techniques and to practice these techniques in a role play activity.
 <i>Duration:</i>	40 minutes
 <i>Materials:</i>	None
 <i>Facilitator’s Notes:</i>	

Communication is a critical element of all human interactions. It is a process of sending information to and from and involves a continuous process of telling, listening, and understanding. Communication is a way of influencing to achieve desired goals in leadership. Women often face communication barriers due to factors such as social and gender norms that prescribe behavior and interactions, often disadvantage women. For example, traditional rules that women should not speak in public spaces or be seen to be vocal or assertive, or if they do, speak only through a man. Even though women face these barriers, it is important to work toward overcoming such barriers and become effective communicators to lead others effectively. For instance, in the case of elections, a woman must communicate with people to make herself known and visible and be able to sell her candidacy or convince people to elect her. After being elected, women in CLCs need to communicate with community members and make their voice heard within the CLC.

Listening is as important as speaking. The characteristics of active listening are:


- Interested listening posture/body language;
- Appropriate eye contact;
- Paraphrasing or repeating in their own words to check their understanding of parts of a story;
- Asking clarifying questions as needed (and welcome any corrections/clarifications);
- Giving statements of understanding (“I see...,” “I understand...,” etc.); and
- Summarize the core point of a story at the end.

 *Step-by-step guide on how to run the session:*

- I. Explain that, in this session, we will practice active listening through a quick role-play activity and debrief with a discussion.

2. Explain that active listening is when a person demonstrates their understanding of the content and emotional message of a speaker. Active listening is an important skill to have as a leader (whether related to land or not) and member of the CLC. It helps build rapport, helps you as the listener to check your understanding of what was said, and helps to avoid misunderstandings and miscommunications farmer/entrepreneur.
3. Ask for a volunteer to demonstrate the active listening exercise with you. Ask the volunteer to join you in the front of the group. Explain that they should take a couple minutes to make up a fictional story about a situation that has arisen in a group they participate (if they belong to one) that they are unhappy with. It could be in the CLC or at church, etc.
4. Explain that the other participants should observe what the facilitator does as they are listening to the story.
5. As the story is being told, the facilitator will **NOT** demonstrate active listening (refer to Facilitator's Notes above). Do the opposite of the characteristics of active listening: not making eye contact, shifting your body away from the speaker, seeming distracted, etc.).
6. Repeat the exercise, inviting another volunteer to tell a different story. This time, demonstrate all characteristics of active listening.
7. Facilitate a discussion around what they observed the facilitator doing as each story was being told. Ask which actions demonstrate active listening and why. How did it make the person telling the story feel? If there are any points missed, go through the list above to recap what the group may not have picked up on.

Session 2. Assertiveness – Walking in Mary's Shoes

 **Purpose:** Demonstrate the importance of assertiveness as a communication skill. Participants are led through a scenario that demonstrates the rewards of being assertive and the costs/missed opportunities of not being assertive.

 **Duration:** 40 minutes

 **Materials:** None

 **Facilitator's Notes:**

This is a “choose your own adventure” or movie/telenovela style exercise. As you read the story of Mary, participants make choices for her that affect the outcome. Participants do not need to agree unanimously on a course of action, majority decision is sufficient. Remind participants that assertiveness is an act of communicating one's own opinions, needs, wants, interests, and feelings to others in a non-threatening, non-defensive way. When you know what you want, you can be assertive, but when you don't, it's difficult to assert yourself. Being assertive is not the same as being aggressive.

 **Step-by-step guide on how to run the session:**

1. Explain that in this exercise we will explore assertiveness and challenge our fears and assumptions about being assertive using role play.
2. Proceed to explain that we will spend some time “walking in Mary's shoes.” Explain that you will read through some scenarios that Mary encounters and as a group we will decide what Mary should do. Ask participants to keep in mind what the *costs and benefits* are of Mary's choices as we move through the exercise.

“Mary and her husband grow maize and groundnuts. They both own the farm, but Mary refers to her husband on all matters related to the farming activities. She also has a small store in the market of her own. Her store has few ranges of products due to space constraints that also limit how many

sales she can make. Mary is part of a women's savings group, where they pool their resources together to give loans to members. Mary is confident that if she could buy shelves for her shop with a small loan from the savings group, she could offer a wider range of products and improve her sales. Mary proposes the idea to her husband, but he doesn't think it is a good idea as he worries that if Mary is unable to pay the loan the burden will fall on him."

Ask the group: What does Mary do?

- a. Mary accepts her husband's answer and does not proceed with the loan.
- b. Mary explains to her husband how the family could benefit from the potential increased profits from her business. She explains that the customers constantly ask about products that she does not have available but could easily add if she had the space to display.

If the group chooses A, say:

"Mary puts the idea of improving her store to the back of her mind. Her store continues to make some small revenue but struggles to grow due to the limited range of products offered. The store eventually closes in a year." (END of Mary's story, proceed to step 10 below to facilitate a discussion)

If the group chooses B, say:

"Mary goes to her savings group meeting and requests some small funds for expanding the shelves of her store. The group leaders argue that she has not been in business long enough for them to grant the loan."

Ask the group: What does Mary do?

- a. Mary accepts their answer and gives up on expanding her business. (END of Mary's story, proceed to step 10 below to facilitate a discussion)
- b. Mary speaks with the group leaders and shows them the records she keeps for her expenses and revenue. She explains she is confident she can pay back the loan. They reconsider her request and grant her the loan.

If the group chooses B, say:


"A few months later, the store is doing very well, Mary was able to increase the selection of products she sells, and she was able to quickly pay back the loan. That year, their farm doesn't do very well, and the additional profit from Mary's business is used to pay her children's school fees and buy seed and fertilizer for their farm. Mary's husband appreciates the support her business offered to their household during a season when money from the farming was small. She now has more of a say when making decisions about their farm and how household income is to be used."

