



**WOMEN'S LEADERSHIP AND EMPOWERMENT
TRAINING MANUAL FOR COMMUNITY NATURAL
RESOURCE GOVERNANCE IN ZAMBIA**

**INTEGRATED LAND AND RESOURCE GOVERNANCE
(ILRG)**

JULY 2023

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Cover Photo: A woman celebrates after successfully filing her nomination papers to allow her to stand for the Community Resource Board (CRB) election in Chifunda Chiefdom, Chama District, Muchinga Province. *Credit: Kutemba Sakambuta, Zambia CRB Association*

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LIST OF ACRONYMS

4 Cs	Challenge, Choices, Consequences, Care
AQ	Adversity Quotient
CBNRM	Community-Based Natural Resource Management
CFMG	Community Forest Management Group
CRB	Community Resources Board
EQ	Emotional Quotient
GBV	Gender-based Violence
GMETT	Governance and Management Effectiveness Self-Assessment Tracking Tool
ILRG	Integrated Land and Resource Governance Program
IQ	Intelligence Quotient
M&E	Monitoring and Evaluation
NGOs	Non-Governmental Organization
NRM	Natural Resource Management
SQ	Social Quotient
SWOT	Strengths, Weaknesses, Opportunities, Threats
VAG	Village Action Group

INTRODUCTION

Gender equality and women's empowerment are central to the realization of human rights, development objectives, and effective and sustainable development outcomes. In Zambia, natural resource management is decentralized and co-managed with communities, increasing the rights of communities to manage and benefit from natural resources through the participation of women and men in established institutions of governance at the local level, commonly referred to as Community Based Natural Resource Management (CBNRM) structures. From inception, these institutions have remained male dominated with very limited participation of women. A number of factors account for this; among them is the existing strong traditional norms in many of the communities. Culturally, it is widely believed and practiced that only men can lead, perpetuating the unequal participation and gender stereotypes that work against women from getting into leadership. Other barriers include the lack of information, resources, and social space on the part of women to successfully compete for leadership positions with men, family demands that women to devote time to community activities, and low literacy levels.

With this background, USAID's Integrated Land and Resource Governance program (ILRG) has, since 2019, supported stakeholders in natural resource management to implement several initiatives to increase women's participation and representation in CBNRM. As a result of these interventions, more women are now willing to take up leadership positions in community governance structures, which requires overcoming the barriers which, in the first place, have kept them outside the realm of leadership. 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 community resource governance and management. The manual is developed specifically for community facilitators to support women in community leadership positions or those intending to get into community leadership.

The leadership and empowerment training program is focused on fostering self-confidence and building socioemotional/interpersonal skills that will support women to navigate gender barriers in 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 interests of other women, and 3) become role models/resources at the community level to other women.

Overall Goal of the Manual

The ultimate goal of this training 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 natural resource governance.

 Negative behavior		 Desired behavior
Does not attend leadership meetings	»»»	Attends meetings and takes an interest in contributing 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 and less on 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 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 Zambia, certain pervasive gender norms directly influence the behaviors such as those described above, ultimately impacting women’s participation and leadership in natural resource governance. These norms have implications on attitudes at the household and ultimately at the 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;
- 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 don't show emotions; *implications* – men are less emotional and can withstand public pressure;

- Man’s promiscuous behavior does 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 don’t 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;
- Endurance and secrecy in marriage are the strength of a woman; *implication* - infidelity or violence are tolerated and not considered sufficient grounds for divorce.

Shifting these gender norms requires transforming institutional practices, practically addressing the obstacles, and engaging both women and men to dialogue on these norms, their effects on society, and outcomes for different individuals. 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 in envisioning 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 natural resource governance, it is important that women build the 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, planning, monitoring, and evaluation. The overall goal of this manual is to empower individual women with these skills to enable them to meaningfully participate at the household and community level in dialogue and negotiation on CBNRM and their roles in local governance.

Structure of the Manual

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

The manual has four modules and 28 participatory sessions spread across each module. The modules take participants through self-discovery and competency-building paths to embark on a personal leadership journey. It covers:

- Module I: Women’s participation in natural resource management

¹ A full list has been provided as Annex I.

- Module 2: Self-leadership
- Module 3: Leading others
- Module 4: Empowered leadership

Each module is structured to contain the following sections:

- Overview of the module
- Session title, the purpose of the sessions, duration, and required materials
- Step-by-step guidelines for the session
- Facilitator's notes (additional guidance for the facilitator on delivering the session).

Using the Manual

This manual is intended to be a resource for organizations implementing community-based natural resource management in Zambia. The manual is developed to facilitate leadership skills empowerment training for community women who aspire to become leaders, are already leaders of their communities, or hold positions in governance and conservation groups. The manual consists of self-guiding sessions. Each session is complemented by facilitator's notes, which give further guidance and detail to a facilitator on the agenda and scope of learning to be imparted. It is a resource for community facilitators who already have pedagogical skills, including adult learning principles and participatory training methodologies. The training approach proposed for this manual heavily relies on facilitation and adult learning principles. For this reason, it is suggested that this training is delivered in two parts and to a group of not more than 25 women.

Approach and Methodology

This manual is designed to get participants to actively participate through interactive facilitation (use of group exercises, role play, and case studies) and to challenge themselves on what needs to be done to become effective leaders. The training is based on important adult learning principles, including:

- *Adaptation.* All sessions are adaptable, and the facilitator should present in the most appropriate language for the audience. Interactive activities over lecture presentations should be used throughout the training, and images should be favored over words where possible.
- *Respect.* Respect to all participants, regardless of their educational levels, background, status, and role, and demonstrating this respect by listening intently, not interrupting, and valuing each individual's contribution. It is inappropriate to ridicule participants for giving an answer which is perceived as inaccurate. Instead, politely assist the participant 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.* Paying 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. The interactive exercises and discussions presented in this manual allow participants to learn from experience and

practice the acquired skills. Analysis and explanations, therefore, follow rather than precede practical exercises to enable participants to analyze and learn from their own experiences.

Because of the interactive nature of the training, the delivery of modules is structured to happen in two parts (an outline of the training program/agenda is attached as Annex II and the preparation checklist as Annex III). In the first part of the training, an assessment of the knowledge needs of the participants is conducted (refer to Annex IV for the pre-training assessment), and at the end of part two, a post-training assessment is done (refer to Annex V). The training is designed to be delivered by an individual female facilitator or a pair of facilitators, of which at least one should be a female facilitator. Additional facilitation tips are included for the facilitator/s that include: the use of gender-sensitive language at all times of the training, suggested energizers, and a standard Power Point Presentation slide for each session (refer to Annex VI for facilitation tips). The Power Point slides can be adjusted to meet the participants' needs and presented as handouts for group activities or further reference. The tips on using gender-sensitive language and Power Point slides are part of the manual and attachments accessible to the facilitator before embarking on the training.

Adult Learning

Adult learning is premised on the understanding that the intended beneficiaries are adults with a lot of life and work experience that can be learned from. Adults with their own knowledge and experience are not used to listening to theoretical concepts and long lectures, hence lectures should be kept to a minimum. Rather, they learn well by actively participating. To ensure this, the facilitator should exercise maximum creativity and flexibility. In some cases, the adult learners may not be literate and may have little formal education, but the wealth of life experience they have make them 'experts at their own lives'. Facilitators need to take this into account and must be willing to actively listen to participants during the sessions. As such, sessions should be kept short and the time table adaptable to needs of participants. Time is scarce, especially for poor rural women, hence important to respect participants that have used their scarce time to be in training. Aim to *make it fun* as adults learn better when they have a good time.

Training Aids and Preparation

A set of annexes support the delivery and concludes the manual. These are as follows:

Annex II: Training Program/Agenda. This gives an outline of the agenda for the training. The program can be adjusted depending on the schedule and participants' level of interest in a specific subject.

Annex III: Preparatory Checklist. Successful training starts months before the in-person sessions. This list covers logistical considerations to help ensure that the training gets the right participants and that facilitators have all the necessary logistical and material support.

Annex IV: Pre-Training Assessment. This instrument serves a dual purpose: 1) to assess the participant's understanding of leadership and their role as leaders, and 2) to inform the facilitator of the base level of knowledge and skills in the participant group. After the assessment, the facilitator should quickly scan results to determine the general level of the participants' knowledge and whether the training approaches need adjustment.

Annex V: Post-Training Assessment. This is an instrument that gives an idea of the success of the training. The aim is to gain insight into the participants' evaluation of the training and how it has benefited them or not. Post-training assessment can also be used by an organization to suggest future improvements to the modules and sessions.

Annex VI: Facilitation Tips. Gives ideas of facilitation strategies to create an environment that allows women to be open and freely participate during the training sessions. Facilitation tips include:

- *Icebreakers and Energizers.* This lists types of icebreakers and energizers that have worked in keeping women interested and active during the training.

- *Use of Gender-Sensitive Language.* This is a guide on the use of gender-sensitive language during training interactions.
- *PowerPoint Slides.* The PowerPoint slides on sessions accompany the manual. The slides track closely with the descriptions of each session and can be adjusted by the facilitator. These slides can be printed out and given to participants as handouts.

PART ONE

MODULE I: WOMEN'S PARTICIPATION IN NATURAL RESOURCE MANAGEMENT

Module Overview

This introductory module sets the tone for women's leadership and empowerment 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, creating 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 towards the empowerment of women. The module also introduces participants to the agenda and objectives of the training. It defines a leader and allows for activities and discussions to build an understanding of the barriers women face to becoming leaders, the power they hold to change the status quo, and the opportunities to become a leader in the community resource management context. It helps participants to begin a journey of self-discovery. The module has eight sessions.

Session 1: Getting to know each other

Session 2: Our journey together

Session 3: Barriers to women's participation in natural resource management

Session 4: The four types of power in social interactions

Session 5: Gender norms and inequality

Session 6: Women, men's role/responsibilities, and power

Session 7: Women participation and gender-based violence (GBV)

Session 8. Module check out

Session I. Getting to Know Each Other

Purpose: Enable participants to get to know each other's names and a little bit about each other; make participants feel at ease and relaxed and allow time for settling down in training.

Duration: 1 hour

Materials: Watch

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

Start the training by greeting participants and asking them to pair up with another person they do not know very well and to introduce each other by stating their names and one interesting thing they know and 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 have to listen carefully as they will later be asked to introduce their 'partner' to the group and share what they taught them. Allow 10 minutes for interaction.

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 questions like 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, they should pair up and share more about the common thing between or amongst them. Allow 10 minutes of interaction.

After 10 minutes, ask the pairs to sit next to their partner and inform them that they will remain in the same sitting position for the rest of the day.

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.

Facilitator's Notes

This introductory session is important for establishing rapport with participants and creating an enabling environment for the smooth conduct of training. It is, therefore, important 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 ice-breaking activities to the next sessions until you feel the mood is right to dive into the main topics.

Session 2. Our Journey Together

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

Duration: 40 minutes

Materials: Watch, flipchart paper, and marker (optional if the group is literate).

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

Exercise: Pair and share

1. Start the session by explaining the purpose of the two-part training is to empower women with leadership skills to become effective leaders. Part one of the training will focus on leaders discovering and understanding themselves better. Part two will build on how leaders can lead others and the actions of an empowered leader.
2. In plenary, solicit expectations from participants by asking everyone to indicate their expectations from the training. As participants give responses, write down on a flip chart, and at the end, group the expectations and discuss them as sets of expectations, ensuring that nothing is missed.
3. Proceed to share the objectives of the training and present the slides as follows:
 - To empower women with leadership skills 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 vision.

- Establish relationships/networks with other women to exchange experiences and support each other on the leadership journey.

Module and Session		Learning Objectives
Part One of the Training		
Module 1: Women’s Participation in Natural Resource Management Session 1: Getting to know each other Session 2: Our journey together Session 3: Barriers to women’s participation in natural resource management Session 4: The four types of power in social interactions Session 5: Gender norms and inequality Session 6: Women and men’s roles/responsibilities and power Session 7: Women participation and GBV Session 8: Module check-out	⇒	Getting past the barriers, building power within, and social capital
Module 2: Self Leadership Session 1: Who and where am I? Session 2: Self-awareness and acceptance Session 3: Self-confidence and assertiveness Session 4: My core belief; Self-esteem Session 5: My personal SWOT analysis Session 6: My personal vision Session 7: My leadership vision journey Session 8: Module check out	⇒	Self-discovery and building leadership vision as a leader
Part Two of the Training		
Module 3: Leading Others Session 1: We meet, we share, and we grow together Session 2: A community leader in natural resource management Session 3: Team building Session 4: Building our power: communication Session 5: Building our power: problem-solving Session 6: Module check out	⇒	Building competencies as a leader to be able to provide leadership n community resource governance

Module and Session		Learning Objectives
Module 4: Empowered Leadership Session 1: Accountable and enterprising leadership Session 2: Minuting and record keeping Session 3: Action planning Session 4: Monitoring and evaluation Session 5: Revisiting the journey Session 6: Final reflection – bringing it all together	⇒	Strategy and action to complete personal leadership vision and building personal commitment to be an effective community leader in natural resource governance

4. Go back to the flip chart on expectations and refine them in view of the workshop objectives, taking participants through the expectations and highlighting those that are likely to be achieved during the training and those that fall outside the agenda of the training. Work with participants to agree on how to deal with the expectations that are not likely to be achieved and allow participants to ask questions.
5. Once the discussion on expectations is exhausted, invite the group to establish some ground rules for the duration of the training. If working with a literate group, write the rules on 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. Initial ideas:
 - Safe space - whatever is said and shared in this room/group stays here
 - Everyone to actively listen and participate
 - Every idea counts
 - Positive feedback - try to start feedback to one another with either “I love...,” “I wish...,” or “I wonder....”
6. End the session by explaining the overall training plan, briefly going over all the modules and how they connect to each other (refer to the facilitator’s note below for the summary agenda).

Facilitator’s Notes

In this session, ensure everyone understands 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.

Session 3. Barriers to Women’s Participation in Natural Resource Management

Purpose: To raise awareness on the plight of women and reflect on the social construct responsible for inequalities between men and women.

Duration: 1 hour

Materials: Notebook, pen or pencils, flip chart papers.

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

1. Start the session by making a short presentation on natural resources and the role of a community in natural resources governance. Highlight the structures and statistics on women’s representation and participation at national and local levels (refer to facilitator’s notes for details on this).

2. After the presentation, invite participants to identify existing governance structures in natural resources management in their communities. Allow for a discussion on these structures and why they are important.
3. Proceed to present the slide on women's participation and representation in these structures and the slide on barriers to participation. Ask participants to describe the situation in their community and identify the barriers. Allow time to exhaust the discussion on the barriers, ensuring that the gender barriers are highlighted and discussed.
4. Conclude the presentation by sharing a slide on the benefits of women's participation. After the presentation, give participants a few minutes to highlight what they also see as benefits.

Exercise: Barriers in my role

1. Proceed to ask participants to reflect on their role, answer the following questions, and write them down in their notebooks:
 - What is your position/role in the committee?
 - What are you expected to do?
 - What barriers do you face? (Your own or those outside of you).
2. First, give 10 minutes for individual reflections, and then ask them to pair up with the next person and share their responses.
3. In plenary, allow some participants to share their roles and experiences that affect their work. Allow a short discussion and conclude by explaining that in this training, we will learn about skills that can help women overcome some of these barriers.

Facilitator's Notes

It is important that as participants reflect on the barriers they face, they do so in the context of the positions or roles they hold. This helps them understand their leadership role better and will help them as they start to work on their leadership vision.

Refer to the text below for some of the challenges and benefits women face in leadership in natural resource management.

Challenges to women's leadership:

- Rules governing community resource groups that explicitly or implicitly exclude women.
- Male-biased acceptance of leaders.
- Social and cultural norms and stereotypes that associate participation in the public sphere with men and discourage women's participation and leadership.
- Lack of support in the household, particularly from male partners/husbands and in-laws.
- 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 community resource management institutions and lack of confidence.

Benefits of women's participation:

- Allows for a larger pool of citizens to provide input to resource use and conservation decisions, bringing unique concerns, needs, points of view, and knowledge into discussions.
- Less resource degradation and improved conservation and regeneration of degraded resources.
- Greater rule compliance as everyone is on board.
- Increased adoption of sustainable practices that lower pressure on the resource.
- Increased capacity to manage resource-related conflicts.
- Better and greater dissemination of information through women's formal and informal networks, persuading other women in the community to follow rules, be vigilant, and report intruders.
- Instilling a conservation ethic in children, which contributes towards sustainable conservation in the future.
- Improved monitoring and protection of resources. Women are more compelled to patrol when participating in community governance, giving them a greater sense of resource ownership and duty of care. Women patrols are often informal and better equipped to deter female intruders.
- Pathway for wider empowerment of women in the household and 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.

Session 4. The Four Types of Power in Social Interactions

Purpose: To introduce participants to the different types of power in social relations and stimulate reflection about the importance of power within the self (intrinsic agency).

Duration: 40 minutes

Materials: Power cards and Bostik

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. Ask them to share what images come to mind at the mention of power. As they share, encourage them to use their imagination and explain real-life situations that reflect power. Write down the responses on a flip chart.
2. After several participants have shared their images of power, take out the four photocopied drawings and stick them up (or project) where everyone can see, asking, "How would you describe this type of power?"
3. With each picture, use and expand their responses to briefly explain the four types of power as below. As you explain each power, pause and ask for reflection:
 - **Power over:** this is the power one has over others. The most common way power is understood (what comes to mind when people first think of "power") is force, coercion, domination, and control; it motivates through fear. Often seen as a limited resource that some have and some do not. (Pause and ask the participants the power they think they have over others and mention who they think they have power over).

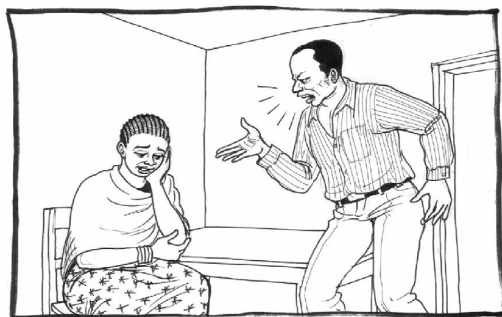
- **Power to:** the potential to do or accomplish something; productive power; motivated by each person’s unique potential and capabilities. (Pause and ask a few participants what potential power they think they have and to accomplish what.)
 - **Power with:** collaboration to achieve something together; instead of control, it is motivated through respect, mutual support, solidarity, and collaborative decision-making. (Ask volunteers to describe a collaboration that they think gives power).
 - **Power within:** a person’s sense of self-awareness and self-worth; it includes the ability to recognize differences and respect others. Power within leads to recognizing power with (working with others collaboratively) and power to (achieve things).
4. In the end, challenge participants to think about which type of power they often use in their relationships and social interaction. Why do they use this type of power?
 5. Explain 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.”