3. Facilitate a group discussion around the following questions:


- a. If the group chose options A and did not make it all the way to the end: quickly explain what alternative choices Mary could have made to assert herself more and read the final scenario to the group where Mary's store and household are thriving. Ask for reflections on these choices. What were the costs of Mary not asserting herself? What were the benefits? What are some other potential benefits for her and her household had she been more assertive?
- b. If the group made it all the way to the last scenario where Mary's store and household is thriving, ask: What would be the cost/misled opportunity if Mary did not speak up when discussing with her husband? What would be the cost/misled opportunity if Mary did not speak up to the group members, to convince them that she could repay the loan? Ask for reflections on this. If it has not been said already, explain that being assertive is about not being afraid to stand up for oneself with solid arguments, which can have benefits for the individual and for others.

4. Conclude the session by emphasizing that assertiveness is about using the power within and is important to realize one's dreams. As a woman with aspirations, don't easily give up your aspirations but be assertive and determined to work through the challenges and achieve your dreams for the benefit of the household and the community.

Session 3. Public Speaking

 *Purpose:* Develop understanding that public speaking is part of holding a leadership position, grasping the key points of good public speaking.

 *Duration:* 40 minutes

 *Materials:* Ball or similar object that can be thrown; if a ball is not readily available, improvise one with crumpled paper; flipchart and markers

 *Facilitator's Notes:*

Public speaking requires speech communication skills. The ability to speak and articulate issues is important for a leader. The following are important elements that should be emphasized for leaders to become an effective communicator:

- You are the speaker. Be willing to be the one to initiate the conversation or the talk.
- You should have a message to give. At any time, a leader must have a message ready for the audience and talk in a clear way for it to reach and impact the listeners.
- You should understand the listener. Knowing what the listener is interested in helps the leader to package the message accordingly.
- You should know the most effective and efficient channel. The channel refers to the thing that makes the communication or conversation possible, e.g., group meeting, radio, or one-on-one.
- You should read the situation. The situation refers to the state or environment in which the conversation is to happen, and the time and place where the conversation will take place. Also look for verbal and non-verbal reactions in the audience to adjust your message and communication style.

Feelings of nervousness to speak in public are natural reactions, even for experienced public speakers, and what matters is only one's ability to handle it. There are many techniques for relaxing and/or break the ice with the audience, including deep breaths, eye contact, anecdotes, short songs, and appropriate jokes.

 *Step-by-step guide on how to run the session:*

1. Start the exercise by explaining that as leaders, they will need to communicate their ideas and thoughts, often through public speaking.
2. Ask the participants to stand in a circle. Explain that in this exercise, each person will be asked to say one "do" and one "don't" of public speaking and demonstrate the dos and don'ts to the rest of the group. Throw the ball at one of the participants and ask her to say and act a "do" or a "don't." After she is done, ask her to throw the ball at any other participant. Continue the exercise until all participants have had a turn.
3. Allow as many people as possible to say and act the dos and don'ts. Ensure all the do and don'ts are highlighted and written down on a flip chart.
4. At the end, reinforce the message on best practices for public speaking, the preparation and practice required, and what should be avoided. If needed, use the following to complement points raised by participants:

- *Clear articulation of the message.* It is important to speak clearly, loudly, and in a language that is well understood. Good messages are clear, coherent, easily understood by the audience, and cover all the important points you want to hit.
- *Engaging style of presentation.* It is important to address the style of presenting the message, especially when talking to large and mixed groups of people. Paying attention to the tone of voice, body language, and facial expressions that can lead to a bored or excited and engaged audience. If bored, the listener might end up missing the message.
- *Assessing and responding to the needs of the audience.* It is right depending on the audience to add humor or appropriate jokes, storytelling, and song, but not all. You must know how to use them.
- *Being well prepared in advance and practice to overcome public speaking challenges.* Preparation includes knowing both your message and the audience well. The success of the message will be based on the credibility, preparation, and knowledge of the speaker about the topic.

Lunch Break – 1 Hour


Invite participants to take a 1-hour break to eat some lunch, relax, use the restroom, and socialize. Refer to the ground rules, emphasizing the importance of coming back on time.

Module 9. Negotiation Skills

Module Overview

Overall purpose:	This is the third in a series of five modules that develop specific skills and competences needed to empower women in their journey as successful leaders. This module focuses on understanding what is a negotiation and the elements of a successful negotiation. It allows participants to practice negotiation at the household and community levels through role playing.
Duration:	2 hours
Sessions:	Session 1: What is negotiation? Session 2: Negotiation in Practice – 3 Scenarios

Session 1. What is Negotiation?

 **Purpose:** Allow participants to reflect on what “negotiation” means, enabling an understanding that negotiation is something positive that helps us achieve better outcomes for everyone.

 **Duration:** 30 minutes

 **Materials:** Flipchart papers, markers, tape/blue tag

 **Facilitator’s Notes:**

To prepare this session, place 3 flipchart sheets on the wall/floor marked “Negotiation,” “Argument,” and “Joint decision” (if needed, use drawing or pictures for illiterate participants) so they are visible to all.

Negotiation is an inevitable part of being an effective leader. It is a dialogue between two or more people intended to reach a positive outcome over something where a difference of opinions exists.

- It is purely verbal, constructive, and based on good arguments/persuasion.
- It is carried out with respect and involves both parties to listen to each other.


Negotiation is a process of compromising to achieve an agreement that works for all parties. In every negotiation, there are generally three outcomes: win-win, win-lose, and lose-lose. A successful negotiation results in a win-win for all parties involved—where all parties are happy with and benefit from the final outcome of the negotiation.

 **Step-by-step guide on how to run the session:**


1. Ask participants to sit on a semi-circle around the flipchart sheets. Go around the room asking participants to say the first word or image that comes to their mind when you say the word “negotiation.”
2. Go around the room again asking participants to say the first word or image that comes to their mind when you say the word “argument.”
3. Go around the room one last time asking participants to say the first word or image that comes to their mind when you say the words “joint decision.” Write down under each flip chart as they respond.

4. Using the conceptualization of “negotiation” from the Facilitator’s Notes above, explain what negotiation is, emphasizing that it is a process that can happen with people with different levels of power, and it does **not** determine the outcome (like in a “joint decision”), but it can help influence the outcome. Negotiation can often produce an outcome that is better for everyone.
5. Conclude the exercise by explaining that a negotiation process can have three outcomes:
 - Win-win (ideal scenario);
 - Win-lose; or
 - Lose-lose.