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*, which will be referred to in the subsequent session.

Power means having the capacity or ability to influence something or someone to change reality. Everyone has power, and power can be positive or negative, depending on how a person uses it. It isn’t just physical strength or authority but rather the capacity to influence someone or something.

Summarize the discussion on power using the following key points on each picture:



POWER OVER: Power over is the power that one person or group uses to control another person or group. This control might be used directly in the form of violence, such as physical violence or intimidation. It could also be used indirectly, such as through social beliefs and practices that position men as superior to women. Using one’s power over another is an injustice. Fostering a balance of power between women and men benefits everyone.

Power over can be explained as:

- a. The most common way power is understood.
- b. Built on force, coercion, domination, and control, and motivates largely through fear.
- c. Built on a belief that power is a finite resource – some people have power, and others do not.
- d. E.g., physically assaulting someone; controlling all income in the household.



POWER TO: Power to is the belief, energy, and actions that individuals and groups have and can use to create change. It is drawn from the potential to do or accomplish something, to use one’s unique abilities and knowledge to shape their life or the world around them.

It is the power felt when individuals can enjoy the full spectrum of human rights, e.g., being able to build something with our own hands, such as planting a garden to have better food.



POWER WITH: Power with is the power felt when two or more people join to do something together that they could not have done alone. It is shared power that grows out of collaboration and relationships—motivated through respect, mutual support, solidarity, and collaboration. Based on identifying commonalities, despite differences and finding ways to work together.

Power with includes supporting those in need, those working for change, and those speaking out. It means offering to join power with anyone for positive ends and creating a sense of support in the community. Power with also includes asking for help and support, e.g., a husband and wife building a house together or community members coming together to demand action from authorities.

POWER WITHIN: Power within is the strength that arises from within oneself. It comes from a person’s sense of self-worth and capacity – knowing one’s strengths and weaknesses, recognizing differences, and respecting others. Power within gives one hope for the future and leads to recognizing “power with” (collaborating with others) and “power to” (achieving things). It gives one the ability to recognize abuses of power and start a positive process of change, e.g., deciding to run for a community leadership position, leaving an abusive relationship, and reaching out to help others in need.



Session 5. Gender Norms and Inequality

Purpose: To allow participants to reflect on the differences in how society treats women and men.

Duration: 1 hour

Materials: Four pieces of paper with the names or pictures of different characters (see below)

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

Exercise: Walk of Life

1. Put the four names/pictures of different characters (a man, woman, girl, and boy) on the wall or the floor so they are visible to the entire group (if you don’t have the pictures drawn, ask the participants in small groups to draw out the characters).
2. Ask all participants to gather in a circle and explain that we will make a “walk of life” using four different characters.

3. Separately assign each of the four characters to all the participants and ask them to keep it to themselves and not give any clue or hint as to which character is assigned until you ask them to reveal it.
4. Ask all participants to stand in one corner (allowing ample space for them to walk forward).
5. Explain that you will read out statements, and those who think the statement applies to their character should take one step forward. If not, stay in place. If in doubt, use their best and objective judgment on what they see as more likely to happen. The statements are:
 - I finished or know I will finish primary school.
 - I am not expected to do many household chores; someone else will make sure the family is served food on time.
 - I am allowed to go out of the house whenever I want without asking permission.
 - I can talk to people that are not in my family without much concern about what people will think.
 - I have time to relax and can be away from home for long periods, and people will understand.
 - I can go out for a drink with my friends and enjoy my leisure time.
 - I am confident I can make decisions on the use of family land.
 - I am not worried that I will lose my land/property if my partner dies.
 - I can easily access land from the traditional leaders.
 - I can decide what to plant on our land.
 - I can take the crop to the market after harvest to sell and use the money.
 - I can decide how to use the income from the sale of harvest without being questioned.
 - I can easily become a leader for my community and am an active member of community decision-making organizations like community boards, land associations, PTA committees, etc.
6. After reading all the statements, group and line participants, those in the front line, and the next until the group behind is also lined. Ask those in the front line to raise their cards and reveal their character. Do the same for the other lines.
7. Based on the observation, ask participants to look at the characters and see who is ahead in the “walk of life.” Invite thoughts on differences according to gender, age, etc., and facilitate a discussion on what this entails for women and men.
8. Present a slide on gender norms and inequality.
9. Conclude the session by emphasizing that women and men are not treated equally in our society, and as age is a factor, girls are even less so. Explain that the socialization process creates a woman's and a man's roles and a patriarchal society in which men dominate the power structure throughout organized society and individual relationships. As a result of these assigned roles and norms, we have an unequal society. As society is not static, roles and norms continue to change over time.

Facilitator's Notes

To facilitate this section, define gender in simple terms and bring out the gender roles and social constructs as follows:

What is gender?

Gender is not synonymous with women; on the contrary, *gender* refers to the socially constructed roles and responsibilities that society has assigned to a woman or man. These roles shape the relationships between men and women and how these relationships are defined by society, creating assigned roles for women and men. e.g., the cooking role is often assigned to women. How is this assignment of cooking duties done? When a child is born and pronounced to be a girl, you immediately start nurturing the child to become a girl or woman and prepare her for the assigned role of women. This process is called *socialization*, and what you are doing is building the *social construct* and creating the role or roles for a woman and a man. A woman and a man are then defined based on their roles.

The way you socialize a girl or boy may be common but is not the same for every culture and society; therefore, the construction of the roles and responsibilities is different in different societies. Because these roles are determined by society, they are dynamic, specific to one culture of a particular society, and can and do change and evolve over time. Coming back to the cooking example, you may be familiar with the role being for women, but over time, one can observe that men, too, are cooking. Gender roles can be deeply rooted in social values and norms, but these values are also not static.

Gender is different from *sex*, which is defined by the biological makeup of a girl or boy and identifies the biological differences between a woman and a man. A *sex role* is biologically specific to a certain sex; for example, getting pregnant or giving birth is specific to a woman, and sperm production is specific to a man. Unlike gender, sex roles are universal, meaning they are the same across all cultures and societies, and they never change.

Social relations

The socialization process places value on socially assigned roles that define rights, entitlements, and responsibilities. For instance, family care is a role assigned to women by society, yet despite being an important role, the value assigned to it is low. Making decisions is largely a role assigned to a man and carries a lot of weight in terms of value. This often results in women and men being valued differently and reinforces the idea that women are inferior and subordinate to men. This is from the power relations borne out of the social construct. The socialization process assigns roles, creates beliefs, and sets norms and entitlements. It apportions greater social, economic, and political power to men than women and allocates restrictions of the same to women more than men. The result is an unequal social relation between women and men that manifests itself in the form of discrimination or inequality. *Unequal social relations* and *power* dictate unequal access to resources, claims, responsibilities, decision-making, etc. This is called *gender inequality*.

Session 6. Women, Men's Roles/Responsibilities and Power

Purpose: Build participants' understanding of gender as a social construct, reflect on the roles/responsibilities of women and men in society and the consequences for women, and build on this to reflect on the gender differences and impact on the use of power.

Duration: 2 hours

Materials: Flip chart paper, colored markers, and four sets of pre-prepared cards of family members

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

Exercise: Who does what? ²

1. In plenary, recap the past session about the different types of power and how each woman needs to work on “power within” to develop that self-awareness and ability to achieve things.
2. Introduce the next session by explaining that the four types of power often affect men and women differently. The relationship between men and women can encompass all different types of power at the same time, at different points, or between different men and women or can be dominated by one type of power.
3. Explain that they will do 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 one group to represent women and the other to represent men. Ask each group to draw a 24-hour calendar (adapt according to literacy level) listing the main tasks performed by women (for women’s group) and men (for men’s group) within 24 hours in a family setup. Allow them to freely talk about all the activities without restricting them. Give 20 – 30 minutes for this task.
4. 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 the less important ones with a green dot.
5. 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.
6. After the presentations, facilitate a discussion based on their observations on the workload (15 minutes):
 - Who, between the two, does more work?
 - 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 to the family?
 - Who’s likely to have more time for community work and why?
 - Is the share of the work fair? Who is ahead in the “walk of life”?
7. Ask participants in pairs (with the person seated next to them) to discuss the implications of this on power dynamics.
 - How does this help one to have power or disadvantage the other to have power?
 - How does it help or disadvantage participation in leadership roles?
8. Allow a few pairs of participants to share their responses. Conclude the session by emphasizing that the social construct that assigns roles and responsibilities to women and men is responsible for the imbalances in power and that this imbalance can change by learning to share responsibilities.
9. Proceed to introduce the next exercise.

² Feed the Future. 2016. Integrating gender and nutrition within agricultural extension services: Who does what? Available at: <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-1-Who-Does-What.pdf>

Exercise: Who holds power?

1. Introduce the exercise who *holds the power* for participants to reflect more on the different levels of power people hold in their household and their implications.
2. Cut four identical sets of family members: father, mother, son (teenager), and daughter (teenager). Print or write each family member on a different card/paper.
3. Divide the participants into four groups and give each group one of the character sets.
4. In groups, ask participants to place all the characters in order by power level: from most powerful to least powerful. Provide participants with A4 paper and ask them to draw additional characters if they feel someone important is missing in the ranking (10 minutes).
5. 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).
6. Facilitate a discussion with the whole group about the following questions: (20 min)
 - 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 home?
 - What is the benefit of sharing power in a home? How can power be shared within the home?
7. End the exercise by emphasizing that power deposited in one person can be subject to abuse and that gender-based violence is an expression of power whereby one person seeks to dominate another or others.

Facilitator's Notes

Inequalities between men and women exist because societies do not take time to consciously think about the differences between the roles of men and women. This is especially in leadership positions in Zambia, where men mainly dominate because most women are heavily burdened with household chores and the belief and perception that women should not hold leadership roles.

Gender Equality is having equal social conditions for men and women (or girls and boys) so that they both can experience a balance of power, opportunities, rewards, equal prospects for realizing their human rights, and the potential to contribute and benefit from natural resources. Gender equality in resource management is the absence of discrimination in access to rights and opportunities based on gender. It is achieved when women, as well as men, enjoy the same rights and opportunities in community-based resource management and decision-making, and when the different aspirations and needs of women and men are equally valued and favored in CBNRM. For example, a Village Action Group (VAG) has limited finances, and both men and women in the community have priorities to address their needs, but only one project can be implemented at a time while the Community Resources Board (CRB) continues to look for more money. If the CRB decides (and who in the CRB decides?) which project gets implemented without considering whether men or women proposed the project and takes into consideration the views of women and men in the community, then that is an example of gender equality. If the CRB chooses not to support a project proposed by women because it does not affect men, then that is gender inequality. The fact that women and men do not enjoy the same rights and opportunities means fairness should be investigated to achieve gender equality. This is called *gender equity*.

Gender Equity is a process of being fair to women and men to achieve gender equality – or bridge the gender gap in participation. The *gender gap* is the difference created over time in participation in natural resource management between women and men in terms of levels of representation, access to resources, rights, power, influence, remuneration, and benefits. Achieving *gender equity* calls for differential treatment between women and men. It is about recognizing the unfairness in the treatment of women to eventually achieve gender equality and to compensate for the historical and social disadvantages that have prevented women and men from sharing a level playing field. It calls for specific measures that address the imbalance. For instance, training women in leadership skills to stand for positions in the community governance system, e.g., the VAG, to increase women’s decision-making and achieve gender equality in the VAGs. It recognizes that women are not at the same level of advantage as men to stand and win elections, so women require additional measures to achieve the same opportunities. Equity leads to equality.

Session 7. Women’s Participation and GBV³

Purpose: To raise awareness of what gender-based violence is, its effects on the participation of women, and how it manifests in natural resource management.

Duration: 1 hour

Materials: Flip chart, markers

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

1. Recap the previous session, who holds power, and divide participants into four groups. Ask the groups to briefly discuss based on experience:
 - Who has what power in our society? Why do they have that power? What are the implications?
 - How can power be gained for those who don’t have it? How can it be effectively used by those who have it?
2. Allow a few minutes for each group to share their feedback.
3. Proceed to explain that in our social interactions, when too much power is deposited in one, it can lead to abuse. Explain that in this session, we will look at how power is abused in social interaction against women and how it manifests itself in homes and communities (violence against women). Stress that violence against women is a very serious issue that affects many people and might evoke painful emotions or memories. 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.
4. Proceed to explain the different forms of GBV: physical, psychological, traditional, social, and economic. The Universal Declaration on the Elimination of Violence against Women (1993)⁴ listed some forms of violence as follows:
 - *Physical, sexual, and psychological violence that takes place within the family*, including rape, harmful beatings, sexual assault against the family’s children, male and female, non-marital violence, violence tied to exploitation, and other traditional practices that are harmful to women.

³ Adapted from: Thoughtshop Foundation, Oxfam GB. 2013. Gender toolkit: Understanding gender and violence against women participatory toolkit for rural communities. Available at: https://www.thoughtshopfoundation.org/project_detail/GVAWKit.html

⁴ United Nations 1994

- *Physical, sexual, and psychological violence that takes place within the sphere of society, including rape, sexual assault, and sexual harassment.*
 - *Physical, sexual, and psychological violence perpetrated or condoned by the state. For example, preventing women from participating in public works.*
5. Explain that we will use five fictional (but reality-based) stories to better understand the different types of gender-based violence, remembering that this term refers to any form of violence - physical or otherwise - practiced against a person because of their sex or gender.
 6. 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 suffered violence? Who is the person who perpetrated the violence?
 - What is the impact of GBV on the women in these scenarios?
 - How does GBV impact the entire family, especially the children? How does it affect the community?

Scenario 1: *Enelesi moved from her home village when she married Phiri. Both are farmers, producing cash crops and subsistence crops. When a land documentation process began in their village, her husband was away for work and asked her to provide the information and documents needed to the enumerators. When asked who should be in the land title, she put both her name and her husband's. When Phiri learned about this, he was furious. He yelled at her and threatened her with violence and divorce. His family was also angry and supported him. Enelesi had to walk for several hours to go to the organization's office carrying out the land documentation to ask for her name to be removed from the land title. A few years later, Phiri suddenly passed away. His family told Enelesi the land belonged to the family, not her, and made her leave the farm to go back to her maternal village.*

Scenario 2: *Chipo is single and began work as a community scout a few months ago and is enjoying the work and the job. Everyone admires her as a brave and courageous woman. Because of her new status, every man wants to be associated with her. One night, her boss, who is also the CRB chairperson, says that he likes Chipo very much, finds her attractive, and wants to have a relationship with her. He says that if Chipo agrees, he will help her stop going on field operations but will be working only in the community and will further her career in the organization. Considering that she lives with her sickly mother and is always concerned about her when she is on field patrols, Chipo thinks this is a good offer, but she doesn't want to be involved with him because he is also a married man. She decides to communicate to him her position, which upsets him. He insists on having sex with her, which she still turns down. He accepts her decisions, but the following day, he is heard telling other members of the CRB that he is concerned about Chipo's performance and does not think she deserves the job. He suggests that a decision should be made during her performance review on whether she should continue in her role or not. Chipo is worried about her job security but scared to share the demands made by the chairperson last night for fear of being judged and complicating things further. She thinks people will easily believe him because many people in the community believe that women can't do the community scout job.*

Scenario 3: *Elizabeth and Faidesi were both members of the CFMG. Both had supportive husbands, which made it easier for them to run, get elected, and attend meetings. Initially, they would go together to every meeting because the rest of the committee was mostly men, and they were a bit uncomfortable. One day Elizabeth had to go alone as Faidesi was busy with family responsibilities. As she left the meeting, a male committee member started making lewd comments and followed her. She felt helpless and started walking faster until she saw one of her neighbors. She asked him for a ride home. Soon*

everybody in the village started talking about how she took a ride on a man's bike. Her husband and in-laws were displeased and stopped talking to her and eventually asked to return her to her relatives. She tries to tell them what really happened, but her family and other community members say that the man she accused is a respectable married man and refuses to believe her. The two families call for a meeting of the elders for her to exculpate herself. At the meeting, everyone supports her husband's action that as a married woman, she is to be at home taking care of the family, not attending meetings, and being found with other men. Traumatized and feeling isolated, Elizabeth quits her position in the CFMG and stops participating in community meetings.

Scenario 4: Evaline is a Financial Management Committee chairperson. Sometimes she works the whole day as she must travel to Boma to sign cheques and withdraw money. She often has to get lifts from government officials, who are mostly male. One day she could not find transport and spent a night in the Boma. The next morning, she chances a lift from a male medical doctor who was visiting the clinic in the area. While traveling, the doctor engaged her in conversation. At first, it was just general talk, but as they traveled, the conversation became more and more intimate and soon became inappropriate for a young man and respected doctor, which made her very uncomfortable. Evaline tried to change the conversation without success. Eventually, he stopped and grabbed her and raped her. Evaline was too ashamed to tell anyone because he was a younger man than her and respected by the community. She blames herself for sitting in front of the car and not wearing a Chitenge. In the village, other women started saying that she is now bossy because she moves around with the doctor. Her husband dismisses the stories, but she finds it difficult to carry on with her role. She puts in her resignation, but other members start to falsely accuse her that she is being difficult because she wants to be paid for doing the work, which is why she is resigning. She is concerned about the false accusations, but she feels she can't tell anyone the real reason as no one will believe her after all time has passed, and the doctor can get himself out of trouble by adding more false accusations.

Scenario 5: Malupande is the new Fisheries Committee 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. Every suggestion that she makes, he is quick to shoot it down. This is making Malupande's leadership very difficult, and she is planning to speak openly 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 confront him first; 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.

7. Reinforce that we usually perceive only physical violence as gender-based violence, but GBV also includes verbal, emotional, social, and economic violence. Unfortunately, many people experience violence in our society simply because they are women. Explain that gender-based violence affect individuals in many ways; lowers their confidence and self-esteem (it is difficult for an abused woman to have the confidence to lead herself and others); causes poor performance and functioning in the leadership role due to psychological trauma or depression; poor health affecting performance; loss of economic gains/opportunities and many more.
8. Emphasize that apart from affecting the victim, GBV has devastating effects on the victims' social interaction and affects families, especially children, who may also suffer the social and emotional consequences or even become victims or perpetrators of violence themselves. It leaves a long-term physical and psychological impact. Fear of GBV deters women from participating in NRM.
9. In the end, recall the previous activity and explain that gender-based violence often happens when someone who holds power wants to exercise power over another in a negative way.

Session 8. Module Check-out

Purpose: This exercise aims to provide a closing ritual for the session and gives all participants a final 'say.'

Duration: 30 minutes

Materials: Ball

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

1. Having come to the end of module 1, review the learning covered in this module and summarize key learning points (refer to the summary agenda of the training).
2. Ask participants to stand in a circle.
3. Give participants a chance to share their key learning ideas by going around the circle and allowing each participant to remark.
4. Thank participants, and say that in the next module, we will work together on gaining knowledge and awareness about self, building confidence, and going through your own leadership journey.

MODULE 2: SELF LEADERSHIP

Module Overview

Module 1 opened up the discussion on the social and cultural contexts and their effect on women and stimulated reflection on the importance of power within for individual effectiveness. It set participants on a journey of self-discovery. Module 2 builds on this module by starting to prepare participants on how they can lead themselves on this journey. What is it that they need to do to be effective leaders? The purpose of this module is to raise self-awareness and build personal skills for leaders to effectively lead themselves at personal and relational levels before beginning to lead others. The module is designed to develop participants' mastery and self-acceptance and foster a sense of self-worth and self-esteem. This will help participants to appreciate the importance of understanding oneself (self-leadership) before embarking on the journey of leading others.

Self-awareness helps leaders to relate in a more emotionally aware manner with the diverse individuals and groups of people they interact with. The module has eight sessions:

Session 1: Who and where am I?

Session 2: Self-awareness and acceptance

Session 3: Self-confidence and assertiveness

Session 4: My core belief: self-esteem

Session 5: My personal SWOT analysis

Session 6: My personal vision

Session 7: My leadership vision journey

Session 8: Module checkout

Session 1. Who and Where Am I?

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: 45 minutes

Materials: Cards and pencil, markers

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

1. Start the session with a recap slide on the governance structures and the different roles (discussed under session 3 of module 1) held by individual participants in the governance structures in natural resource management. (If the participants are from one governance structure, e.g., CRB, focus the discussion on a CRB structure).
2. Ask participants to each take a card and a pencil or marker 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 art competition and nobody outside this room will see the pictures or hear anything shared in this space. (5 minutes)

4. Ask participants to think about the leadership position they hold in the structure and the role they play or hope/expect to play (e.g., chairperson, secretary, committee chairperson, or vice chairperson). If the group is semi-literate, this can be done by drawing symbols to represent these roles. (Some participants may not be clear about their roles, allow time for them to consult and discuss with others; if they fail to identify, help them identify a role at the family level and what is expected of them in the role).
5. After drawing themselves in the role, ask each participant to describe their role (at the top) and one or two qualities they think they have used in their role (at the bottom), such as “I was patient,” “I was kind,” “I was hard-working,” “I was approachable,” etc. (5 minutes).
6. In plenary, invite each participant to describe their role and share an identified quality/attribute about themselves.
7. Explain that the purpose of this exercise was to show that as a leader, you all have a role and responsibility and something of value that you can contribute to the management of natural resources in whatever position and at any level. Because culture and tradition give power to men, sometimes, as women, we are our worst enemies as we often think negative thoughts about ourselves and undermine ourselves. It is important to realize your worth as you begin any new endeavor, such as leading in your community. This gives you confidence and allows you to make it through difficult times.
8. Close the activity by encouraging each participant to remember their role and responsibilities and the positive attributes they carry in those roles. Inform them that in the next session, you will start to discuss these positive attributes.

Facilitator’s Notes

Self-awareness includes gaining an understanding of one’s strengths, weaknesses, ideas, thoughts, beliefs, ideals, attitudes, emotions, and motivations. It is the capacity that a person has for introspection, including assessing how others perceive one 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 one’s ability to reach a goal or demonstrate a certain skill. It’s from the belief one has in themselves, trusting they can achieve any task. People who are self-aware and confident may be more willing to take on new challenges as well as take responsibility for their actions or failures.

Session 2. Self-Awareness and Acceptance

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

Duration: 1 hour 30 minutes

Materials: Notebook, pens/pencils

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

Exercise: Personal Mastery

1. Explain that in this session, we will talk more about ourselves as we go further in our journey of self-discovery. Emphasize that if a person has not mastered herself and is not self-aware, it can be difficult to lead others effectively because they can easily project their shortcomings onto others while failing to deal with their shortcomings in their personal lives.

2. Ask participants to think about the following:
 - What do they like doing naturally and enjoy in their personal lives?
 - Why do they like it?
 - What they see as their weaknesses and reflect on why they see them as weaknesses.
3. Pair them up and ask them to share their responses with each other, encouraging them to listen to one another and understand each other's likes and weaknesses. Explain that as they discuss, the listener must offer some ideas on how the identified weakness can be turned into a strength. (Allow 20 minutes)
4. Bring all participants to the plenary and ask volunteers to share their discussion, including advice on turning a weakness into a strength.

Exercise: Myself, my friend⁵

1. Ask participants to sit comfortably in a circle and explain that we will be focusing on ourselves. Explain that in this next exercise, we will continue to look at ourselves and reflect on the importance of taking care of ourselves and personal growth. Emphasize that this is probably new for most participants; as women, we often think of ourselves in the context of our families or our communities and focus on supporting and strengthening others. We look less at ourselves and how to support or strengthen ourselves. To effectively support others, we need to look at ourselves first. It is often difficult to change others, but we can change ourselves and our reactions to things that happen to us.
2. Ask participants to work individually to think of the following:
 - The top three things they like about themselves.
 - One thing that they currently do for themselves on a regular basis (e.g., meeting a friend or relative, attending church, listening to music, having a rest, etc.).
 - One thing that they would like to do for themselves but don't.
3. Ask participants to get back into pairs and share these things with one another. (Allow 15 minutes for discussion).
4. Bring the pairs together to the circle and ask some to share. Conclude by asking participants to reflect on what they discovered during their discussions on how women see themselves. Highlight that because of the burden of family care that women carry, we rarely do things for ourselves. Encourage them to try and do at least one thing for themselves every so often as a way of appreciating themselves more.

Facilitator's Notes

When people have a greater sense of self-awareness, they find it easier to relate with other people. Self-awareness is the ability to examine and understand who we are relative to the world around us. When people become self-aware, they are more inclined to love themselves, accept who they really are, and acknowledge their strengths and weaknesses. This self-awareness allows an individual to appropriately build effective relationships and manage group dynamics better.

⁵ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

Session 3. Self-Confidence and Assertiveness

Purpose: To empower women with personal self-confidence and assertiveness skills necessary for their journey to become successful community leaders.

Duration: 3 hours

Materials: Ball (if you do not have a ball, you can create one with rough paper)

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

Exercise: Me as a leader?

1. Ask participants to stand in a circle. Explain that we will speak about the leader we are and that the person holding a ball will describe herself using a few words and then pass it on to another person of their choice. It is likely that women have never thought about the leader they are before, so give some examples to help them think of an answer. Examples can be “I plan my day,” “I wake up early,” “I am never late,” and “I show the way.” Encourage them to analyze themselves and not copy from others. Allow a couple of minutes for individual reflection before starting the exercise.
2. Throw the ball at the first person of choice to give an answer, then throw it at any other participant until all the participants have had a chance to define themselves as the leader they are. Stress that there is no right or wrong answer.
3. Bring back participants to the plenary and present the slide on self-leadership highlighting the following:
 - Self-leadership is the ability to lead oneself at personal and public levels.
 - Self-leadership includes how an individual carries or conducts herself, e.g., being a self-starter, goal-oriented, time management, innovative, hardworking, resourceful, enduring, etc.
 - Being able to drive self - do things without being asked, pushed, or coerced.
4. After the presentation, ask willing participants to give practical examples from the experience of how “me as a leader” led myself.
5. Conclude by emphasizing that before a person embarks on a journey of leading others, they must lead themselves well first because one can only give what they have.

Exercise: My leadership dream!

1. On a vision card, have participants write their names and create a list of their desires for their leadership. Write down the list.
2. Once participants can see all desires in one visual space, they can identify which ones seem less critical (and, with a pen, cross them out) versus those that are important to them and motivate them to lead.
3. Ask participants to find a slot on the “leadership dream poster” and post it there. (This can be fun by asking participants to compete on who comes up with a colorful post-it card).
4. Conclude the exercise by asking participants how they felt as they were thinking through the desires (needs and wants) for their leadership. Ask them to identify the emotions that they felt, such as inspired, motivated, inadequate, etc.
5. End by encouraging them that once they visualize their desires, it gives them a chance to know if they are worth or less important and the confidence to work through the important ones and achieve.

Exercise: My leadership visualization⁶

1. Have participants reflect on the initial ideas/dreams they had when they decided to become leaders. Explain that you will now discuss personal growth as a leader. This means having positive aspirations; identify what you can contribute to and plan how to do so. Further, explain that they will now have some time to reflect on their leadership goals by going through a visualization exercise that will help them think and visualize what they aspire for in their leadership role.
2. Ask participants to sit and get comfortable (individuals can choose to sit or lie on the ground or sit in their chairs). Read from the visualization script below in a relaxed tone, as slow as possible for everyone to follow, and pause after reading to let individuals think about their visions.

Script

- Take this time to get comfortable and relax. Close your eyes, take a deep breath in through your nose, and slowly breathe out through your mouth.
- Continue to breathe deeply, slowly, and comfortably, in... and... out...
- Feel your muscles beginning to relax. You are beginning to feel warm and relaxed as your muscles become loose and heavy.
- Your hands and feet are becoming more relaxed as waves of warmth cover your body. Now you are feeling very deeply relaxed and very comfortable.
- In this state of relaxation, think about what your ideal leader would look like.
- As you think about this vision of your leader, imagine yourself starting your day feeling excited to begin another day as a community leader.
- Allow yourself to feel calm, peaceful, and relaxed. As you think about your leadership role, feel the excitement of having succeeded in becoming a leader.
- Picture yourself at a community meeting, speaking with your people and getting their ideas. They love you and listen to you. How does it feel?
- Take a deep breath in... Hold this breath for a few seconds and then breathe out slowly.
- Imagine you and your family. How do they feel? Proud?
- Where is the meeting where you are interacting with your people?
- Take a deep breath in, hold for a few seconds, and exhale.
- How do people feel? Why? Picture yourself successfully running and explaining the issues to the people. How do you feel?
- Take a deep breath in, hold for a few seconds, and exhale. Now describe the joy you will be able to make out of this success. What benefit do you see for your family? For yourself?
- Imagine how others will treat you in the community. How do you see yourself in the community?
- See yourself feeling positive and strong. How does it feel to be you?

⁶ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

- Is there anything that could make this vision better? Remember, there is no boundary to your thoughts.
 - Take a deep breath in, hold for a few seconds, and breathe out slowly.
 - Smile and know you can come back to this vision at any time. Take a deep breath, hold for a few seconds, and breathe out slowly.
 - Feel yourself becoming more awake and alert. Follow your breath and feel your mind and body reawaken.
 - Slowly begin opening your eyes as you bring yourself back to alertness.
3. Ask participants to pair up and discuss their experience going through this exercise (5 minutes).
 4. Bring the group back together, and have a few individuals describe how this process was for them and what they learned.
 5. Ask participants to share in their pairs:
 - What qualities do I have that can make me a good leader (e.g., I am friendly, I know lots of people in the community, etc.)?
 - What qualities could I improve (e.g., taking more risks, practicing communicating more, etc.)?
 6. In plenary, let participants share their experiences (allow 20 minutes) and conclude by emphasizing that to grow in your leadership role, you need to have a personal goal as a leader and pursue it. The more you practice setting goals and working towards achieving them, the more you become positive and confident about your abilities.

Exercise: Owing Your Power⁷

1. Start the exercise by recapping the session on the types of power (with emphasis on power within). Explain to participants that the concept of owning your power will be used in this exercise.
2. Explain further 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.
3. Ask participants to share their understanding of “owning your power”?
4. Follow up the discussion with the question, what limiting beliefs come up when you consider the idea of owning your power?
5. Divide participants into two groups and explain that today we will be debunking the limiting beliefs to owning power. Assign one group, the “*I believe group*,” to come up with a list of the limiting beliefs and share with the other group the “*power within group*.” Examples of common limiting beliefs may include: My life is not my own; I am weak; I am a woman; I have no power; It will never amount to anything. Ensure that the *I believe group* comes up with as many limiting beliefs as possible and discusses them exhaustively before presenting. Assign the other group (power within) to deflate the beliefs by coming up with practical and convincing reasons. Let them come up with as many limiting beliefs as possible and debunk them in their discussions (allow them to get the ideas of the beliefs from the *I believe group* as they discuss). Allow 20

⁷ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

minutes for the groups to interact and discuss the beliefs. The *I believe group* should share their beliefs with the other group to come up with the responses, but the other group should not share their responses. They should, however, discuss and come up with the most convincing response.

6. Bring the groups together and ask the two groups to line up facing each other. Explain that power comes from within and the task is to assess how much power we have. Group one will mention the belief (one at a time), and the other group will respond based on power within to debunk or support the belief. After the explanation, the first group will rate the response received on a scale from 1 to 10 (i.e., a score of 10 points indicates that they feel strongly that they own the power to change the belief). In the end, total the score for “power within group.”
7. End the exercise by asking participants to reflect on how they feel about their beliefs and the power they hold to change the beliefs. Allow time to discuss what they have learned.

Exercise: Walking in Mary’s Shoes⁸

1. Explain that in this exercise, we will explore assertiveness and challenge our fears and assumptions about being assertive using role play.
2. Divide the group into three and assign each group a scenario as below:

Scenario 1. Mary aspires to become the Community Forest Management Group (CFMG) chairperson. Fellow leaders and people intimidate her, but she doesn’t give up. She succeeds despite the intimidation.

Scenario 2. Mary aspires to become a chairperson of the CFMG. She is intimidated about it, and she gives up. She fails.

Scenario 3: Mary aspires to become a chairperson of the CFMG, but she is undecided and doesn’t act on it. Elections pass, and she doesn’t attempt to stand; it remains just an idea she keeps talking about.
3. Explain that each group should come up with a role play based on the scenarios.
4. After the role plays, facilitate a discussion:
 - What made Mary become a leader in scenario 1 and yet fail in scenarios 2 and 3?
 - What can we learn from the three scenarios?
5. Proceed to explain that we will spend some time “walking in Mary’s shoes.” Explain that you will read through some scenarios Mary encounters, and as a group, they 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 together own the farm, but Mary refers to her husband on all matters related to the farming activities. She also has a Katemba business of her own. Her Katemba has few ranges of products due to space constraints that also limit how many sales she could 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?

⁸ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

- 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 she does not have available but could easily add if she had the space to display them.

If the group chooses A, say:

Mary puts the idea of improving her Katemba into the back of her mind. Her shop continues to make some small revenue but struggles to grow due to the limited range of products offered. The Katemba 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 to expand her Katemba's shelves. At first, 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 her records 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 Katemba is doing very well, Mary is able to increase the selection of products she sells, and she is able to quickly pay back the loan. That year their farm doesn't do very well; the additional profit from Mary's business is used to pay her children's school fees and buy seeds and fertilizer for their farm. Mary's husband appreciates the support her business offered to their household during a season when money from farming was small. She now has more of a say when making decisions about their farm and how household income is to be used.

6. 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 she could have made to assert herself more and read the final scenario to the group where Mary's Katemba business 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 to her and her household had she been more assertive?
 - B. If the group made it to the last scenario where Mary's shop and household are thriving, ask: What would be the cost/missed opportunity if Mary did not speak up when discussing with her husband? What would be the cost/missed 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 benefit the individual and others.
7. 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.

Facilitator's Notes

My leadership dream exercise

Visualization is a critical practice in personal mastery. It helps to understand individual wants and helps participants to consider important ideas of what they can realize in their leadership. A vision card helps to build self-confidence to achieve something. Once participants see all their wants in one visual space, they can identify which ones are less critical versus those that are important and motivating. My leadership dream exercise is about helping participants put priorities from their many desires (wants and needs) into practice. To do so, they must realize what their important desires are and choose priorities for their leadership to put on the card. It helps them realize what is valuable rather than having others tell them what to value. When facilitating this exercise, create a leadership dream poster and let each participant post their dreams on it.

Assertiveness is an act of communicating one's opinions, needs, wants, interests, and feelings to others in a non-threatening and non-defensive way. When you know what you want, you can be assertive, but it's difficult to assert yourself when you don't. Being assertive is not the same as being aggressive.

Session 4. My Core Belief: Self-esteem⁹

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

Duration: 1 hour

Materials: A4 paper per participant and pens/pencils

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), having higher aspirations, a positive attitude, believing in growth, and owning the power to a better self.
2. Ask each woman to find a comfortable space on the floor or at a table (if at the table, give them a pen and paper).
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). Give it 5 minutes.
4. Think of the different roles they play (mother, daughter, spouse, farmer, community leader, etc.) and ask them to add a symbol of the role to the picture or write (2 minutes).
5. Ask each of the participants to show their drawing to each other and ask them to describe their role in the picture and the attributes associated with it using one word, e.g., 'Am a mother,' 'I am a patient,' 'I am a farmer,' 'I am hard-working,' etc. Give it 10 minutes.
6. Bring everyone in a circle and allow as many as possible to share their role and attribute.
7. Then ask the women to go back to the drawing and think of a specific person in their family or circle of friends who they know loves them (parent, spouse, children, friend). Ask them to think about how this person would describe them. Give them 5 minutes.
8. Allow them to pair up with anyone and share, asking whether the loved one would use positive or negative attributes to describe them and why.

⁹ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

9. Bring everyone back in a circle and allow as many as possible to share their views.
10. 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. Realizing your self-worth as you begin any new endeavor, e.g., leading in your community, is important. This can give you confidence and allow you to make it through difficult times.
11. Close the activity by encouraging people to remember their loved one's positive voice when they experience self-doubt.

Facilitator's Notes

Self-esteem- relates to 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 one may not have heard positive things about themselves. These criticisms can shape how one thinks about self. In the exercise, ensure that everyone can create their own positive sense of self (and we don't 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.