Outcomes of Negotiation



A win win is the most ideal possible outcome for a negotiation. This is where both parties are happy with the outcome.





A win lose is when only one party is happy with or benefits from the outcome of the negotiation.





A lose lose is the least desirable outcome of a negotiation. This is when neither party is happy nor benefits from the outcome of the negotiation.

Session 2. Negotiation in Practice – 3 Scenarios

- 

Purpose: Allow participants to practice or witness negotiation in practice and discover that good negotiations rely on sound arguments and a respectful manner.
- 

Duration: 80 minutes
- 

Materials: None
- 

Facilitator’s Notes:

Take your time explaining through the dynamic of the role-playing exercise and how participants should rotate in roles between negotiating parties and observers. It is important that the observer does not interfere during the acting, verbally and otherwise.

 *Step-by-step guide on how to run the session:*

1. Explain that we will role play to practice negotiation skills. Divide participants into groups of three. Explain that two people will play the role of negotiators, and the third person will be the observer. We will have three different scenarios and rotate between roles so that everyone will have a chance to play a negotiating part and play an observer at least once. If the number of participants is not divisible by three, one group may need to have four people. In this case, they will not be able to play all roles, but they will still be able to be at least a negotiating part and observer once.
2. Explain that you will read a scenario and allow time for participants to act out the situation and negotiate. The observers are not to participate in the negotiation, verbally or otherwise.

Scenario 1: *A woman has been invited to attend a meeting being held by the CLC. The meeting is going to be held during daylight hours in a nearby village, which is accessible by foot. A leaflet from the CLC is available, explaining the meeting goals, time, venue, and content. The meeting will be held from 9 in the morning to noon on a Thursday, and both women and men can attend. It is not known if the meeting facilitator will be a woman or a man. Her husband is not sure if he should agree with the wife attending or not, but the woman wants to attend the meeting.*

Task: Carry out a role play where the wife tries to convince her husband that it is important for her to attend. (10 minutes)

3. Bring the larger group together and go around the room asking the observer in each group to provide a 2-minute feedback about how the negotiation went:
 - How did the husband and the wife try to convince each other? Did they use arguments? Force? Who had the stronger argument and why?
 - How did they talk to each other? Respectfully? Aggressively? Was this good/bad?
 - Did they listen to each other? If yes/now, was this good/bad? (15 minutes)
4. Say you will present another scenario and participants should switch roles and play a new role this time (negotiating part or observer). This time, one person will be a young woman running for a CLC leadership position and campaigning in the community and the other will be a man at the campaign event. The third person will be the observer (should be different than the observer last time).

Scenario 2: *The CLC is holding elections. Most of the candidates running in the election are men because it is socially accepted that men participate in public life and hold leadership positions. A young woman is running for the election as she knows that the involvement of women and youth in the CLC leadership could bring a diverse perspective to a mostly male dominated environment. At a campaign event, a male member of the community challenges whether a young woman should hold this position.*

Task: Carry out a role play where the woman tries to convince a male member of the community the benefits of having women and youth represented in the CLC. (10 minutes)

5. Bring the larger group together and go around the room asking the observer in each group to provide a 2-minute feedback about how the negotiation went:
 - How did the disagreeing members try to convince each other? Did they use arguments? Force? Who had the stronger argument and why?
 - How did they talk to each other? Respectfully? Aggressively? Was this good/bad?
 - Did they listen to each other? If yes/now, was this good/bad? (15 minutes)
6. Say you will present a final scenario and participants should switch roles and play a new role this time (negotiating part or observer) so that everybody has had a chance to be an observer, and everyone has had a chance to play a negotiating part. One person will be a male member of the land association and the other will be a woman from the community. The third person will be the observer (should be different than the observer last time).

Scenario 3: *A land committee is meeting to discuss an ongoing documentation of parcels of land in their community. Some members suggest asking the chief to allocate slightly smaller parcels of land to women who are divorced or widowed in each village. The reason given is that these women do not have the ability to work large plots due to the absence of husbands, and the land would go to waste and not be cultivated.*

Task: Carry out a role play where the woman tries to convince the male member of the committee that women should receive larger parcels of land irrespective of their status. (10 minutes)

7. Bring the larger group together and go around the room asking the observer in each group to provide a 2-minute feedback about how the negotiation went:
 - How did the disagreeing members try to convince each other? Did they use arguments? Force? Who had the stronger argument and why?
 - How did they talk to each other? Respectfully? Aggressively? Was this good/bad?

- Did they listen to each other? If yes/now, was this good/bad? (15 minutes)
8. In the final plenary, facilitate a discussion about similarities and differences in the three scenarios:
 - Did the two negotiating parts have similar levels of power and influence?
 - What is easier and harder to negotiate in different settings: household, community, institution? (15 minutes)
 9. Conclude by stressing that negotiation and bargaining are not bad things; it is important to stand up for your beliefs and disagreements are not necessarily bad—they might lead to better overall decisions that benefit everybody. However, it is important to have clear arguments, listen carefully and treat each other with respect. Negotiation is not about having it your way, but about voicing and listening to opinions to come up with an agreement that works for everybody.

Day 3 Check-Out – 20 Minutes

1. Use the final 20 minutes of the module to summarize what was learned today in each module:
 - Module 7: Leadership Skills
 - Module 8: Communication and Assertiveness Skills
 - Module 9: Negotiation Skills
2. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned today. Give a few examples like “I learned that I have power and I am happy,” or “excited,” or “tired.” Emphasize that there is no right or wrong answer.
3. Go around the circle and allow each participant to share their remarks.
4. Thank participants and say that in the next day we will continue to work on developing the final two core competencies necessary for leadership and bring all we learned together.

DAY 4

Module 10. Problem-Solving and Conflict Management Skills

Module Overview

Overall purpose:	This is the fourth in a series of five modules that develop specific skills and competences needed to empower women in their journey as successful leaders. Since all leaders will encounter challenges and must mediate and diffuse conflicts, this module focuses on problem solving and conflict management skills.
Duration:	2 hours
Sessions:	Session 1: Problem Solving Session 2: How Do We Manage Conflict?