Having a **positive attitude** - is about the willingness to focus on the good things in a situation—to find opportunities and constructive solutions in whatever life presents. It is about keeping positive thoughts and not getting held back or distracted by negative thoughts. It is about choosing, moment by moment, to look for the best in people and the best in things around you. By developing positive thinking habits, you may start to notice new opportunities and be generally happier in situations that present themselves. This doesn't mean that you only think positive thoughts or ignore what is happening because it appears to be negative. This belief is about trying to find a positive way through a situation *despite* the existing challenges. Encourage women to take responsibility for themselves.

Self-responsibility - refers to the belief that we have control over our thoughts and actions. It refers to the idea that we can 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 something someone else did? If we think about events 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.

Continual growth through life - is related to accepting that everything in life is always changing. If we want things to always stay the same, we may not easily accept change and will be fighting and resisting life. This can lead to stress and unhappiness. 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, and we may take advantage of those opportunities. Challenge women to reflect on their life, see what has changed, and recognize that it will continue to change. Encourage them to trust themselves and aspire for higher goals.

Trust in a higher purpose - is about being willing to have trust in a purpose that is larger than us (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. Otherwise, one may become overwhelmed by the challenges we face. Recognizing a belief in something larger can help to reduce stress and cope better with our experiences. It can help to believe there will be a way forward, no matter the circumstances. Willingness is the power an individual has and owns.

Owning your power - is about recognizing that we are the most powerful person in our lives. We can choose how we want to live our lives. The work we do and the life we live are 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. This power is inside all of us. By recognizing this power inside of you, you can take advantage of it and own it.

Session 5. My Personal SWOT Analysis

Purpose: Analyzing barriers for women leaders; identifying the positive and challenging elements that women face as leaders when engaging in community leadership, their individual strengths and weaknesses, and the available opportunities and threats (SWOT).

Duration: 40 minutes

Materials: Ball or another similar object to throw

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 our strengths and weaknesses, which means conducting a SWOT analysis. A SWOT analysis allows us to objectively assess internal and external factors that may support or hinder us as leaders. Briefly explain what a SWOT analysis stands for using a four-window table as follows:
 - Draw a table with four windows and write the letters SWOT at the top. In one box, write S, W in the next top box, and O and T in the bottom two boxes. S should be on top of O, and W should be on top of T.
 - Explain **Strengths** as internal enablers, things that are within your control.
 - Explain **Weaknesses** as internal hindrances, things that are within your control.
 - Explain **Opportunities** as external enablers, things that are outside of our control.
 - Explain **Threats** as external hindrances, things that are outside of our control.
2. As you explain, give examples as guided in the facilitator's notes below and ensure everyone understands before proceeding.
3. Proceed to inform the participants that we will play a ball game and think of the positive and challenging things women face in becoming community leaders in natural resources. Encourage them to try to reflect on what has been discussed so far.
4. Ask participants to stand in a circle and inform them that we will play a ball game to understand the SWOT. Explain that you will throw the ball to one of the participants, who will then mention the internal strengths and weaknesses (things within your control) and the external opportunities and threats (things outside our control). When you get a ball, mention what you see as S, W, O, T. Explain that starting with opportunities and threats, a participant holding the ball should say out loud one opportunity and then throw the ball to the other person in the circle. The next person should then say a threat before throwing the ball to someone else. 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 person holding the ball will say the strength and the next a challenge/weakness. The rules are:
 - Focus on positive or negative external things that are specific to women's leadership participation and that are outside of their control.

- As the ball is thrown around, participants need to alternate between positive and negative or between opportunities and threats or strengths and weaknesses.
 - The ball should be thrown to someone who has not yet had a turn.
5. As they state their responses, fill in the S, W, O, and T boxes in the table, writing down the opportunities, threats, strengths, and weaknesses, and if participants can't think of any or quickly run out, draw out from the examples provided in the facilitator's notes. If someone says something that is internal, gently ask them whether they think it is something inside us/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.
 6. After participants have exhausted their ideas, conclude by asking participants to see from the SWOT table what they think are the strengths and weaknesses that apply to them as individuals and the opportunities and threats they are likely to meet as they move on in their journey to leadership.

Facilitator's Notes

To proactively think and plan for success, it is important for an individual to think critically about the enablers and hindrances. Different tools can be used to analyze enablers and hindrances, but a SWOT analysis is one of the simplest tools to use. The acronym SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.

- **Examples of external opportunities:** elections every three years, women's associations, women's reputation of being less corrupt, institutional support, supportive family, and other women getting involved in the community and being vocal.
- **Examples of external threats:** women are not accepted as leaders by people, are not elected to associations, men do not listen to or respect women's opinions in associations, women leaders are labeled as uncultured, husbands not allowing women to attend meetings and training, husband not willing to do household or caring work, and family crises (illness or death).
- **Examples of internal strengths:** good at speaking with others, good listener, good at public speaking, brave, prudent, confident, good networks, known and trusted, willing to speak our minds, good at bringing people together, knows a lot about the community, comes from a respected family, and ability to multitask.
- **Examples of internal weaknesses:** being worried about what other people think, fearing new things, doesn't like to ask for help, preferring to work alone, never led others before, difficulty in being truthful, shyness, and illiteracy.

Strengths are the internal things or elements that women possess that would make it easy for them to get into leadership and be successful. The weaknesses are the things or elements that women have or exhibit that would hinder them from becoming leaders. One key thing to remember about strengths and weaknesses is that these elements can be controlled or changed by oneself. For example, women can enroll in adult literacy and change their low literacy levels to being literate. On the other hand, the opportunities and threats are the positives and negatives in the environment that are not directly in our control but could impact one's aspirations positively or negatively. The opportunities are the enablers in the external environment - for example, for women, these could include the promotion of gender equality. The threats in the environment could include cultural practices that keep women in subordinate positions.

Session 6. My Personal Vision

Purpose: Allow participants to reflect on their own lives, their history, their present, and where they would like to go 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.’

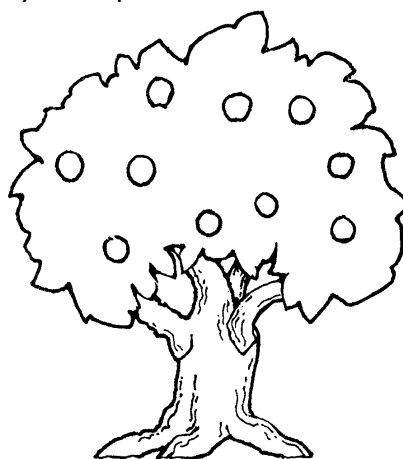
Duration: 3 hours

Materials: Blank sheet of paper (preferably flipchart) for each participant; colored pens, enough for all participants

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

Exercise. Tree of Life¹⁰

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 everyone’s leadership aspirations (dreams). The exercise is called the *Tree of Life*. Explain that for many people, trees represent ‘life,’ and this 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. Give five minutes to let each woman draw life experiences (this includes your family, friends, community, and things like schooling, marriage, the birth of a child, key events, etc.). All these past experiences have shaped who you are positively and negatively.
4. Ask participants to move to the tree trunk: the tree trunk represents your life today. Give 5 minutes to draw what you do, who you live with, your work, your family, and your community.
5. Ask participants to move on to the fruit: the fruits represent your biggest achievements (give 5 minutes to draw things you are proud of; it can be tangible or not).
6. Ask participants to move on to the buds: the buds represent your hopes and dreams for the future. Give participants 10 minutes to draw their dreams, hopes, and visions for themselves as leaders (Emphasize that here they should focus on their dreams/aspirations as A LEADER). You can also recap the discussion on their role in the leadership structure.
7. In the end, ask women to pair up and share their Tree of Life with each other. Give them 10 minutes to discuss.
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. And why?
9. Conclude by stressing that new buds are created and supported by the energy from your roots and trunk. They serve as a basis for the fruit of your life. With more energy, these buds continue to be created, representing all the new things you want to happen in your life. Hence by trying hard as an individual, you can do more and become better and better with each try.



¹⁰ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

Session 7. My Leadership Vision Journey¹¹

Purpose: To 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. The participants will come up with a leadership vision, embark on a journey to achieve their aspirations, and reflect on the obstacles and opportunities along the way.

Duration: 2 Hours

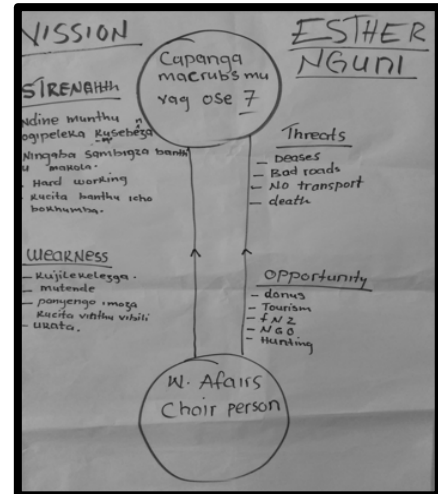
Materials: Colored pens, enough for all participants; flipchart sheets of paper, one per participant; Post-it stickers

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

1. Start the exercise by recapping the discussion on the leadership roles discussed in Module 1. Give participants five minutes to recollect the discussion about their leadership roles and the position they hold. Then ask participants to look at/think of their *Tree of Life* drawings and choose one bud/aspiration that is most important to them and that 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 dream: they should discuss and learn but not copy from others.
3. Give each participant a sheet of flipchart paper 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 the completion of each step before giving instructions for the next step. As they draw, go around the room to check individual drawings and provide further clarity if need be. Show an example, or draw your own so they understand each step/drawing needed (40 minutes), do not rush the process:
 - Step 1: Draw a large circle at the top right corner of your flipchart and include your aspirations/buds/dreams. 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., think of what type of position you have. What do you do? At what level are you? How much influence do you have, etc.?
 - 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 (refer to the SWOT and personal analyses they did for themselves).
 - Step 5: Explain that they will face constraints that can drag them down in their journey to their vision. 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-it stickers and use one Post-it sticker per drawing; 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 stickers because we can work to try to remove them.

¹¹ Adapted from Oxfam Novib. 2014. Rocky Road To Diamond Dreams: GALS Phase I Visioning And Catalyzing – A Gender Justice Movement Implementation Manual. Available at: <https://empoweratscale.org/resource-centre/gals-phase-i-manual/>

- Once everyone has drawn their vision journey, invite 1-2 participants to share their journeys and reflect on their rocks (10 minutes).
- End the session by emphasizing that the vision journey is an important product of the training and that we have reached a stage where every participant should now be clear about their leadership role, aspirations, and what it takes for them as individuals to increase their self-worth. NOTE: The participants (or facilitator) should keep these vision journey maps and use them to reflect on their progress (they can also bring them back for part two of the training as they will be further refined in the subsequent exercises).



Facilitator's Notes

The vision journey helps participants determine their path to achieving their leadership aspirations and reflect on their journey. 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 they are likely to be focused on achieving their aspirations.

The vision journey maps can be revisited in the next training, and participants keep and refer to them in their different visioning processes in their lives. They can also be used in mentoring women leaders.

Session 8. Module Check-out

Purpose: This exercise aims to provide a closing ritual for the session and gives all participants a final 'say.'

Duration: 30 minutes

Materials: Ball

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

- Ask participants to stand in a circle.
- Ask everybody to say **one** final word that summarizes how they feel right now. Provide examples of "happy," "excited," and "tired." Stress that there is no right or wrong word.
- Throw the ball at one of the participants, and when she responds, she throws it back to you. Throw the ball to the next participant until everyone has shared their word.
- Thank the participants and say that next time we meet, we will talk about how to continue the leadership journey after the training for individuals before moving on to talk about leading others and the important skills we need to develop to succeed in our community leadership roles.

PART TWO

MODULE 3: LEADING OTHERS

Module Overview

Modules 1 and 2 opened up the discussion on the social and cultural context and the effect on women and stimulated reflection on the importance of power within for individual effectiveness. It set participants on a journey of self-discovery. Now that individuals know themselves better, they are ready to reflect on how they can lead others. This module allows participants to discover the qualities of a good leader and the different styles of leadership and pick up on skills necessary to lead others. It enables participants to view themselves as they function in their leadership roles in community resource governance and how they can be more effective in those roles. It addresses specific skills needed to empower women in their journey as successful community leaders. It includes effective communication, negotiation, team building, problem-solving, and decision-making. The module has six sessions:

Session 1: We meet, we share, and we grow together!

Session 2: A community leader in natural resource management

Session 3: Team leading

Session 4: Building our power: Communication

Session 5: Building our power: Problem-Solving

Session 6. Module check out

Session 1. We Meet, We Share, and We Grow Together!

Purpose: Enable participants to welcome one another, check-in, and reflect on the experience for individual leadership journey after the first part of the training.

Duration: 2 hours

Materials: Watch

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

1. Start the training by greeting participants and giving them 10 minutes to interact with each other and briefly catch up on the leadership experiences. After, ask them to pair up with another person coming from a different area. If they don't know each other's name or have forgotten, they can re-introduce each other and share one interesting experience they had in their leadership role. Allow 10 minutes for the pairs to interact.
2. After 10 minutes, ask the pairs to sit next to their partner and inform them that they will remain in the same sitting position for the rest of the day. Briefly introduce yourself, share your experience as a woman leader, and proceed to ask each pair to say the name of their partner and their experience as they played their leadership role. Give one minute per person. As they share experiences, write the key lessons shared on the flip chart.
3. In the end, facilitate the discussion on what can be learned from the different experiences. Allow a few participants to share their experiences and summarize your impression. Explain that in this

training, we will build on the lessons learned and focus on how you can be effective at leading others and how you need to act as an empowered leader.

4. Introduce the agenda and objectives for the entire training and allow time for participants to ask questions.

Facilitator's Notes

This is an introductory session to part two of the training. Aim to settle participants back into the leadership discussion mode and use the opportunity to learn from their experiences what might be useful topics from the previous modules to get back and emphasize. Ensure that you find room in the program to revisit any self-leadership area that you think needs further discussion. Create a parking lot and note the areas/issues. The next session helps participants begin to discover their leadership qualities and skills and start to practice them.

Session 2. A Community Leader in Natural Resource Management

Purpose: Reflect on the attributes of a successful community leader, whether women and men are equally capable of playing this role, and the importance of women's participation in leadership roles.

Duration: 3 hours

Materials: Flipchart papers, paper, pencils, small prizes

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

Exercise: Leadership 101¹²

1. Start the session by recapping the structures in natural resources management and the leadership roles that women and men play in those structures covered under module 1.
2. Divide participants into groups (according to the communities they are coming from). Ask them to come up with a profile of a good leader in their community, e.g., CRB, CFMG, land committee, fisheries committee, or any other structure, including their name, age, gender, and the leadership attributes that they think make them a good leader. Stress that participants can think of someone they know in real life that is leading in any area, but it should not be someone who is in the room (5 minutes).
3. Give each group a flipchart paper. Ask participants to write or draw symbols of what they think the character of their chosen leader does on a normal day (10 minutes).
4. Ask each group to present the profile of their character and allow a maximum of five minutes per presentation.
5. In plenary, discuss whether any of the characters were women. If yes/no, why? Can women and men both be good leaders in their community? If not, or if yes, why? What would it take for women to become leaders? Facilitate a discussion around challenging norms around leadership in natural resource management (15 minutes). Some of these norms include:
 - Men are strong and brave, and women are not.
 - Women should not seek to be in a leadership role as it would conflict with domestic and family care work.

¹² Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

- Men are considered the heads of households, so they are more deserving of the community scout job.
- Women should not engage in public and political activities.
- Women should not speak up or assert themselves before men.

Exercise: Grace's story

1. Ask all participants to sit comfortably in a circle.
2. 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 community resource board (CRB) 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 CRB. 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, but she is still worried that she does not have the financial resources to campaign like the men, who use drinks and food to gather support. Instead, she trusts her connections to other women and her ability to call for community meetings and share her ideas. She ends up being elected at the Village Action Group level and, as the second most-voted candidate, also goes to have a seat at the CRB. In her new role, Grace represents the interests of women in her community; she can disseminate important information through women's groups and persuade other women in the community to practice conservation, be vigilant, and report intruders and wildlife-human conflict. Since taking on the leadership role, she has also instilled a strong conservation ethic 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.

3. Facilitate a group discussion around the following questions:
 - 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.)
 - What makes it possible for Grace to pursue her aims? (Answers may include the support of her husband, women's networks, and knowing that other women have pursued the role and been successful)
 - What are some of the benefits of Grace pursuing this role? (Answers may include representing the interests of women in her community, inspiring the next generation to get involved in wildlife management, instilling conservation ethics in children, growing her confidence, etc.)
 - What are some of the benefits if more women pursue this role?
 - Do you think it is right for Grace to take this route? Why or why not?
4. As needed (depending on the points raised or missed by the participants), add that overall, Grace is successful in the role because she is confident, assertive, does not allow gender stereotypes to limit her, speaks up for the needs of other women, and is an inspiration to her children and to other women and girls in the community.

Exercise: Could that be me?

1. Ask participants to look or think back at their personal leadership vision journey and reflect if realizing their vision in community governance structures is feasible.
2. Facilitate a discussion about what participants think to be the main differences between their lives and Grace's and the main barriers they face that Grace didn't or had overcome (10 minutes).
3. Facilitate a discussion about what participants believe they would need to perform better in their leadership role in their governance structure (10 minutes). Explain that this exercise aims to reflect if and after developing their leadership vision journeys, women see themselves as successful community leaders.

Exercise: Leading in Action¹³

1. Start the exercise by explaining that we will work in groups to compete on a challenge, and each group should choose a team leader.
2. Divide participants into teams of two or three. Hand out paper and pencils or pens to each participant.
3. Explain to the group that each group will be given a challenge or task, and each task must be completed in 15 minutes (refer to facilitator's notes for examples of challenges). A team leader will lead in the task (the exercise can be repeated with groups taking on new tasks but with a new team leader- no one member should lead more than once unless every group member has had a turn). At the end of each task, the winning teams - those who complete the task in the allotted time, will receive small prizes.
4. Inform participants that the team leader should evaluate herself on her leadership quality at the end of each task. Group members will also be given five minutes to evaluate the team leader for that task. Encourage participants to list qualities that made the leadership effective and areas where the leadership could have been improved. These notes should be saved for the group discussion to follow the tasks.
5. When everyone understands the instructions, tell the groups the first task, and give them one minute to choose a leader before you begin timing the task. All groups do the same task simultaneously.
6. At the end of the activity, when most of the participants have had an opportunity to lead the group, bring the group together in a circle to discuss what they learned. Use the points below to discuss the leadership qualities:
 - Give the leader a chance to hear comments on her leadership qualities. (Emphasize the importance of being respectful in comments). Ask for both positive comments and comments on something the leader could improve on.
 - After listening to comments, allow time for team leaders to share what the leadership experience was like. What did you enjoy? What was difficult to deal with? What did you learn about leadership? What did you learn about yourself? Were the leadership qualities displayed with your team the same as you wrote down when you did your leadership visualization in module 2? Or were there some surprises?
7. Allow all participants the opportunity to hear from their peers and share their own reflections.

¹³ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

8. Close the exercise by emphasizing 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.

Exercise 2: What is my Leadership Style?

1. Start the exercise by explaining that we will now look at the different leadership styles and reflect on how to develop your own leadership style.
2. 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.
3. As one group acts, ask the other groups watching to discuss what they saw in the role play and the lessons they have derived from it.
4. Elaborate using the facilitator notes below on the following leadership styles; visionary, coaching, affiliative, directive/autocratic, participatory, and pacesetting.
5. After the presentation, facilitate a discussion in plenary around the following questions:
 - Based on these types of leadership styles, in what situations are each of these leadership styles most appropriate? (Give practical examples from natural resource management)
 - In what situations are these leadership styles not effective? (Give practical examples from natural resource management)
 - Discuss with the group how this applies to their community leadership role, e.g., CRB, CFMG, or any other.
 - 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?
6. 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 the 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.

Facilitator’s Notes

Leading in action exercise challenge options

- Choreograph a cultural dance and explain what it represents (e.g., rain dance, wedding dance, etc.). All team members must learn and participate in the dance.
- Build a katemba using all team members. Teams must be able to explain what the katemba can be used for, and each team member should have a chance to use the katemba.
- Do a drama depicting church members that plan and build a church without money.
- Create a scenario where children are sent away from school for failing to pay fees, and the parents negotiate with the headmaster to have their children back while they look for money.

- Write a letter to the Chief that conveys the story of what inspired you to come up with a vision for your leadership from this training and deliver the message to impress the Chief and the palace indunas.
- Create a scenario where you are on a patrol team confronted by the poachers. You must capture a wounded poacher and quickly facilitate access to the clinic to save his life because you need more information on the escaped poachers.

Leadership types

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 a 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.
- **Coaching/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 to 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: “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: “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, the scout makes a unilateral decision to head back, and 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 allows people to express themselves and air their opinions to help build commitment and generate new ideas. The style in a phrase: “What do you think?” 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: “Do as I do now.” This leadership is useful for beating deadlines.
- **Laissez-faire –** This type of leader gives the group complete freedom, avoids giving feedback, and leaves the group to think of their answers to their questions.

Session 3. Team Leading

Purpose: To practice teamwork in leadership and build a sense of value for one another.

Duration: 1 hour 30 minutes

Materials: 1 flipchart paper per participant and marker pens, rope

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

1. Start the session by asking participants what teamwork means. As they respond, write down on a flip chart and, after some responses, facilitate a discussion to make everyone understand teamwork.
2. Explain that to understand further, we will analyze the story of Vyalema, “the lone leader.”

Vyalema, the lone leader

Vyalema filed for nomination in the elections in her VAG and was elected. She got the highest result and became the VAG chairperson, and as a result, became a member of the CRB board. Vyalema is an extremely intelligent woman who is also hard-working. She sometimes spends days working on different tasks for her community. As a chairperson, Vyalema has a VAG executive committee to work with, but she does not delegate to any of the members, and they have openly complained that they feel left out. In the past, they have made efforts to seek an audience with Vyalema on this matter but have not succeeded. Only she has most of the information about what has been happening in her VAG, and eventually, the other members have become invisible to the community. Vyalema, however, feels overwhelmed, and she has confessed before that she does too many tasks and steps into roles for the other VAG executive committee members. She complains that others don't take up their roles.

3. After reading the story, ask participants how they feel about Vyalema's situation. Discuss the following:
 - Is the approach taken by Vyalema good?
 - What is Vyalema supposed to do from the onset?
 - What steps should the VAG take to ensure everyone is fully involved and play a role?

Exercise: Tug of war

1. After a discussion, emphasize the learning by asking for three volunteers and giving them a rope. Using a tug of war (a contest of two teams pulling at opposite ends until one drags the other to the central line), ask two people to stand on one end of the rope and one person on the opposite end. Stand at the center line. Guide using the following instructions:
 - Tell them to pull the rope from both sides. *Assumption:* the person pulling alone will be overpowered.
 - Then ask two more people to join the lone side (to become three) and ask them to pull again. *Assumption:* This time, they will be successful and pull the two on their side.
2. Ask participants to describe what they have just seen and what they can learn from that. How can they apply these lessons to leadership?
3. Explain that TEAM leading, simply put, means “Together Everyone Achieves More.” Encourage them to strive to always value the strengths that every individual has and harness that in leadership.

4. End the session by showing a short video of “*the tortoise and the rabbit*” and, at the end, emphasize that there is power in teamwork.

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 that helps them achieve their common objective. Teams bring value because no one possesses all the skills and competencies to perform different tasks. The tug of war and the turtle and rabbit race will help participants visualize teamwork’s value. If you are not able to show the tortoise and rabbit video, you can explain it in a story form below.

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 off 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 team members can win the race.*

But then the story still continues: The rabbit was disappointed at losing the race, and he did some soul-searching. He realized 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 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...By this time, the rabbit and the tortoise had become pretty good friends, and they had done 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 to 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 sum of the whole will be greater than the sum of parts. Teamwork is mainly about situational leadership, letting the person with the relevant core competency for a situation take leadership.*

The story ends... the rabbit and tortoise teach us many things;

- The fast and consistent will always win over the slow and steady.
- Know your strengths and weaknesses. Leverage 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.
- Compete against the situation - not against a rival.
- Situational leadership is an effective way to leverage one another's strengths.

Session 4. Building our Power: Communication

Purpose: To equip participants with communications skills necessary for leadership and to practice communication skills of public speaking, active listening, and negotiation.

Duration: 4 hours

Materials: One flipchart paper per participant and marker pens, rope, table of dos and don'ts, and a ball (if you don't have a ball, roll a sheet of paper in the shape of a ball).

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

Understanding Communication

1. Start the session by explaining that communication is a core leadership skill that is important for every leader to have and continue to improve upon. It's important for a leader to communicate, both with the team members and the people they lead.
2. Ask each participant to mention one communication tool they know and how it is used (at the start, ask that they mention one that has not been mentioned before). Add any communication tool that may be missed out.
3. In pairs, ask participants to reflect on groups of people (i.e., babies, children, adults) and how they communicate with others. Allow them five minutes to discuss and come up with ideas of how they see communication happen by these age groups.
4. In plenary, allow pairs to share their reflections and ensure they bring out verbal and non-verbal communication as they have experienced it.
5. Divide the group into two and ask one group to demonstrate in a role play nonverbal communication (both good and bad) and another to demonstrate verbal communication (both good and bad).
6. In plenary, facilitate a discussion on what can be learned about communication from the two role plays.
7. Conclude the session by emphasizing that communication is a critical element of all human interactions; it can build or break teams and relationships, and as leaders, it is important to understand how communication happens and to ensure effective communication on their part.

Communicating through Public Speaking

1. Start the exercise by explaining that speaking is one way we communicate our ideas and thoughts and influence decision-making.

2. Make a presentation on public speaking, explaining that it is a skill to communicate in public and emphasize the following:
 - *Clear articulation of the message.* It is important to speak clearly, loud enough, and in a language that is well understood.
 - *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, facial expressions, and even dressing can add up to either boring or exciting and engaging for the audience. If bored, the listener might end up missing the message.
 - *Assessing and responding to the needs of the audience.* Depending on the audience, adding humor or jokes, storytelling, and song is right, but not all, so you must know how to use them. Assessing the needs of the audience can make a successful talk.
 - *Being always composed.* It is important to construct talks that are rational, coherent, easily understood by the audience, and cover all the important points you want to hit.
 - *Being well prepared in advance and practicing overcoming public speaking challenges.* Preparation includes knowing both your message and the audience well. The success of the message will be based on the speaker's credibility, preparation, and knowledge about the topic.

Exercise: Dos and don'ts of public speaking

1. Ask the participants to stand in a circle.
2. Explain that in this exercise, each person will be asked to say one "do" and one "don't" of public speaking and demonstrate the do and don't 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 exercises until all the members have had a chance.
3. Allow as many people as possible to say and act the dos and don'ts. Ensure all the dos and don'ts are highlighted and written on a flip chart (refer to the facilitator's notes).
4. In the end, reinforce the message on best practices for public speaking, the preparation and practice required, and what needs to be avoided.

Exercise: Active Listening

1. Explain that in this session, we will practice active listening through a quick role-play activity and a debrief with a discussion.
2. Explain that active listening is when a person demonstrates their understanding of a speaker's content and emotional message. Active listening is an important skill as a community leader of any association or other group. It helps to build rapport with the speaker and to understand the meaning of the message and therefore avoid misunderstandings and miscommunications.
3. Ask for two volunteers to join you in the front of the group and to demonstrate the active listening exercise with you. Explain that they should take a couple of minutes to make up a fictional story about a situation that has arisen in the CRB, CFMG, or any other group they belong to and then actively listen to the story.
4. Explain that the other participants should observe what will be happening as they listen to the story. As the volunteers start to tell the story, demonstrate active listening (including some don'ts), e.g.:
 - Encouraging listening posture/body language,

- Appropriate eye contact,
 - Paraphrasing or repeating in their own words to check their understanding of parts of the 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 the volunteer's story.
5. Consider doing some of the above poorly (i.e., not making eye contact, shifting your body away from the speaker, etc.) so that participants can also give feedback on what you could have done better to practice active listening.
 6. Using the list above as a guide, facilitate a discussion on the following:
 - Their observations of the facilitator's actions as the story was being told, and
 - Their suggestions of what could have been done better. If there are any points missed, go through the list above to recap what the group may not have picked up on.
 7. Repeat the exercise, this time with different volunteers from the group demonstrating active listening and the facilitator telling a story. Discuss the active listening techniques observed as a group and what could have been done better to demonstrate active listening. If some aspects of active listening have not been demonstrated, ask volunteers to demonstrate them in a role-play.
 8. Conclude by saying active listening is one of the most important aspects of communication. Listening is one communication skill that is often overlooked, yet it is a very important skill to be a successful leader. Active listening is not just understanding what has been said but also understanding how the speaker feels during communication. If a speaker can see and feel that someone is listening and understanding, that can help build trust and stronger, deeper relationships.

Facilitator's Notes

The key elements to emphasize in this session are the communication tools, the barriers, and the communication skills of public speaking and active listening.

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 several factors, such as cultural norms and traditions that prescribe behavior and interactions, often creating disadvantages for women. For example, traditional rules that women should not speak in public spaces or be seen to be vocal, or if they do, speak only through a man. Even though women face these barriers, it is important to work towards overcoming such barriers and becoming effective communicators to lead others effectively. For instance, in the case of elections, a woman has to communicate with people, and this way, make herself known and visible and be able to sell her candidacy or convince people to elect her.

In the communication process for a speech, it starts with the speaker or the person who initiates the conversation or the talk. The following are important elements that should be emphasized for leaders to become an effective communicators:

- 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 rightly.
- You should know the most effective and efficient channel. The channel refers to the thing that makes the communication or conversation possible, e.g., 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.

Public speaking requires speech communication skills. The ability to speak and articulate issues is important for a leader. Feelings of nervousness about speaking in public is a natural reaction, even for experienced public speakers, and what matters only is the ability to handle it. Techniques can include calming one's self, a short song, appropriate jokes, and eye contact.

Active listening is also an important communication skill useful for understanding what is being communicated. An effective leader actively listens to others and does not put down the ideas of others. Some elements of active listening include eye contact, facial expressions, querying, etc.

Session 5. Building our Power: Problem Solving

Purpose: To reinforce problem-solving skills for leadership: decisiveness, negotiation, managing conflicts, and emotional and social intelligence.

Duration: 6 hours

Materials: Flip chart, markers, the story of Grace, the farmer.

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

Exercise: Problem-solving

1. Start by explaining that every leader will face problems that will require them to think creatively, develop solutions, and solve. 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 design thinking principles, i.e., define, ideate, prototype, and test. The design thinking process can also be called "stages of thinking about solutions".
2. Present the slide on the different stages of thinking about solutions:
 - *Define* or frame the problem, the understanding of 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., try the next option when something doesn't work quickly.
 - *Test* your best solution and observe what you can learn from its actual use.
3. Divide participants into small groups of three 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 devise solutions that are not resource intensive.

- Critique the viability of each suggested solution. (Participants should keep generating ideas, building on each other's ideas each time applying design thinking – ideate, prototype, test).
4. After allowing participants some time to brainstorm, ask each group to present the problem they identified and the solutions they came up with. Ask them to explain their process; how did they refine their solution and build on each other's ideas?
 5. In plenary, facilitate group 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. (15 minutes).
 6. Conclude the session by emphasizing that problem-solving is a leadership skill and it is important to apply a process to problem-solve as leaders, to learn from what works well and doesn't work well, and to improve with practice. Explain that this exercise was important for groups to try out different ideas and learn from what would and would not work in each of their solutions.

Exercise: The “4Cs” of decision-making

1. Start the exercise by introducing participants to the “4 Cs” of decision-making (challenge, choices, consequences, and care). Explain the “4 Cs” of decision-making as:
 - *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?

After a short presentation, explain that we will practice decision-making in small groups using a fictitious story of Grace, the aspirant. Explain that groups should discuss the story and work out the solution. (The learning objective is to familiarize participants with the decision-making process rather than to analyze the story).

Grace, the Aspirant

Grace is a successful farmer who plants maize on her land and 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 Grace's neighbors and friends say she should run for the presidency of the association. Given her experience as a farmer, she could represent women's interests and help improve the lives of other women in her community. She feels good about it and decides to run until she hears of a man in the community who is also running for the position. The man also hears about her plans and is not happy about it. He is older, from a royal family, and has occupied positions in the community administration before. His friends and other men in the community mock Grace, saying these types of positions are not for women. Grace is concerned about running against a powerful man.

2. Share the story and ask participants to:
 - Go back to their problem-solving groups and pick the solution they chose during the problem-solving exercise.
 - Discuss what the consequences of the solution would be (i.e., likely effect in the negative).
 - Describe what they cared about when coming up with that solution- their values, etc.
3. Give the groups time to discuss using the “4 Cs” and reach a decision (15 minutes).

4. Invite the groups back to the plenary and ask each group, using the “4 Cs” framework, to share their decision and the reasoning behind the decision. Allow five minutes per group (total of 20 minutes).
5. Facilitate a discussion about whether the decisions taken by the groups on Grace’s situation were similar or different. Did anyone think beyond the two obvious choices (run or not run for President)? For instance, could Grace speak with the competitor and come to an agreement on who will run or agree between them for one to run for Presidency and the other for Vice Presidency?
6. Conclude the exercises by emphasizing that there is no right or wrong decision but with every decision, it is important to think through the ideas and consider different options and their consequences then decide.

Exercise: Managing conflicts

1. Start by explaining that some leaders fail in their role because of conflict. Conflict is common and inevitable in all groups, as members bring their unique backgrounds, experiences, attitudes, and expectations. Conflict can support groups to attain desired goals by bringing together the richness of backgrounds and voices. Positive conflicts are when ideas clash but lead conflicting parties to choose a better way forward. Too little conflict can lead to indifference, passivity, lack of creativity, and indecision. Explain that we will discuss forms of conflict and how they can be analyzed to come up with a resolution.
2. In pairs, ask participants to share their views with each other on “if conflict is a necessary evil” in the leadership group and how they managed before. Why do they think it was important to manage the conflict in the manner they did?
3. In plenary, ask them to share their responses and facilitate a discussion on their answers.
4. Proceed to present the slide/s on forms of conflict, explaining each form and giving examples, highlighting conflict analysis: context, causes, opposing parties, and dynamics. As you present each focus area of analysis, pause and allow participants to give examples from their experience of how each focus area played out in the conflicts they have handled before in the community or among themselves (refer to the facilitator's notes below).
5. End the discussion by emphasizing that conflict analysis is an ongoing process in leadership and that no one conflict is the same as the other, so all conflicts have to be analyzed as individual cases.

Exercise: Conflict resolution

1. Explain that every conflict should be managed to reach a resolution and that this requires techniques. Explain that we will explore common ways of dealing with conflicts within a group through a role-play exercise.
2. Explain that you will need five pairs of volunteers to participate in the role-play activities. In a pair, one person will pretend she is a member of an organization raising a conflict with the group leader (the other person in a pair). The rest of the participants will listen in as members of the group. The volunteers must think of a fictional conflict that can be encountered in their leadership role, e.g., in the VAG, CRB, CFGM, or any other group they belong to (could be farmers' group, savings group, church group, etc.).
3. Assign the leader of each pair one of the conflict management styles to demonstrate. The conflict management styles are:
 - Collaborating - Conflicting parties jointly identify the problem, weigh options, and choose a solution.

- Accommodating - Playing down differences while emphasizing commonalities.
 - Competing - Shows great concern for self-interest and less concern for the other's interest. Encourages 'I win, you lose' approaches.
 - Avoiding - Passive withdrawal from the problem, "pretending it does not exist" or that it is not a big deal.
 - Compromising - A give-and-take approach involving moderate concern for both self and others; each party must give up something. It may include external or third-party intervention.
4. Invite each pair, one at a time, to the front of the room to do a role play with others listening in. After each role-play, ask the observing participants the following:
 - What did you observe in the scenarios?
 - How did the leader respond to the conflict? Was their response effective?
 - Did the leader's response use a win-win approach?
 - Do you think the leaders' conflict management effectively resolved the issue?
 5. At the end of each role-play, ask the 'leader' to reveal which conflict style they were demonstrating, present an overview of the conflict management styles, and write on a flip chart before the next group comes in. Then invite the next pair to present their role-play.
 6. Once all the pairs have presented and discussed their role play, conclude by reiterating that effective conflict management is critical for the smooth functioning of any group. In general, it is important to:
 - Allow all parties enough time to cool down,
 - Analyze the situation, and
 - Use a win-win approach.
 7. Pause to welcome any questions, clarifications, or reflections from the group and end the discussion.

Exercise: What is negotiation?