Session 1. Problem Solving



Purpose:

Develop participants' problem-solving skills, stimulating them to work together on a challenge using resources available. The exercise uses principles of design thinking: define, ideate, prototype, and test.



Duration:

60 minutes



Materials:

Flipchart, markers



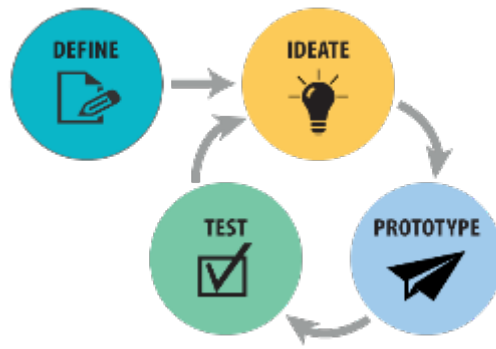
Facilitator's Notes:

To prepare for this session, write the steps of design thinking on a flip chart and place it on the wall or floor where all can see it (see picture below for the design thinking steps).

Problem solving and decision-making are key leadership skills such that a leader needs to have some ability to do so which in turn helps a leader to become effective at managing groups and executing the leadership roles. Design thinking is used as a process for creatively solving problems and can be applied to all kinds of contexts following the phases of:

- *Defining a problem*, which is the first step to understand the problem that needs to be solved. This should happen before searching for solutions.
- *Ideate* is the second phase of design thinking, it involves thinking of as many ideas as possible, in other words it is a brainstorming session for solutions.
- *Prototype* is the next step when you try out the best solutions you came up with during the ideating phase.
- *Test* is the final stage to test out your best solution. If it doesn't work, loop back to ideation. Learn from what did or did not work from your prototype.


To solve the problem, you can go through the cycle (ideation, prototyping, and testing) again and again for a defined problem, improving each time until you come up with a viable solution. The diagram presents the process of design thinking:



Step-by-step guide on how to run the session:

1. Start by explaining that every leader will face problems that will require them to think creatively and develop and implement solutions. Sometimes failing can be part of the problem-solving process itself—testing the idea, learning from the mistake, and becoming more creative in problem solving. Explain that we will work in small groups to overcome a problem. The exercise uses the principles of design thinking, i.e., define, ideate, prototype, and test. (The design thinking process can also be called “stages of thinking about solutions.”)
2. Present the different stages of thinking about solutions (design thinking): (10 minutes)
 - *Define* or frame the problem, the understanding what the problem is, and the resources available to overcome it.
 - *Ideate* or brainstorm to come up with as many creative ideas as possible, even if at first, they may seem silly or impossible to accomplish. Build on each other’s ideas.
 - *Prototype* or build real, tactile representations of the best ideas. Build and learn quickly, remembering to “fail forward;” i.e., when something doesn’t work quickly try the next option.
 - *Test* your best solution and observe feedback, what you can learn from its actual use.
3. Divide participants into five groups of four people and give each a flipchart paper. Ask each group to come up with real problems from their community that they address as leaders and to choose one problem for their group exercise. Ask them to:
 - Imagine that time and resources are scarce (even if that is not true of their real situation) and come up with solutions that are not resource intensive.
 - Critique the viability of each suggested solution. (Participants should keep generating ideas, building off each other’s ideas each time and applying design thinking—ideate, prototype, test). (15 minutes)
4. Ask each group to present the problem they identified and the solutions they came up with. Ask them to explain their process and how they refined their solution and built off each other’s ideas. (5 minutes for each group, 20 minutes total)
5. In plenary, facilitate reflections about the exercise, including how they worked together. Emphasize that solving problems and coming up with solutions is possible even when resources are scarce, and teamwork is always helpful in the process (15 minutes).

Session 2. How Do We Manage Conflict?⁹

 **Purpose:** Explore different approaches to dealing with conflict and discuss the most effective strategies for managing conflict.

 **Duration:** 60 minutes

 **Materials:** None

 **Facilitator's Notes:**

Conflict refers to any situation in which opposing interests, goals, ideas, beliefs, or values come into contest between individuals or groups leading to an antagonistic interaction (disagreement). Conflict manifests itself in open or silent behavior that is negatively expressed in the form of hostility, aggression, or simply uncooperative behavior. Conflict is an integral part of human interaction, so it cannot be avoided and should be expected.

Conflict is inevitable because each person has their own unique background, experiences, attitudes, and expectations. In a group, conflict can support reaching goals by bringing together this richness of backgrounds and voices. Too little conflict can lead to indifference, passivity, lack of creativity, and indecision. Productive conflicts lead parties with different points of view to choose better ways forward.

The most important thing in any conflict is to understand the real cause of differences. How effectively a group manages conflict affects the functioning and efficiency of the group, hence conflict management being a critical skill for an effective leader.

Conflict management is becoming aware of the existing conflicts and resolving it. It consists of three main stages:

1. Identifying the conflict: identifying the emergence or existence of a conflict situation or occurrence;
2. Analyzing the conflict: after identifying that a conflict has arisen or exists, determine the nature of the conflict and its causes; and
3. Resolving the conflict: informed by the analysis, devise strategies for conflict resolution through negotiation to have an outcome, positive or negative.

 **Step-by-step guide on how to run the session:**

1. Explain that we will talk about conflict, using the definitions in the Facilitator's Notes above. Say that we will explore common ways of dealing with conflicts through a role-play exercise.
2. Explain that you will need four volunteers to participate in a brief role play activity. The volunteers must think of a conflict that they have encountered in land association or producers' clubs or another group they belong to (can be a farmers group, savings group, church group, etc.). It can also be a fictitious conflict they think they are likely to encounter in the CLCs or in land governance.
3. One at a time, the volunteers will act as someone who is raising a conflict with another party, played by the facilitator. The facilitator will interact with each volunteer, each time displaying a different conflict management style (note: do not share the name of the conflict management style with the group until after the discussion). The conflict management styles are:
 - **Avoiding** – Passive withdrawal from the problem; pretending it does not exist or that it is not a big deal.

⁹ Adapted from FAO. 2003. *A Handbook for Trainers on Participatory Local Development*. <http://www.fao.org/3/ad346e/ad346e0c.htm>

- **Compromising** – A give-and-take approach involving moderate concern for both self and others, each party has to give up something. It may include external or third-party intervention.
 - **Competing** – Shows high concern for self-interest and less concern for the other’s interest. Encourages a “I win, you lose” approach.
 - **Collaborating** – Conflicting parties jointly identify the problem, weigh options, and choose a solution.
4. Invite each volunteer, one at a time, to the front of the room so that others can all see and hear the role play. After each role play, ask the observing participants the following:
 - How did the facilitator respond to the conflict?
 - Did the response use a win-win approach?
 - Do you think the approach to the conflict effectively resolved the issue?
 5. Before the next volunteer, reveal which conflict style you were demonstrating. Give an overview of the definition of the conflict management style. (about 10 minutes per style, 40 minutes total)
 6. Facilitate a discussion about which approach was most effective to solve the conflict and why. (10 minutes)
 7. Conclude by emphasizing that, during a conflict, it is important to:
 - Allow all parties enough time to cool down;
 - Acknowledge the differences and commonalities;
 - Analyze the situation together; and
 - Use a win-win approach.

Wellness Break – 30 Minutes





Invite participants to take a 30-minute wellness break to relax, stretch, use the restroom, and socialize.

Module 11. Decision-Making Skills

Module Overview

Overall purpose:	This is the fifth and final in a series of five modules that develop specific skills and competences needed to empower women in their journey as successful leaders. The module enables participants to understand that leadership often involves taking risks and making decisions. The module uses stories, group discussions, and participatory exercises to allow participants to understand the costs and consequences involved in taking risks and making decisions.
Duration:	2 hours
Sessions:	Session 1: The 4 Elements of Decision-Making Session 2: Risk-Taking

Session 1. The 4 Elements of Decision-Making

 Purpose:	Introduce participants to the four elements of decision-making (challenge, choices, consequences, and care) through a story and small group discussions.
 Duration:	60 minutes
 Materials:	Flipchart paper, markers
 Facilitator's Notes:	

To prepare for this session, write the four elements (“4 Cs” in English) of decision-making in a flipchart paper:

- **Challenge:** what is the problem? Why is a decision needed?
- **Choices:** what are the options available? Every challenge can have multiple options available, even when it looks like there are only two options.
- **Consequences:** what are the consequences?
- **Care:** what do we care about when making a decision? What are our values?

 *Step-by-step guide on how to run the session:*

1. Explain that we are going to discuss a story and work in small groups to better understand decision-making. Explain the four elements of decision-making using the Facilitator's Notes above. Please note that in English the four elements all start with the letter “C” but adapt accordingly to the language in which training is delivered.
2. Share the story below:

Elenesi is a successful farmer who plants maize in her land and also groundnuts that she sells in the local market. The farmers in her community have decided to form a Producers' Club or Association so they can pull their resources together to provide each other with credit and be stronger when negotiating with investors, buyers, and government actors. Some of Elenesi's neighbors and friends say she should run for presidency of the association. Given her experience as a farmer, she feels could represent women's interests and help improve the lives of other women in her community.

She feels good about herself and considers the option, until she hears that another man from the community is also running for the position. The man also hears about her plans and is not happy about it. He is older, from a prominent family, and has occupied positions in the community

administration before. His friends and other men in the community mock Elenesi, saying these types of positions are not for women. Elenesi is concerned about running against a powerful man.

3. Split participants into four groups of five people each. Ask each group to decide whether Elenesi should for the position of President of the producers' association.
4. Give groups time to discuss using the "4Cs" and reach a decision. (15 minutes)
5. Invite the groups back in the plenary and ask each group to share their decision and the reasoning behind it, using the "4Cs" framework. (5 minutes per group, total 20 minutes)
6. Facilitate a discussion about whether the decisions taken by the groups were similar or different. Did anyone think beyond the two obvious choices (run or not run for president)? For instance, could Elenesi speak with the man and come to an agreement about who should run, or agree that one of them run for president and the other for vice president so they would receive broad support? (15 minutes).
7. Conclude explaining that there is no right or wrong decision, but it is important to think through the decision and consider different options and their consequences.

Session 2. Risk-taking¹⁰



Purpose:

Enable participants to reflect about their approaches to risk-taking in different scenarios: without being watched, with others watching, and when rewards are made clear. It promotes reflections on gendered aspects of risk-taking and positive or calculated risk-taking.



Duration:

60 minutes



Materials:

Flipchart paper, markers, 1 bucket (or basket or large bowl or container), 1 ball (or bean bag or similar object to throw, a ball can be improvised with crumpled paper), tape measure (approximate measures are fine), chalk or papers to mark three lines, small candy or fruit (at least 60 pieces)



Facilitator's Notes:

To prepare this session, place a bucket (or basket) in the room. About one meter (3 feet) away from the bucket, place a chalk mark (or rock or twig) with the number "1." About two meters (6 feet) away mark the number "2." At about three meters (9 feet) away mark the number "3." Prepare a flipchart with prizes for the third round as below (keep it hidden until the third round of the game):

Distance Line	Cost (candy pieces)	Prize
1	2	2 pieces of candy
2	2	4 pieces of candy
3	2	6 pieces of candy

Risk is the probability that an event will bring either a beneficial or harmful outcome for a person or others they care about. Taking risk is a critical skill for leaders, because taking risks enables innovation and achieving greater rewards. For instance, running for CLC was a risk that all participants took, and it paid off.

¹⁰ Adapted from Global Alliance for Clean Cookstoves. 2016. *Empowered Entrepreneur Training Handbook*. <https://cleancooking.org/wp-content/uploads/2021/07/342-1.pdf>

Risk taking can be positive and negative. Positive—or calculated—risk-taking can support people and organizations to achieve personal change or growth. Positive risk management does not mean trying to eliminate risk. It means managing risks to maximize people’s choice and control over their lives. Positive risk-taking recognizes that in addition to potentially negative characteristics, risk taking can have positive benefits for individuals.