1. Prepare three flipchart sheets on the wall/floor marked "Negotiation," "Argument," and "Joint Decision" (if needed, use drawings or pictures for illiterate participants) so they are visible to all.
2. Ask participants to sit in a semi-circle around the flipchart sheets. Go around the circle asking participants to say the first word or image that comes to their mind when you say the word "Negotiation." After they respond, do the same for "Argument" and "Joint Decision." Write down under each flip chart as they respond.
3. Explain that negotiation is a dialogue between two or more people intending to reach a positive outcome over something where different opinions exist.
 - Stress that it is purely verbal, constructive, and based on good arguments/persuasion.
 - It is carried out respectfully and involves both parties listening to each other.
 - Negotiation 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.

- It can often produce an outcome that is better for everyone.
4. Conclude the exercise by explaining that a negotiation process can have three outcomes, namely win-win, win-lose, and lose-lose. The ideal negotiation outcome is win-win, where both parties are satisfied with the outcome.

Exercise: Negotiation in practice

1. Explain that we will do a role play to practice negotiation skills. Ask for volunteers from the participants to make a group of three (or four if the group is large). Explain that two persons will play the role of the two parts negotiating, and one person will be the observer. (If time permits, have three different scenarios, and rotate between roles, so everyone will have a chance to play a negotiating part or observer at least once). In this case, they will not be able to play all roles, but they will still be able to be at least the 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 Water User Association. The meeting will be held during daylight hours in a nearby village, which is accessible by foot. A leaflet from the Water User Group 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 unknown whether the meeting facilitator will be a woman or a man. Her husband is unsure if he should agree to the wife to attend or not, but the woman decides she wants to be at this 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. Ask the observer in the role play to provide two-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 gave a 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 or no, was this good or bad? (15 minutes)
4. Present another scenario for a new group to play the role (negotiating part or observer). One person will be a male member of the Land Committee, and the other will be a woman from the community. The third person will be the observer (they should all be different from the volunteers in the previous role).

Scenario 2: *A Land Committee is holding a meeting to discuss the ongoing documentation of parcels of land in their community. Some members suggest asking the Chief to allocate slightly smaller parcels of land to divorced or widowed women 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 Lands Committee that women should get larger parcels of land irrespective of their status (10 minutes).

5. Bring the larger group together and ask the observer in the group to provide two-minute feedback about how the negotiation went:
 - How did the disagreeing members try to convince the other? Did they use arguments? Force? Who had strong arguments and why?
 - How did they talk to each other? Respectfully? Aggressively? Was this good or bad?

- Did they listen to each other? If yes/no, was this good or bad? (15 minutes)
6. Present the final scenario, and participants play a new role (negotiating part or observer). This time one person will be a young woman running for a Village Action Group 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 (she should be different from the observer last time).

Scenario 3: *The Village Action Group 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 VAG leadership could bring a diverse perspective to a mostly male-dominated CRB leadership. At a campaign event, a male member of the community challenges whether a woman should hold this position.*

Task: Carry out a role play where the woman tries to convince a male member of the community of the benefits of having women and youth represented in the VAG leadership and CRB positions (10 minutes).
 7. Ask the observer in the group to provide two-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 or no, was this good or 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, large institution? (15 minutes).
 9. Conclude by stressing that negotiation and bargaining are not bad; it is important to stand up for your beliefs. 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.

Exercise: Practicing Emotional and Social Quotient in leadership

1. Start the exercise by explaining that intelligence is often associated with academic performance, such as getting very high grades in school. As a result, many people see academic intelligence as most important to success and tend to ignore other types of intelligence that shape human behavior. Emotional and social intelligence are very important to successful leadership.
2. Ask participants if they have heard of statements like “she always wants to know everything; she is too difficult to work with.” After a few responses, ask a few individuals to explain from their experience how such frustration comes about or when people say what circumstances lead them to say that. Note down the responses.
3. Proceed to explain that you will do an exercise to reflect on how working as a member of an effective team can reduce frustrations and boost morale and performance.
4. Prepare 5 posts depicting *a wild dog, lion, sheep, and monkey*. Under each post, write out the traits associated with each animal:
 - **Wild dog: Acts** – “Let’s do it;” Likes to act, try things, plunge in.

- *Lion*: **Incredible fighter**. Need not wait for others and asserts authority (bossy). Put themselves above all others.
 - *Fox*: **Speculates** – looks at the big picture and the possibilities before acting.
 - *Sheep*: **Cares** – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.
 - *Cheetah*: **Pays attention to detail** - likes to know who, what, when, where, and why before acting.
5. Post the 5 posts on the wall, draw, and ask everyone to go around the room and select the one that adequately or closely captures their broad approach to working in a team. As they pick, they should stand at the post for the rest of the activity.
 6. Once everyone has decided, ask the group at the post to work together to respond to the following questions:
 - What do you see as the strengths of your style?
 - What do you see as the limitations of your style?
 - What character do you find most difficult to work with and why?
 - What do the other 4 groups need to know about you if you are to work together effectively? (respond for each group)
 - What's the one thing you value about the traits of the other groups?
 7. Allow the groups to present their responses and facilitate a brief discussion.
 8. After a discussion, ask participants to recall a personal experience as a leader that was either very positive or very negative and ask them to reflect on whether there was anything that helped them now better understand why the experience was either very negative or very positive. Invite a few willing to share their experiences and allow for a discussion.
 9. Proceed to present the points below on emotional and social intelligence:
 - *Emotional intelligence* is defined as the capacity to recognize and manage one’s own and others' emotions. It fosters a sense of empathy for others. Leaders must understand emotional intelligence and use it to be effective. It’s a skill that aids effective communication, collaboration, problem-solving, and relationships in a team and fosters a positive environment. It is a skill of being able to fully appreciate one’s own emotions but also be able to handle and understand the emotions of others. A leader with EQ can mentor team members more effectively.
 - *Emotional quotient (EQ)* is a measure of one’s ability to maintain peace with others, be responsible, respect boundaries, humble and considerate. There are four domains of Emotional Intelligence: self-awareness, self-management, social awareness, and relationship management.
 - *Self-emotional awareness (Intrapersonal)*; is about knowing one’s qualities and pitfalls and self-image, which is about acceptance of one’s weaknesses and strengths. It is having assertiveness, i.e., standing up for oneself while respecting others.
 - *Relationship management (Interpersonal)*; is about interaction with others, including having empathy, being respectful, adaptable, and flexible towards others, and involving in the ideas of others. It is being stress resistant, i.e., not being led by emotion, impulse control involving

suppressing impulsive behavior and the ability to control impulses, and being optimistic and happy.

- *Social intelligence* is the capacity to communicate and form relationships with empathy and assertiveness. It comes from knowing yourself and exercising proper emotional management. The *Social Quotient (SQ)* is a measure of one's ability to build a network of friends and maintain it over a long period.
- There is a misconception that one's Intelligence determines leadership success. Leadership success is determined by one's behaviors (EQ & IQ), but it also depends on how capable an individual is to persevere in times of adversity.
- *Adversity Quotient (AQ)* is a person's ability to face life situations, problems, and obstacles. This ability of individuals to overcome hardships or deal with adverse circumstances is also commonly referred to as resilience, which demonstrates how a person responds when faced with life's daily difficulties or more serious stresses. Resilience fuels productivity as it is the key determinant of one's ability to follow through and attain set goals.

10. Wind up the discussion by emphasizing the importance of emotional, social, and Adversity quotients in human interactions and more so for self-leadership using the facilitator's notes below.

Facilitator's Notes

Problem-solving

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 these phases:

- *Defining a problem*, which is the first step to understanding the problem that needs to be solved. This should happen before searching for solutions.
- *Ideate* is the second phase of design thinking which is the next step of thinking of as many ideas as possible, in other words, 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:



Conflict Resolution

The aim is to ensure that participants have conceptualized conflict management and the benefits of resolving conflicts in leadership effectiveness. How effectively a leader manages conflict affects the functioning and efficiency of the group; hence conflict resolution is a critical skill for an effective leader. The following key learning points should therefore be ensured:

Defining conflict refers to any situation in which opposing interests, goals, ideas, beliefs, or values come into a contest between individuals or groups, leading to an antagonistic interaction (disagreement). It is simply a disagreement between two or more individuals or groups with contradictory interests and with each individual or group trying to gain acceptance of its view over the other. 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, hence cannot be avoided and is to be expected.

Conflict management is becoming aware of the existing conflicts and resolving them. Conflict management consists of three main stages: conflict identification, analysis, and resolution:

- *Conflict Identification.* This is the process of identifying the emergence or existence of a conflict situation or occurrence.
- *Conflict Analysis.* After identifying that a conflict has arisen or exists, the first step is to determine the nature of the conflict. There are a few common types of conflicts that occur, which are closely related to the reasons they occur (cause).
- *Conflict Resolution.* Conflict analysis informs strategies for conflict resolution, that is, the process of resolving conflict through negotiation to have an outcome, positive or negative.

Negotiation

Negotiation is an inevitable part of being an effective leader. It is a process of compromising to achieve an agreement that works for all parties. Every negotiation generally has three outcomes: win-win, win-lose, and lose-lose. A successful negotiation results in a win-win for all parties involved - where both parties are happy with and benefit from the outcome of the negotiation. Important points to emphasize are:

Outcomes of Negotiation

- Win win
- Win lose
- Lose lose

- It is usually verbal, constructive, and based on good arguments/persuasion.
- It is carried out respectfully and involves both parties listening to each other.
- Negotiation 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.
- It can often produce an outcome that is better for everyone.

Emotional Intelligence

Emotional Intelligence is how well an individual identifies and manages their own emotions and reacts to the emotions of others. It's about understanding how your emotions shape your thoughts and actions so you can have greater control over your behavior and develop the skills to manage yourself more effectively. Becoming more emotionally conscious allows one to grow and gain a deeper understanding of who you are, enabling one to communicate better with others and build stronger relationships.

To understand and develop own emotional intelligence, the following can be some of the strategies:

1. Elevating your self-awareness

Self-awareness is the driving force behind the development of emotional intelligence in leadership. Only when one is aware of how they behave in various situations can they fully know their feelings as well as those of others. Tuning in to your feelings, comprehending your thoughts, and observing your mental state in various settings are the greatest ways to become self-aware. While practicing your emotional awareness, take the time to notice your behavior too. Observe how you act when you're experiencing certain emotions and how that affects your day-to-day life. Managing our emotions becomes easier once we become more conscious of how we react to them. Paying attention to how team members react to you will offer you a better sense of how you interact with them.

2. Allowing yourself to be vulnerable

Fostering a positive and honest working atmosphere is one of a leader's most important responsibilities. Being honest about unpleasant situations is vital to strengthening your team's confidence in challenging situations. You cannot do so by dismissing the negative aspects of a scenario. No matter how difficult things become, remaining honest without obscuring any errors or faults is critical. Being vulnerable necessitates a thorough awareness of each other's situations so that no one feels criticized for doing things their way and freely sharing their ideas.

3. Practicing empathy

Empathy is the ability to envision the other person's feelings by imagining how you would feel if you were in their position. Being empathetic towards others is an important factor that contributes to emotional intelligence. Empathy not only allows you to accurately comprehend the emotions of others, but it also allows you to accurately grasp your own emotions because you take the time to understand and visualize your reactions and feelings in situations with others.

4. Communicating frequently and effectively

Communicating your emotions to others and allowing them to open up about theirs in front of you is a good method to comprehend each other's emotions. It not only promotes teamwork but also makes it easier to form healthy interpersonal relationships. It helps other members to be more positive about a situation because the fear of being criticized for sharing their thoughts is eliminated.

5. Recognizing other efforts as you appreciate yours

Individuals are motivated to perform even better than their capabilities when their efforts to realize success are recognized. A sense of belonging to the team and positive recognition for the efforts can excel one in leadership. It is the simplest thing teams can do to assist each improve their interpersonal relationships.

6. Questioning your own opinions

In this hyper-connected world, falling into an 'opinion bubble' is easy. This is a state of existence where people with similar viewpoints constantly re-reinforced your own opinions. Take time to read the other side of the story and have your views challenged (even if you still feel they are right). This will help you understand other people and be more receptive to new ideas.

7. Taking responsibility for your feelings

Your emotions and behavior come from you; they don't come from anyone else. Once you start accepting responsibility for how you feel and behave, it will positively impact all areas of your life.

8. Take time to celebrate the positive but don't ignore the negative

A key part of emotional intelligence is celebrating and reflecting on the positive moments in life. People who experience positive emotions are generally more resilient and more likely to have fulfilling relationships, which will help them move past adversity. Reflecting on negative feelings is just as important as reflecting on the positive. Understanding why you feel negative is key to becoming a fully rounded individual who is more able to deal with negative issues in the future.

9. Recognizing emotional triggers

We all have triggers that set off our emotions. It's important to be aware of these triggers so we can avoid them or deal with them healthily.

10. Resolving conflicts peacefully

Conflict is inevitable in any relationship. But how you handle conflict can make all the difference.

Those with high emotional intelligence are able to resolve conflicts peacefully and constructively. Some of these tips include active listening, staying calm, and compromising.

11. Managing stress and promoting wellness

Stress is a normal part of life. But too much stress can take a toll on our physical and emotional health.

Stress management is all about managing stress in an acceptable and healthy manner. Some helpful activities include exercise, meditation, and reading. Wellness is more than just physical health. It's also about emotional and mental well-being. And it starts with taking care of yourself. There are a number of things you can do to promote wellness in your life, such as getting enough sleep, eating a healthy diet, and exercising regularly.

Session 6. Module Check-out

Purpose: This exercise aims to provide a closing ritual for the session and gives all participants a final 'say.'

Duration: 30 minutes

Materials: Ball

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

1. Ask participants to stand in a circle.
2. Ask everybody to say **one** final word that summarizes how they feel right now. Provide examples of "happy," "excited," and "tired." Stress that there is no right or wrong word.
3. Throw the ball to one of the participants, and she should throw it back to you when she responds. Throw the ball to each participant until everyone has said their word.
4. Thank the participants and say that we will talk about the leadership journey after training next time we meet and the important skills we need to develop to succeed in our community leadership roles.

MODULE 4: EMPOWERED LEADERSHIP

Module Overview

This module invites women to dive deeper into the traits of a successful and effective leader, which includes operating in an open, transparent, and accountable manner. This final module allows participants to bring everything they have learned and build energy for action. It speaks to the essential technical leadership skills required in every leadership position/role. Participants reflect on accountability, record keeping, planning and management, monitoring and evaluation, and revisit their vision journeys developed in module 2 and built on in module 3. They will reflect on the skills and competencies covered over the past three modules and consolidate the learning to get set to pursue their ambitions as empowered leaders. Module 4 covers the following sessions:

Session 1: Accountable and enterprising leadership

Session 2: Record and minutes

Session 3: Action planning

Session 4: Monitoring and evaluation

Session 5: Revisiting the journey

Session 6: Final reflections – Bringing it all together

Session 1. Accountable and Enterprising Leadership

Purpose: Allow participants to reflect on the different skills for leading self and others discussed over the past modules (confidence, assertiveness, communication, decision making, negotiation, etc.), how they work together for women to build the necessary skills, and reflect on the kind of mindset that can make leaders successful in their leadership role.

Duration: 2 hours

Materials: Flipchart paper

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

Exercise: Tamika's story¹⁴

1. Start the exercise by explaining that we will recap what we have learned so far by learning from a story of a woman leader named Tamika.
2. Read Tamika's story:

Tamika's Story

Tamika was elected as a VAG member. The VAG membership and attendance at meetings are dominated by men. Tamika desires to play an active role in attending to the affairs of the VAG but finds that most of the men ignore her and expect her to keep a low profile as a woman. Although she understands the needs of the community, she finds that each time she suggests, the men look down on her suggestions, and she feels discouraged and sad about this. At every meeting, she finds that the men make all the important decisions without considering her viewpoints.

¹⁴ Adapted from Thoughtshop Foundation, Oxfam GB. Poor women economic leadership user's manual. Available at: https://thoughtshopfoundation.org/movies/PWEL_usm.pdf

She also feels less confident about some of the issues as she lacks information and does not know the procedures. Her husband proudly tells people how he got her elected to the VAG but does not like her to speak to other men. Tamika has had no opportunity to equip herself with the knowledge, skills, or experience that will enable her to implement decisions related to the VAG. From childhood, Tamika has grown up hearing that she is a homemaker, would be a good wife, work to take care of her family, and was not expected to involve herself in affairs outside of her household.

Although Tamika has made important decisions at home, she feels unsure because she has never had to decide for the community or had an opportunity to see any decisions made and implemented at the community level. In her community, no one has seen women take the lead and successfully implement decisions. The committee members, therefore, find it hard to trust Tamika's judgment and abilities.

3. After reading the story, divide the group into two and ask them to discuss and respond to the following questions (give out the story):
 - What opportunities has Tamika got as a leader in the VAG?
 - What are the main challenges that Tamika faces to meaningfully participate in the VAG affairs?
 - Which challenges are within Tamika's reach to address, i.e., her "power within"? And which ones are not?
 - What skills does Tamika need to develop and use? How could she develop and use the skills to achieve her goals?
 - What are the costs or missed opportunities for the community if Tamika's perspective is not heard? (Answers might include: 1) Not having a woman represent the interests of other women at the VAG level, 2) Tamika might have great ideas that could benefit the community at large, but because she does not feel confident to speak up, other VAG members don't get her great ideas, and those ideas will not get to be implemented).
 - What can help Tamika to become a better and successful leader?
4. Bring back the group to plenary and allow each group to share their responses to Tamika's journey to be a successful leader in the VAG (allow each group to present one question at a time) and facilitate plenary discussion after all the groups have presented. Allow enough time to exhaustively discuss the responses before closing the session.
5. Conclude the session by emphasizing that becoming a successful leader does not just happen but requires self-motivation, effort, and marshaling in every skill in the leadership journey.

Exercise 4: Create an entrepreneur's leadership culture

1. Start the exercise by explaining that entrepreneurial skill is associated with the business but having entrepreneurial skill and mindset is important to leadership which often entails some level of oversight on the resources of the organization or community.
2. In pairs, ask participants to share their thoughts on how an enterprising leader would act in the execution of duty (e.g., in the CRB, CFMG, or any other committee) and why they think such action is associated with entrepreneurship. Answers can include not wasting resources, time management, record keeping, following systems, etc.
3. In plenary, facilitate a discussion of the pairs' responses. Explain that it is very important for leaders to have an enterprising mindset as they execute their leadership role, and the lack of it leads to failed leadership as no organization can succeed without a business mindset culture. Explain that oftentimes, community structures generate or have resources, and unless these resources are put to effective use, the benefits to the community are minimal. In some cases,

leaders in positions of power put personal interests above community interests and, as a result, are tempted to be less accountable in the conduct of business.

- Proceed to present the slides on mindset (growth and fixed minds) and the kind of thinking that is important for enterprising leadership.



- Explain how growth mindset thinking can help a leader to become successful. Reinforce the understanding by asking a few participants to react to the presentation and how the mindset can help them become enterprising as leaders.
- Close the discussion by encouraging participants that leaders must be intentional about being enterprising, and if leaders have the mindset of thinking that because the resources are not personally theirs, they should not be entrepreneurial, they will fail themselves, the organization, and the people they lead.

Facilitator's Notes

Enterprising Leadership

What does this have to do with entrepreneurship culture in leadership?

- An entrepreneur* assesses the situation, the possibilities, the risks, and the benefits and then decides whether something is worth doing. Although everyone is faced with situations involving risks at one time or another, it should be noted that an entrepreneur's success depends on their ability to take moderate, calculated risks. In leadership, like in business, there is clearly no way to avoid risk-taking. When leaders take risks, they discover their abilities and become more able to control their actions. Leaders become more self-assured and have a more positive outlook toward risk-taking because they have faith in their abilities and accept risks as challenges that require their best efforts to achieve goals. In the end, the benefits reach those that they lead.
- Entrepreneurs* are calculated risk-takers. This means they take risks after reckoning or estimating the probability of success or failure. Leaders enjoy the excitement of a challenge and do not necessarily gamble in their leadership. Because they want to succeed, they avoid high-risk and careless situations. They like achievable challenges and, like entrepreneurs, take realistic risks because they want to be successful but not reckless. Understanding how and why to take risks is especially important to women leaders, 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 in leadership needs to be calculated, well-planned, and well-thought-out.

- *Entrepreneurs* take great satisfaction in accomplishing difficult but realistic tasks by applying their skills. Hence, low-risk and high-risk situations are avoided because satisfaction is unlikely in either situation. In short, a leader should be able to like difficult but achievable challenges in their roles. Calculated risk-taking is a skill that can be learned and improved upon.

Growth vs. Fixed Mindsets

A *growth mindset*: in this mindset, people believe that intelligence and talents can be improved through effort and learning. A growth mindset means that you believe your intelligence and talents can be developed over time. For people with a growth mindset, however, understand that not knowing or not being good at something can be a temporary state, so they don't have to feel ashamed or try to prove they're smarter than they currently are. A growth mindset views intelligence and talent as qualities that can be developed over time. This doesn't mean that people with a growth mindset assume they could be the next Einstein—there are still variables in what we can all achieve. A growth mindset simply means that people believe their intelligence and talents can be improved through effort and actions.

A growth mindset also recognizes that setbacks are a necessary part of the learning process and allows people to 'bounce back' by increasing motivational efforts. This kind of mindset sees 'failings' as temporary and changeable, and as such, a growth mindset is crucial for learning, resilience, motivation, and performance. Those who adopt a growth mindset are more likely to:

- Embrace lifelong learning
- Believe intelligence can be improved
- Put in more effort to learn
- Believe effort leads to mastery
- Believe failures are just temporary setbacks
- View feedback as a source of information
- Willingly embraces challenges
- View others' success as a source of inspiration
- View feedback as an opportunity to learn

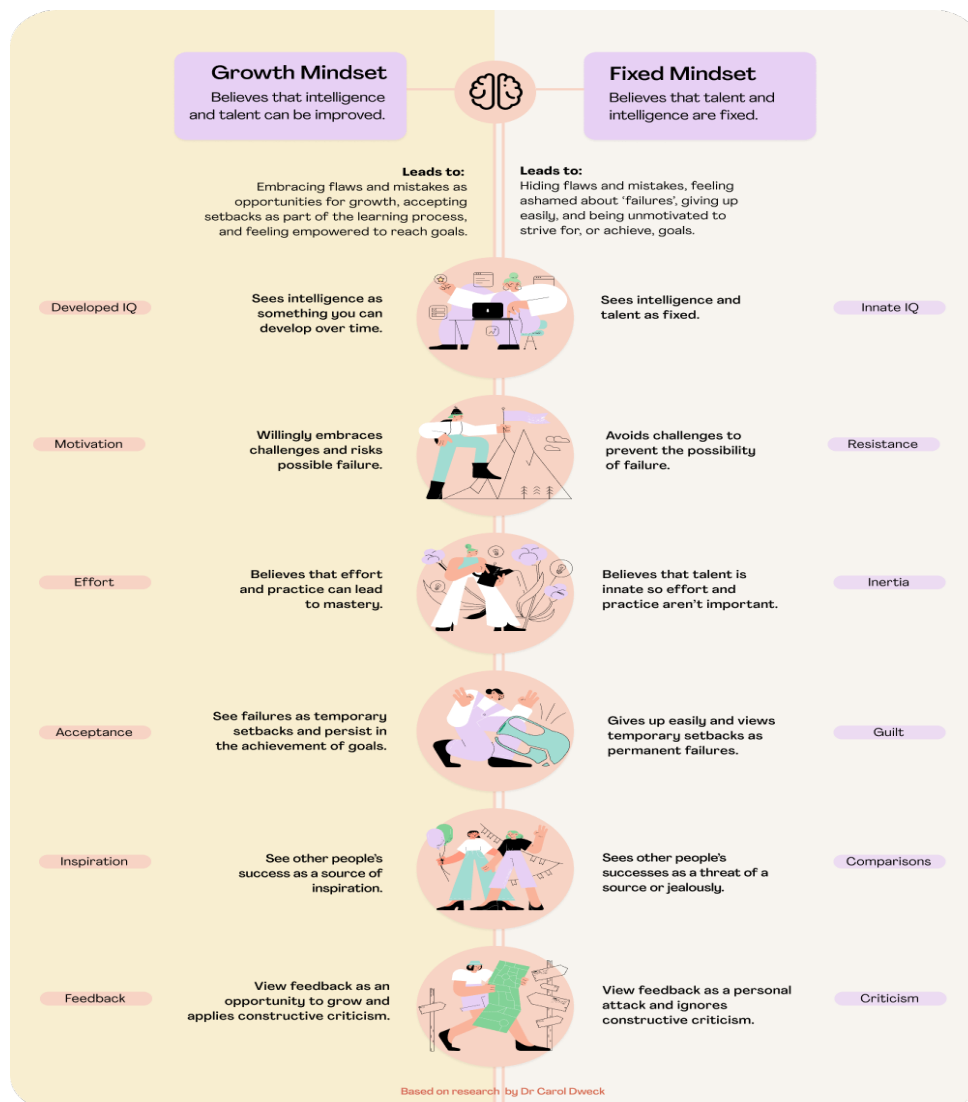
A *fixed mindset*: in this mindset, people believe that their intelligence is fixed and static. The way we think about ourselves and our abilities shape our lives. The way we think about our intellect and talents not only affects the way we feel, but it can also affect what we achieve, whether we stick to new habits or we will go on to develop new skills. A fixed mindset means that you believe intelligence is fixed—so if you're not good at something, you might believe you'll never be good at it. People with a fixed mindset typically believe that their level of intelligence and abilities are innate. They believe that "they have a certain amount of intelligence, and that's that, and then their goal becomes to look smart all the time and never look dumb. In a fixed mindset, people believe attributes, such as talent and intelligence, are fixed—that's to say, they believe they're born with the level of intelligence and natural talents they'll reach in adulthood.

A fixed-minded person usually avoids challenges in life, gives up easily, and becomes intimidated or threatened by other people's success. This is partly because a fixed mindset doesn't see intelligence and talent as something you develop—it's something you "are."

Fixed mindsets can lead to negative thinking. For instance, a person with a fixed mindset might fail at a task and believe it's because they aren't smart enough to do it. Whereas a growth mindset person might fail at the same task and believe it's because they need to spend more time practicing.

People with a fixed mindset believe individual traits cannot change, no matter how much effort you put in, and are more likely to:

- Believe intelligence and talent are static
- Avoid challenges to avoid failure
- Ignore feedback from others
- Feel threatened by the success of others
- Hide flaws so as not to be judged by others
- Believe putting in an effort is worthless
- View feedback as personal criticism
- Give up easily



Source: <https://www.mindsethealth.com/>

Session 2. Minuting and Record-Keeping¹⁵

Purpose: Explain the importance of recordkeeping in leadership.

Duration: 50 minutes

Materials: Flip chart, markers, Thandiwe's story

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

1. Start the session by asking participants how they keep track of what they do in their leadership roles. Try to obtain a range of experiences. Some people may keep track using their memories only, while others may keep a record but not use it after or keep it but not in a way that they can refer back to it at some point. Secretaries of committees may keep records of the business of the committee because it is their role.
2. Divide participants into groups and ask them to respond to the following questions (you can write them out on a flip chart). Allow 20 minutes:
 - What is recordkeeping? Why keep a record as a leader?
 - How can a record be kept?
 - How can your recordkeeping help other members?
 - What kind of record should a leader keep?
3. In plenary, ask groups to present their responses. Facilitate a discussion and build on their responses using the following:
 - Noting down key discussion points and decisions is called minuting.
 - Keeping a written record of your meetings or discussions is known as recordkeeping.
 - A record is kept to better manage your work and plans.
 - You need to keep a record to help you remember the discussions and decisions that are made to monitor if you are progressing or not. Your record can also remind you how progressive/useful your meetings are and as evidence when necessary.
 - You don't need to be a secretary to keep minutes. Every leader should be in the business of noting down what is discussed and agreed upon for their leadership effectiveness.
 - You need records to help you make good business decisions. For example, the financial statement will show what your business has been doing in the past, and you can use this data in your planning process.
4. Ask for 10 volunteers to act on the importance of noting down and record-keeping using the case study below:

Thandiwe is the vice chairperson of the Kabululu CFMG. As a vice chairperson, she is very active, attends all meetings, and actively participates in the discussions. Everyone in the group looks up to her for ideas. They have been informed of a planned visit by government officials. Government has plans to support women in her community with improved methods of harvesting forestry products, packaging, and marketing. They requested a meeting with the CFMG to get ideas from the community on how to implement this project. The CFMG called for a meeting with the community members to get ideas to present to the government. At the meeting, Thandiwe, as a woman leader, used the opportunity to

¹⁵ Adapted from Global Alliance for Clean Cookstoves. 2016. Empowered Entrepreneur Training Handbook. Available at: <https://www.cleancookingalliance.org/resources/342.html>

encourage women to speak and share their ideas, which they did. After that, the entire CFMG committee had a meeting to prepare for the visit of the government officials to their CFMG. They put all the ideas they collected from the people together and agreed that the chairperson would present them to the officials. Thandiwe is happy and excited to see that ideas from the women were included, and she is looking forward to the meeting. The officials arrive for the meeting, but to the surprise of the CFMG committee, the chairperson has not shown up. She is concerned and phones him. He explains that he was called in the night to go and assist a family member who had fallen sick two villages away, and he found the condition of his relative was bad. He organized transport and accompanied him to the hospital in Boma (20km away) early in the morning. When they arrived at the hospital, the patient's condition got worse, and was admitted. He is now waiting for other relatives to arrive before returning. He says he won't be back in time and requests that Thandiwe, vice chairperson, stand in for him, which she gladly accepts. She starts the meeting, and she is doing very well. She feels good that she has this opportunity to show her leadership skills. The meeting is going on well, and they have now reached the point of sharing the ideas with the government officials. She asks the secretary for the record of the ideas they had discussed and agreed on as a committee. The secretary informs her that he gave it to the chairperson and he does not have it. Thandiwe does not remember the ideas except one, so she turns to other members to add more ideas, and they also don't remember. In the end, they just shared one idea. The government officials say they will implement the idea and thank them for their contribution. The meeting ends, but Thandiwe feels bad that she failed to remember more ideas and blames the secretary and chairperson for not availing the list.

5. After the role-play, ask the participants if they have seen or experienced a similar situation and how Thandiwe, as a leader, could have avoided that.
6. Close the session by emphasizing the importance of keeping a record as a leader, as can be learned from Thandiwe's experience.

Facilitator's Notes

Record Keeping

What is recordkeeping?

In leadership, recordkeeping is a personal effort to capture and manage important information to create personal documents. It includes:

- Creating and capturing personal records for future use
- Organizing and referencing personal records when needed
- Keeping and managing personal records

A *document* is any piece of written information in any form produced or received by a person. It can be typed or handwritten. Some documents are valuable depending on the content, and some are not, or some are of very short-term value, e.g., invitation card, while others are of long-term value, e.g., land title or certificate. Some documents are important and need to be kept; at this point, they become records. In other words, all records start as documents, but not all documents will ultimately become records. *Record* means anything in which information is recorded in any form, electronic or hard copy.

Why keep a record?

Records contain information that is needed for the functions of a leader. Their purpose is to provide reliable evidence of and information about 'who, what, when, and why' something happened. More often, keeping a record is a matter of personal organization and good business practice to ensure that a leader can:

- Refer to records of past discussions to make decisions or perform subsequent actions.

- Produce evidence of what was discussed or decided to avoid disputes or conflicts.
- Draw on evidence of past events to make informed decisions for the present and future.
- Account for its actions and decisions when required to do so.
- A record can also help to protect individual rights and entitlements.

Why is record keeping necessary?

Information in leadership is an essential asset. The recorded information can ensure that information is easily accessed and enables an individual to function well on a day-to-day basis. The preservation of records ensures that a leader can be held accountable for his or her actions, tracing the evolution of decisions in historical terms and allowing access to important resources for future decision-making.

The benefits of records keeping allow individuals to:

- Have information and locate it easily.
- Increase efficiency and effectiveness.
- Make savings in terms of time.
- Support decision-making.
- Be accountable.
- Provide continuity in the event of a disaster.

Session 3. Action Planning

Purpose: To equip participants with knowledge and understanding of the importance of working with action plans and managing their implementation for successful leadership.

Duration: 1 hour

Materials: A4 sheets of paper for each participant, pens, or markers

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

Exercise: Planning and management

1. Start the session by informing participants that planning is an important element in leadership and failure to plan could potentially lead to achieving nothing. As a leader, setting and working with targets according to available resources is important. Planning can also help put the resources where they are most needed and ensure transparency. Define planning as a process of setting goals, setting priorities, and agreeing on actions for a specific period. Planning helps you as a leader to achieve your mission.
2. Divide participants into two groups and ask each group to do a quick reflection on the following;
 - What is the situation regarding planning in your committee (CFMG, CRB)?
 - How do you plan?
 - Who is involved in planning?
 - Who implements the plan?

- How do you check the progress or lack of progress on activities set out to be achieved in the plans?
 - What do you do when planned activities are not going as planned? (Share practical examples)
 - Have you ever changed any plan/s you made? What prompted the change?
3. In plenary, ask the groups to share their reflections and allow for a discussion.
 4. Present the slide on the importance of planning for a leader and ways of planning to emphasize the following:
 - Planning brings order and helps a leader to track progress.
 - Helps to focus on important priorities.
 - Improves the efficiency and effectiveness of leaders.
 - Promotes teamwork – it provides clarity to all and for members to be on the same page.
 - Holds everyone to account for their leadership.
 - Tracking progress incentivizes leadership - one can celebrate and share the joy of achieving something.
 - Allows for addressing shortcomings and improving practice.
 5. Explain that plans can be presented in different ways (refer to the facilitator’s notes for examples of a plan). The important thing is that it is easily understood and can be followed through. Get the flip chart and draw a simple plan in table format. Fill in the first column for a goal. Ask participants to help you fill in the next columns based on what was discussed so far until the plan is fully populated (allow at least columns for three activities to be filled up).
 6. Conclude the session by sharing the samples of the plans and emphasis that a plan is an important starting point to achieving a goal and should be used as a matter of practice by leaders to guide their work priorities.

Facilitator’s Notes

Samples of plans

Simple action plan

Mission					
Goal					
	Actions	Expected inputs	Expected output/outcome	Timeframe	Lead
<i>Objective 1</i>					
Activity 1					
Activity 2					
Activity 3					
<i>Objective 2</i>					

Mission					
Goal					
	Actions	Expected inputs	Expected output/outcome	Timeframe	Lead
Activity 1					
Activity 3					

Logical Framework

Summary problem statement: Overall objective: Sub-objective 1: Sub-objective 2: Sub-objective x:...					
Outputs	Outcomes	Indicator of Outcome	Baseline (if collected)	Data Source	Data Collection Method
Sub-objective 1: ...					
Sub-objective 2: ...					
Sub-objective x:...					

Session 4. Monitoring and Evaluation

<i>Purpose:</i>	To introduce participants to the practice of monitoring and evaluation as an important tool for leaders to track progress and be accountable.
<i>Duration:</i>	45 minutes
<i>Materials:</i>	Five sheets of flipchart paper, pens, or markers

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

1. Explain that we will now discuss monitoring and evaluation (M&E), a practical skill that all leaders should be well-versed in. As a support to planning, monitoring and evaluation helps us to 1) check progress towards set goals and 2) assess whether our approaches or strategies are indeed helping us reach our goals. M&E can also help us determine if there is any need to make any shifts in the approach when something isn't working well.
2. Explain that:
 - Monitoring is the gathering of information on progress and the impact of implementing actions. It is a continuous assessment of ongoing work.
 - Evaluation is making a judgment about information against goals, improvement priorities, and agreed actions. It is a periodic assessment activity (it can be at the start, midterm, annual, and at the end line).
3. Divide participants into two groups and ask them to respond to the following:
 - What kind of information is collected by your committee?
 - Who collects this information, and what is shared with you?
 - What tools are used to collect the information?
 - How do you use this information as leaders? And can the use of M&E information improve your leadership effectiveness?
4. In plenary, ask groups to present and follow up with the discussion. Tools are resources that are used to collect useful information. Tools are particularly important for monitoring and evaluations because they are used to collect information in a systematic way. Examples of M&E tools can be the logical framework, ODK, and GMETT.
5. Pass around the samples of M&E tools and explain how each tool is used to collect information. Allow participants time to ask questions and understand the value of collecting and using information in decision-making as leaders.

Facilitator's Notes

The Governance and Management Effectiveness Self-Assessment Tracking Tool (GMETT) is designed to help community structures in natural resource governance bodies carry out a self-assessment across a range of governance and management capacities and actions. These assessments will help to establish indicators for the current status of the resource and the management institutions. This is meant to help establish goals for improvement and prioritization within individual governance organizations and identify specific activities that can be incorporated into annual planning. The tool helps to prioritize both within the community institutions as well as those who support the institution, whether government, conservation NGOs, or the private sector. The tool can be simply adapted for any group, CRB, community forest management, or fisheries groups.