Steps for positive risk-taking:

- Assess risk: gather information and analyze the risk and your goals.
- Measure resources and costs: analyze the resources you must invest to take the risk and the potential costs (“what do I have to lose?”).
- Evaluate the potential positive and negative outcomes.
- Develop emotional intelligence to balance between listening to your intuition and being rational without overthinking unnecessarily.
- Practice taking smaller, controlled risks before moving to bigger risks.
- Prepare yourself mentally and emotionally for failure, becoming more resilient.
- Learn from past failures, correcting mistakes as needed.



Step-by-step guide on how to run the session:

1. Introduce the exercise to motivate participants as a chance to win prizes and prove their efficiency. However, **do NOT** yet mention the game is about risk-taking! Explain that participants will play a ball toss competition where one can win but also lose prizes. Each person will have chances to throw a ball into the bucket. There will be three rounds.
2. **Round 1 – Playing with no spectators.** Ask all participants to leave the room. Then invite the participants to come into the room one by one to make two attempts (without the others present in the room, once a participant is finished, she leaves the room). Before the player makes her attempts, she must indicate the distances from where she will make her attempts. Ask participants to remember their scores and not share with others. (15 minutes)
3. **Round 2 – Playing with others watching.** Bring all participants back in the room and repeat the game with every individual making one attempt, while the other participants watch. As in the first round, each participant should choose the distance she would like to shoot from. (15 minutes)
4. **Round 3 – Playing for prizes.** Announce that in this final round the players can win prizes and will have one chance each to play. Give each participant two pieces of candy. To make an attempt, each player must pay first, giving her two pieces of candy back. Or, if the player chooses to make no attempt, she may keep her candy. If the player’s throw is not successful, she loses the candy she paid to enter and receives no prize. A successful throw will be rewarded with prizes (more candy than the two initial pieces or a bigger prize, so there is an incentive to take risks). The further away from the bucket, the higher the reward. Show everyone what the rewards are (show flipchart with prizes as per Facilitator’s Notes above). Invite those who wish to participate to do so, with others observing. Make sure that participants pay before each throw, and don’t forget to award them any prizes they win. (15 minutes)
5. Discuss the results using the following guiding questions: (15 minutes)
 - Which round did you like most?
 - Why did you choose a certain distance in rounds 1 and 2? Did you feel influenced by the presence of the others in round 2?

- Why did some participants decide not to participate in round 3?
 - What was the difference in round 3 as compared to rounds 1 and 2?
 - Did you feel more comfortable taking risk in round 3 after practicing in the first two rounds?
 - During round 3 was the possible reward worth the risk?
 - If there had been men in the room, would they have taken less or more risk? Why?
6. Conclude by saying that understanding how and why to take risk is especially important to women, who are often risk averse, meaning they tend to avoid risk! Men are probably more likely to take risks, though this does not necessarily mean they will be more successful. Risk taking needs to be calculated—well planned and well thought out.

Lunch Break – 1 Hour





Invite participants to take a one-hour break to eat some lunch, relax, use the restroom, and socialize. Refer to the ground rules, emphasizing the importance of coming back on time.

Module 12. Bringing it All Together for Empowered Leadership

Module Overview

Overall purpose:	This final module allows participants to recap all the key concepts covered over the training and revisit their Vision Journeys. They will reflect on the key skills and competencies covered and analyze their strengths to pursue their ambitions as leaders.
Duration:	2 hours
Sessions:	Session 1: Strengths, Weaknesses, Challenges, and Opportunities Session 2: Revisiting the Vision Journey Session 3: Final Reflections

Session 1. Strengths, Weaknesses, Challenges, and Opportunities

 <i>Purpose:</i>	Understand internal/external and positive/negative factors that influence women's journeys as leaders in land governance.
 <i>Duration:</i>	40 minutes
 <i>Materials:</i>	Ball or another similar object to throw
 <i>Facilitator's Notes:</i>	

To proactively think and plan for success, it is important for an individual to think critically about enablers and hindrances that can be internal or external. This exercise is a simplified and engaging way to perform a quick strengths, weaknesses, opportunities, and threats (SWOT) analysis.

- **STRENGTHS – positive and internal (within our control):** examples include good at speaking with others, good listener, brave, prudent, confident, good networks, known and trusted, willing to speak one's mind, good at bringing people together, ability to multitask, knowledge about the community.
- **OPPORTUNITIES – positive and external (outside of our control):** examples include regular and open elections, 50-50 gender quotas for public positions, women's reputation of being less corrupt, supportive family, other women getting involved in the community and being vocal, availability of training, supportive of gender equality.
- **WEAKNESSES – negative and within our control:** examples include worry about what other people think, scared of new things, insecurity, doesn't like to ask for help, prefers to work alone, never led others before, shy, illiteracy, lack of knowledge about land laws.
- **THREATS – negative and outside of our control:** examples include women are not accepted as leaders by people, men do not listen to or respect women's opinions, corruption in elections, lack of women leaders as role models, husband does not allow women to attend meetings and training, heavy workload of household or caring responsibilities, personal or family crises (illness or death).

One key thing to remember about strengths and weaknesses are that these are elements that can be controlled or changed by oneself. For example, women can enroll for adult literacy and change being

illiterate. On the other hand, opportunities and threats are in the environment and not directly in our control but could impact one’s aspirations positively or negatively.

 *Step-by-step guide on how to run the session:*

1. Start the session by explaining that to develop ourselves as leaders we need to analyze the positive and negative things that stand in our way, both those within and outside our control.
2. Briefly explain what a SWOT analysis stands for drawing a four-window table similar to the one below:



3. Use the Facilitator’s Notes above to explain as you go. Ensure that everyone understands before proceeding. (10 minutes)
4. Ask participants to stand in a circle and explain that we will play a ball game to understand the SWOT and think of the positive and challenging things women face in becoming community leaders in land governance.
5. First, we will focus on **external** factors, both positive and negative – Opportunities and Threats. Explain that you will throw the ball to one of the participants who will then say an **opportunity** out loud, then throw the ball to another person. That person has to say a **threat** then throw the ball to someone else. The rules are:
 - Focus on something external, outside of our control.
 - Participants must alternate between positive and negative, between opportunities and threats.
 - Throw the ball to someone who has not had a turn yet.
6. Draw out opportunities and threats if participants can’t think of any or quickly run out. If someone says something that is internal, gently ask them whether they think it is something within our control or external, reminding them that we are looking for external elements. If needed, try to ask for a positive that responds to a negative. Refer to the Facilitator’s Notes

above for examples of opportunities and threats related to women’s participation in CLCs and land governance. (10 minutes)

7. After a few rounds, or when participants exhaust their ideas, say we will now play in the same way, but focusing on **internal** things, i.e., things we can control, positive and negative, strengths and weaknesses. The dynamics and rules are the same: hold the ball, say a **strength** women leaders can have, throw the ball to someone else. Hold the ball, say a **weakness** women leaders can have, and throw to someone else.
8. Draw out strengths and weaknesses if participants can’t think of any or quickly run out. If someone says something that is external, gently ask them whether they think it is something within our control or external, reminding them that we are looking for internal elements. If needed, try to ask for a positive that responds to a negative. Refer to the Facilitator’s Notes above for examples of strengths and weaknesses related to women’s participation in CLCs and land governance. (10 minutes)
9. After a few rounds or when participants exhaust their ideas, conclude by asking participants to keep the strengths, weaknesses, opportunities, and threats in mind as we move to revisiting their Vision Journeys.

Session 2. Revisiting the Vision Journey



Purpose:

Enable participants to re-visit and adjust their Vision Journey based on all the reflections and learning from the training. Participants will take their Vision Journey home so they can refer to it to remind themselves of their leadership goals and the road to get there.



Duration:

40 minutes



Materials:

Participants’ Vision Journeys prepared in Module 6, one flipchart paper per participant, and markers or pens



Facilitator’s Notes:

To prepare for this session, have the participant’s Vision Journey maps each person developed in Module 6.

This session offers an opportunity for participants to revisit their initial journey and change anything they want based on the learning gained between Modules 6 and 11. Emphasize the importance of working on a vision of themselves as leaders in the CLC and supporting their communities during the land registration and governance process.

Having a vision and working to achieve it is important for every leader. In whatever position, and with whatever resources are available, one should develop a vision to organize their thoughts and devise clear action points toward achieving it.




Step-by-step guide on how to run the session:

1. Start the session by explaining that we will now revisit the individual Vision Journeys prepared a few sessions back. Distribute participants’ Vision Journeys, a piece of flipchart paper, and markers or pens.
2. Ask them to find a comfortable space on the floor or at a table and review the journey maps they prepared.
3. Ask participants to re-draw their Vision Journey, keeping in mind all that they have learned throughout the training, and to start thinking about some concrete actions they will take over the next few weeks and months but within a year. Explain that they are free to change/adapt anything they want: the vision, where they are, opportunities, and challenges. (20 minutes)

4. Ask participants to pair up with a group member. Explain that sharing with someone else can help you feel more accountable and support each other as you embark on your journeys to realize your visions.
5. In pairs, ask participants to take turns sharing their Vision Journeys with their partner and the concrete actions that they started to think about. (10 minutes)
6. Ask one or two volunteers to share their Vision Journey with the wider group as a way to inspire one another. Ask them to also find any differences between their initial Vision Journey and the one they just refined. (10 minutes)

Session 3. Final Reflections

 **Purpose:** Conclude the training and allow each person to have a final reflection about the overall process and administer the post training assessment. The reflection allows each participant to recap the key learning and takeaways, reflect over the key skills and competencies covered, and re-commit and make a difference in their roles.

 **Duration:** 40 minutes

 **Materials:** Flipchart paper, markers or pens, and Post-its

 **Facilitator's Notes:**

The closing ritual is performed in this session. Give all participants a chance to have a final say. The session also uses the “Head – Heart – Feet” model (see picture) to draw what participants learned, how they feel about the training and what they learned, and how they plan to implement learning.

It is important that the tone for the concluding session is exciting and encouraging. For example, you can comment that the future is bright with what you have seen in them during the training. Chances are that, at this stage, everyone is comfortable and confident about being a leader. Over the period of the training, they have gotten to know each other more, gained trust in their own abilities, and set on a journey to achieve their aspirations.

 **Step-by-step guide on how to run the session:**

1. Thank participants for their commitment to this process, to each other, and above all to themselves and their own empowerment. Express your appreciation for them to take time from their multiple responsibilities to attend.
2. Invite participants to stand in a circle. Ask each participant to say one word or sentence about how they feel or what they learned. The reflections can be kept short by asking participants to just say one final word or sentence. A final word for everyone can be that which summarizes how they feel about the training. Examples of final words are “happy,” “excited,” “tired,” “hopeful,” etc. Stress that there is no right or wrong answer. Go around the circle and allow each participant to say their remarks. (10 minutes)
3. Invite participants to reflect about the whole training program. Draw a large stick figure on a flipchart paper, showing their head, heart, and feet. Distribute post-it notes and pens to all participants.
4. Ask each participant to share one or a couple of things from their head, heart, and feet about the training and stick them on the drawn stick figure, representing the following:



- **Head:** what they learned from the sessions. Make corrections to core concepts, if needed.
 - **Heart:** how they feel about all that has been discussed and how they feel about what they have learned.
 - **Feet:** what concrete steps or actions they will take after this training.
5. As the facilitator you may also share your own head, heart, and feet with the group. Allow time for all to fill in their post-it notes and stick them. (10 minutes)
 6. Make a conclusion by commenting on the drawing after it is filled with their reflections. (5 minutes)
 7. Proceed to administer the post-training assessment, encouraging participants to be as open as possible in providing the feedback, which is useful for future training. Inform them that it is anonymous, and they don't have to fill in their names. (10 minutes)
 8. Thank participants for staying on throughout the training, encourage them to embark on the leadership journey with the skills acquired, and emphasize that learning is a lifelong experience, and by practicing and consulting one another, they can keep growing and becoming better leaders.

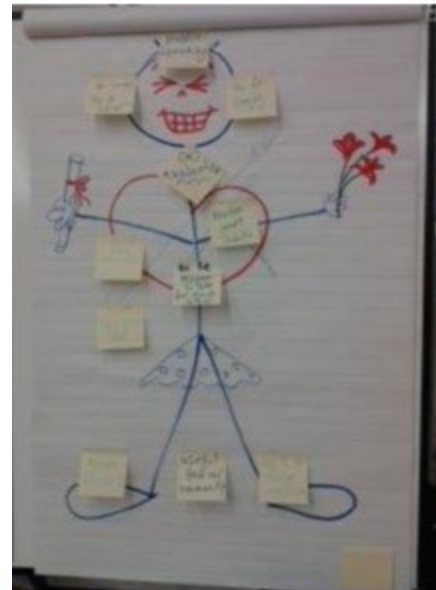


Photo credit: Gillian Kranias, Unison Health and Community Services

ANNEX I: LIST OF REFERENCE MATERIALS

Referenced in this Manual:

- FAO (Food and Agriculture Organization of the United Nations). 2003. *A Handbook for Trainers on Participatory Local Development*. <http://www.fao.org/3/ad346e/ad346e0c.htm>
- Feed the Future. 2016. *Integrating Gender and Nutrition within Agricultural Extension Services: Who Does What?* <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-1-Who-Does-What.pdf>
- Global Alliance for Clean Cookstoves. 2016. *Empowered Entrepreneur Training Handbook*. <https://cleancooking.org/wp-content/uploads/2021/07/342-1.pdf>
- Helen Keller International. n.d. *Nurturing Connections: Adopted for Homestead Food Production and Nutrition*. https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf
- Oxfam Novib. 2014. *Rocky Road to Diamond Dreams: GALs Phase I Visioning and Catalyzing – A Gender Justice Movement Implementation Manual*. <https://empoweratscale.org/resource-centre/gals-phase-1-manual/>

Additional Materials of Interest:

- CARE. 2017. *Gender Transformative Change Flagship Approach*. https://www.careindia.org/wp-content/uploads/2017/10/CARE_India_GTC_Flagship_Approach_Sept20171.pdf
- CGIAR. n.d. *Participatory Gender Training for Community Groups: A Manual for Critical Discussions on Gender Norms, Roles and Relations*. <https://www.iwmi.cgiar.org/archive/wle/solutions/participatory-gender-training-community-groups/index.html>
- Thoughtshop Foundation, Oxfam GB. 2013. *Gender toolkit: Understanding Gender and Violence Against Women Participatory Toolkit for Rural Communities*. https://issuu.com/tsfoundation/docs/gvaw_manual_en
- Thoughtshop Foundation, Oxfam GB. *Poor Women Economic Leadership User's Manual*. Available at: <https://issuu.com/tsfoundation/docs/pwel-um>
- UN Women. 2015. *Women Farmers: Rights and Identity*. <https://asiapacific.unwomen.org/sites/default/files/Field%20Office%20ESEAAsia/Docs/Publications/2017/08/ANANDI-Training-Manual.pdf>

ANNEX II: TRAINING MATERIALS

	Item	Quantity for 20 participants
1.	Flip chart stand	1
2.	Flip chart roll	3
3.	Flip chart markers (assorted colors and types)	70
4.	Post it notes (assorted colors)	12
5.	A4 ream of paper	1
6.	Pens (blue and black)	25 of each
7.	A5 notebooks	22
8.	Masking tape	2 rolls
9.	Blue tack	1
10.	Paper scissors	1
11.	Stapler with box of staples	1
12.	Tape measure or ruler	1
13.	Pieces of chalk	3
14.	Soft ball (1 medium and 1 large size)	1 of each
15.	Plastic 20-liter bucket or large size dengo (wicker basket)	1
16.	Pieces of individually wrapped candy (prizes for module 11)	60
17.	Extension cable	1
18.	Picture cards for module 3 depicting: <ul style="list-style-type: none"> ● A married man ● A married woman ● 14-year-old girl ● 10-year-old boy ● Young single man ● Young single woman 	4 sets
19.	Attendance sign-up sheets (2 per day)	1
20.	Pre- and post-training surveys	22 of each
21.	Disposable face masks	50
22.	Bottles of sanitizer (500ml)	3

ANNEX III: RECOMMENDED ICEBREAKERS AND ENERGIZERS

Walks

- **Swapping places**¹¹

In this game, people who have something in common with each other will need to swap places with one another. You will call out a description. Everyone who fits the description quickly goes through the middle of the circle to find another place. E.g., “All people wearing the color blue (or whatever color some of your participants are wearing) swap places.” If you are in a circle, everyone with blue (or any other chosen color) in their clothes should go to the middle of the circle, then move to an empty place in the circle that is different from the one they came from. Other examples include all people who have two children, all people who like dancing, all people who are first born, etc. Continue the game for about five minutes.

- **Animal walk – 15 minutes**

Ask people to stand in a circle and think of their favorite animal. Ask participants, one by one, to come into the middle of the circle by walking, hopping, etc., in a funny way to imitate the animal they like and let the rest identify the animal and shout it out loud. If they fail let them try again until someone guesses right. Be the first to demonstrate how it is done.

Clapping Games

- **Clap, Stomp**

Participant’s pair up and stand facing each other. They should create a rhythm together; clap hands and stomp feet to the right then left and repeat increasing the pace. The pair is not trying to mirror the partner but is moving together at the same time. They keep increasing and decreasing the pace until one of them can’t keep up. They are leading each other in the game. Allow all participants a chance to play the game.

Song and Dance

Song and dance are often popular among women participants and the facilitator can add common and popular play songs in the area as an energizer. Allow participants a chance to come up with energizing songs works effectively.

¹¹ Adapted from Helen Keller International. n.d. *Nurturing Connections: Adopted for Homestead Food Production and Nutrition*. https://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf

U.S. Agency for International Development

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

www.usaid.gov