Sample of M&E tools

The GMETT for CRB

Name of the CRB			
Date assessment carried out			
Names of assessment team members and organization			
Names of those interviewed and organization			
Name of the Area			
Area Legal Designation. (GMA, Open Area, Community Park)			
Administrative location of the CRB: Chiefdom, District, Province		Chiefdom District Province	
Dates Area and CRB Established: (if only year is known, place 1 January of the year)		Date established:	
		Date formally recognized (gazetted, registered, etc.)	
		Date CRB elected	
Name of key government and other partner organizations supporting the CCA, e.g., Safari Outfitters and NGOs	Government NGOs Private Sector		
Size of the CRB area (hectares)	Hectares		
Habitat types Give approximate % of each:	Habitat	Percent cover	
	Miombo woodland	%	
	Mopane woodland	%	
	Wetland	%	
	Grassland	%	
	High forest	%	
	Plantation forest	%	
	Swamp	%	
	Agriculture	%	

	Other			%
				Sum total %:
Number of households and the total population living in the CRB area (estimated)	Households: Population:	Number of Village Action Groups in CRB		
List the two primary management objectives of the CRB / Area				
Objective 1				
Objective 2				
Rank the top four most important external threats to the natural resources in your Area Rank from 1-4 and describe the trend of threat (Stable, Decrease, Increase)	<ul style="list-style-type: none"> • Illegal wildlife harvesting for meat • Illegal wildlife harvesting for trade • Illegal fishing (out of season or area) • Illegal fishing methods • Illegal wood extraction for timber • Illegal wood extraction for charcoal • Legal but unsustainable wildlife harvesting • Legal but unsustainable wood extraction for timber • Legal but unsustainable wood extraction for charcoal • Legal but unsustainable fishing • Uncontrolled late fires • Expansion of agricultural fields • Over-harvesting of caterpillars, chikanda, mushrooms, etc. • Other 	Threat	Trend	
		1.		
		2.		
		3		
		4		
What activities have your CRB or other key actors taken to achieve your primary management objectives? (choose all that apply)	Anti-poaching patrols			
	Forest law enforcement and monitoring			
	Early burning			
	Fishing monitoring and law enforcement			
	Late fire control			
	Land use planning and enforcement			

	Human-wildlife coexistence			
	Education			
	Other (describe)			
Select which livelihoods are supported by natural resources in the area and estimate the number of men and women in each job or using that livelihood strategy. People may be using more than one strategy		Active? (y/n)	Est. number of men	Est. number of women
	Job opportunities: CRB/ village scouts			
	Job opportunities: DNPW			
	Job opportunities: hunting, such as working at camps			
	Job opportunities: photo tourism			
	Job opportunities: other and specify (e.g., teachers supported by hunters' community pledges)			
	Sale of harvested natural products: List of products such as caterpillars, chikanda, mushrooms, and others below			
	Honey production			
	Other (describe)			

Tracking progress using an ODK App

The ODK App has been used in the wildlife sector by CRBs to share information with key actors in an easily accessible manner by different stakeholders on developmental activities, challenges, and solutions faced and the progress being made. The ODK App can easily be used to share a monthly activity report with other actors and to identify the necessary action points. It can also be used to inform future planning. It makes communication easy among the different stakeholders and partners.

Session 5. Revisiting the Journey

Purpose: To enable participants to reflect on what has been delivered in the training and the learning from the training as a final session. Participants will take key learning points home and continue to remind themselves of their leadership goals and the road to get there.

Duration: 1 hour

Materials: Participants' vision journeys, list of expectations done at the start (session 2), flipchart paper per participant, markers

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

1. Start the session by explaining that we will now revisit and reflect on individual leadership vision journeys prepared under Module II, session 7. Give (10 minutes for each participant to reflect on the leadership vision).
2. Ask them to find a comfortable space on the floor or at a table and review the personal leadership vision. Ask every participant to add or re-draw their leadership 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 (30 minutes). Remind them that there will be follow-ups to monitor how they are progressing on their journey after three months, six months, and a year, with the expectation that the participants would have achieved their visions (even halfway) at the end.
3. 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.
4. In pairs, ask participants to take turns sharing their vision journeys with their partner and the concrete actions they started thinking about. Allow 10 minutes for each partner to share (total 20 minutes).
5. Make a conclusion by asking for one or two volunteers to share their leadership vision journey with the bigger group to inspire one another. Ask them to also share the difference between their initial leadership vision journey and the one they just refined.
6. Emphasize that having a vision and working to achieve it is important for every leader. In whatever position you find yourself in, you should develop a vision, even if you don't write it down, as writing imprints the vision in your mind.
7. Conclude the session by agreeing on the timing and the format of follow-up conversations to monitor and mentor their performance.

Session 6. Final Reflection – Bringing it Altogether

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

Duration: 1 hour

Materials: Post-it stickers

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

1. Thank participants for their commitment to this process, each other, and above all, to themselves and their empowerment. Express your appreciation for them to take time from their multiple responsibilities to attend.
2. Invite participants to reflect on the whole training program. Draw a large stick figure on flipchart paper, showing their head, heart, and feet. Explain that each participant should share one or a couple of things from their head, heart, and feet about the training, write down or draw on a post sticker and stick on the drawn figure:

- **Head:** what they have learned from the sessions. Make corrections to core concepts if needed.
- **Heart:** how they feel about all that has been discussed and what they have learned.
- **Feet:** what steps or actions they will take after this training.

Guide the discussion to be as concrete as possible.

3. As the facilitator, you may also share your own head, heart, and feet with the group.
4. Make a final conclusion by commenting on the drawing after it is dressed with their reflections.
5. Proceed to administer the post-training assessment, encouraging participants to be as open as possible in providing feedback, which is useful for the next training. Inform them that it is anonymous, and they don't have to fill in their names.
6. Thank participants for staying on throughout the training, encourage them to embark on the leadership journey with the skills acquired, and encourage them that learning is a lifelong experience in leadership, and by practicing and consulting one another, you keep growing and becoming better.

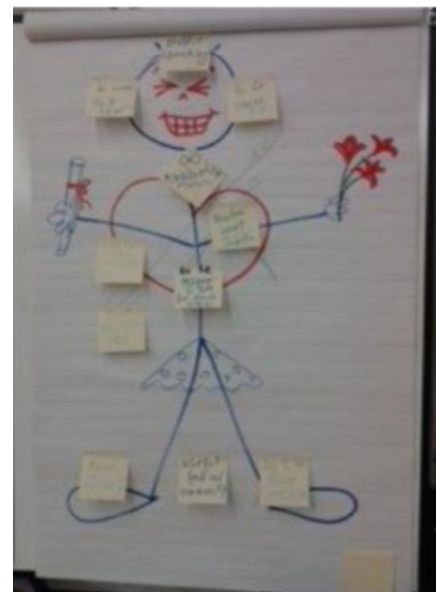


Photo credit: Gillian Kranias, Unison Health and Community Services

Facilitator's Notes

The closing ritual is performed in this session. Give all participants a chance to have a final 'say.' The reflections can be kept short by asking participants to just say one final word. A final word for everyone can be that which summarizes how they feel about the training that we have concluded. Examples of a final word can be "happy," "excited," or "tired." Stress that there is no right or wrong word.

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 having been together this far, everyone is comfortable and confident about being a leader. Over the training period, they have known each other more, trusted in their abilities, and embarked on a journey to achieve their aspirations.

ANNEX I: LIST OF REFERENCE MATERIALS

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ANNEX II: TRAINING PROGRAM/AGENDA

Women Leadership and Empowerment Training

Objective: To provide leadership and empowerment skills to women leaders in natural resource management

Date:

Venue:

PART ONE		
Session	Tentative Time	Main Objective
Day 1		
Registration, introductions, program, and objectives	08:00 -08:30	
Module 1: Women’s participation in natural resource management		
Session 1: Getting to know each other	08:30 - 09:00	Team building and setting the tone
Session 2: Our journey together	09:00 - 09:40	Agreed agenda and ground rules
Session 3: Barriers to women participation in NRM	09:40 - 10:40	Raise awareness on barriers to women participation
<i>Health Break</i>	<i>10:40 -11:10</i>	
Session 4: The four types of power	11:10 -11:50	Building an understanding on power and how it is used
Session 5: Gender norms and inequality	11:50 -13:00	Reflect on the social norms and impact on women leadership
<i>Lunch Break</i>	<i>13:00 -14:00</i>	
Session 6: Women, men’s roles/responsibilities and power	14:00 -16:00	Build an understanding of the social construct, roles and responsibilities, and the impact on power
Session 6: Women participation and GBV	16:00 -17:00	Raise awareness on GBV
Module check out	17:00 -17:30	Summarize the learning and key takeaway points
Day 2		
Module 2: Self Leadership		
Session 1: Who and where am I?	08:00 - 09:25	Individual reflection on the leadership role and contribution being made
Session 2: Self-awareness and acceptance	09:25 -10:45	Create self-awareness and acceptance

<i>Health Break</i>	<i>10:45 -11: 10</i>	
Session 3: Self-confidence and Assertiveness	11:10 -13:00	Develop personal skills- confidence
<i>Lunch Break</i>	<i>13:00 -14:00</i>	
Session 3: Self-confidence and Assertiveness	14:00 - 15:00	Develop personal skills- assertiveness
Session 4: My core belief: Self-esteem	15:00 -16:00	Reflect on beliefs about self and practice self-value
Session 5: My personal SWOT analysis	16:00 -16:40	Analyze individual strengths and weaknesses and impact on leadership
Day's check out	16:40 -17:00	
Day 3		
Session 5: My personal SWOT analysis (continuation)	08:00 -10:00	Analyze individual strengths and weaknesses and impact on leadership
<i>Health Break</i>	<i>10:00 -10:30</i>	
Session 6: My personal vision	10:30 -13:00	Reflect on individual history, present, and owning the power to shape the future
<i>Lunch Break</i>	<i>13:00 - 14:00</i>	
Session 6: My personal vision (continuation)	14:00 - 16:30	Reflect on individual history, present, and owning the power to shape the future
Day's check out	16:30 - 17:00	Summarize learning and key takeaway points
Day 4		
Session 7. My leadership vision journey	08:30 -10:30	Develop individual visions for the leadership journey
<i>Health Break</i>	<i>10:30 -11:00</i>	
Session 7. My leadership vision journey (continuation)	11:00 -13:00	Develop individual visions for the leadership journey
<i>Lunch Break</i>	<i>13:00 -14:00</i>	
Session 7. My leadership vision journey (continuation)	14:00 -16:00	Develop individual visions for the leadership journey
Module check out	16:00 -16:45	
PART TWO		
Day 1		

Module 3: Leading Others		
Session 1. We meet, we share, and we grow together!	08:00 -10:00	Practical experience reflections
<i>Health Break</i>	<i>10:00 -10:30</i>	
Session 2: A community leader in natural resource management	10:30 -13:00	Discovering inherent leadership qualities
<i>Lunch Break</i>	<i>13:00 - 14:00</i>	
Session 3: Team leading	14:00 -15:30	Practice team building and a sense of value for others
Session 4: Building our power: Communication	15:30 -16:30	Develop communication skills – public speaking
Day's check out		
Day 2		
Session 4: Building our power: Communication (continuation)	08:00 -11:00	Develop communication skills – active listening
<i>Health Break</i>	<i>11:00 -11:30</i>	
Session 4: Building our power: Communication (continuation)	11:30 -13:00	Develop communication skills – active listening
<i>Lunch Break</i>	<i>13:00 -14:00</i>	
Session 5: Building our power: problem-solving	14:00 -15:30	Develop problem-solving skills
<i>Health Break</i>	<i>15:30 – 16:00</i>	
Session 5: Building our power: problem-solving (continuation)	16:00 -17:00	Develop problem-solving skills – Decision making
Day's check out	17:00 -17:30	
Day 3		
Session 5: Building our power: problem-solving (continuation)	08:30 -10:30	Develop problem-solving skills – Conflict management
<i>Health Break</i>	<i>10:30 -11:00</i>	
Session 5: Building our power: problem-solving (continuation)	11:00 -13:00	Develop problem-solving skills - Negotiation
<i>Lunch break</i>	<i>13:00 -14:00</i>	
Session 5: Building our power: problem-solving (continuation)	14:00 -16:00	Develop problem-solving skills - Negotiation
Module check out	16:00 -16:30	
Day 4		
Module 4: Empowered Leadership		

Session 1: Accountable and enterprising leadership	08:30 –11:00	Mindset change
<i>Health Break</i>	<i>11:00 -11:30</i>	
Session 2: Minuting and record keeping	11:30 -13:00	Orientation to record keeping
<i>Lunch Break</i>	<i>13:00 -14:00</i>	
Session 3: Action planning	14:00 -15:00	Orientation to planning and management tools
Session 4: Monitoring and Evaluation	15:00 -16:30	Orientation to monitoring & evaluation tools
Day's check out	16:30 -17:00	
Day 5		
Session 5: Revisiting the vision journey	08:30 -10:30	Sharpen the vision journey using the knowledge acquired
<i>Health Break</i>	<i>10:30 -11:00</i>	
Session 6: Final reflections- Bringing it all together session	11:00 -12:30	Consolidate learning and key takeaways

*Note: This guide is adjustable. The facilitator should adjust according to the level of participants before and during training.

ANNEX III: PREPARATORY CHECKLIST

Successful training rests on solid preparation weeks, if not months, ahead of a course. The checklist below serves as a template for the type of activities that must precede the training effort and the kind of preparation necessary for the actual training.

Training Preparation

- Set the training date.
- Identify the training venue, ensuring it is suitable for participatory training. Reflect on the arrangements for the training room well in advance to ensure that the choice of the venue is suitable for the seating arrangement required and would allow participants to work in small groups with no more than seven participants per group, if possible.
- Determine the number of participants and determine the appropriate language and approach for the audience based on roles, education, literacy levels, and language skills.
- Prepare a training plan and budget and submit them for necessary approval.
- Arrange for transportation, food, and lodging as needed.
- If necessary, translate some of the written materials into the local language.
- Review the training program.
- Draft and circulate invitation letters with clear indications regarding reimbursable expenses, training objectives, criteria for participant selection (e.g., role, male/female, participation in previous sessions, etc.), start time, and end times for the duration of training.
- Read the training materials thoroughly, ensuring you are ready to deliver on every section. If training will be done by a team of facilitators, meet and agree on clear roles and responsibilities. Divide up the work for facilitation/training with co-trainers/facilitators.
- Gather all materials needed for the training (flip chart paper, flip chart stand, tape, markers, scissors, projector, and other equipment).
- Photocopy all handout materials, including:
 - Attendance register;
 - Copies of slides;
 - Handouts for group work;
 - Participant agenda;
 - Training certificates (names can be filled in during training);
 - Pre-training and post-training assessments; and
 - Checklist (ticking what is prepared).
- Place all paper material in folders in chronological order.
- Think about the exercises and all the required materials, songs, dances, and practice.

Training Materials

- Watch
- Flipchart stand and paper
- Marker pens (different colors)
- Writing pens (different colors)
- Pencils and rubbers
- Post-its or small pieces of paper
- cards of different colors
- A4 or letter paper
- Chitenge
- Rope and string
- Ruler
- Bostik
- Masking Tape
- One ball (or similar object to throw)
- Tape measure
- Chalk
- Small chocolates, sweets, or fruit (at least 60 pieces and/or other rewards). Additional rewards can be hair ties, notebooks, pens, etc.

ANNEX IV: PRE-TRAINING ASSESSMENT

The purpose of this pre-training assessment is to gain insight into the knowledge levels and needs of the participants. It is conducted at the start of the training to help facilitators determine and confirm the content and approaches best suited for the participants to assimilate the teaching.

Participant details

Age (mark the box)	Youth (29 yrs and below)		Adult (Above 29 yrs)	
Phone No				
Community structure you belong to				

General Information

Please tick your responses. Ratings: **1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**

1. Have you undertaken training in leadership before?

Yes	No	Sort of

2. Have you had training before on?

Gender roles in natural resource management				Essential leadership skills of assertiveness and self-confidence				Essential skills of communication and negotiation				Technical leadership skills such as conflict management, planning, and monitoring and evaluation			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

3. How do you rate your knowledge and understanding of the following?

Gender roles and how society treats men and women differently				Individual power and self-awareness				Visionary leadership				Planning, monitoring and evaluation			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Approach

4. Which participatory method would you most like us to use in training sessions?

Group discussions				Role-plays				Drawing				Writing			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

5. How do you prefer to work in training?

Individual				In a pair				Small groups				Whole group			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Content

6. What new thing on leadership would you like to learn in this training?

7. What would you like to see change about yourself and your leadership following this training?

ANNEX V: POST-TRAINING ASSESSMENT

The purpose of this assessment is to provide feedback to the training team on your assessment of the training, generally, the approach and the content. The feedback will provide lessons learned to the facilitators and inform future training.

Participant details

Age (mark the box)	Youth (29 yrs and below)		Adult (Above 29 yrs)	
Phone No				
Community structure you belong to			No of days participated	

General Information

Please tick your responses. Ratings: **1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree**

1. Did you enjoy the training?

1	2	3	4	5

2. Do you feel you have benefited?

Yes	No	Maybe

Yes	No	Maybe

3. Was the location and time of the training appropriate for you?

Training Approach

4. Do you feel like you've learned something new from the training?

Yes	No	Maybe

5. The participatory methods used were sufficient?

1	2	3	4	5

Training Content

6. Has the training increased your knowledge?

Yes	No	Maybe

7. Has the training changed your attitudes towards:

Power within?				Self-knowledge and self-confidence?				Skills for leading others?				Skills for leading as an empowered woman			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

8. To what extent has the training helped you visualize yourself as a successful leader?

Have a clear leadership vision as an individual				Can communicate with confidence/effectively				Can effectively negotiate with others				Can solve problems and resolve conflicts				Can make decisions			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

9. Which of these four modules did you learn the most from in the training?

Women's issues and barriers to participation in natural resource management				Self-awareness and leading self				Skills for leading others?				Leading as an empowered woman			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

10. Do you intend to change something you think or do as a result of the training?

Yes	No	Maybe

11. Mention one thing you will change.

12. Is there anything you would like to suggest for future training?

13. Thank you for your feedback.

ANNEX VI: FACILITATION TIPS

The following tips can be used to ensure positive energy throughout the training and to ensure the successful delivery of the training:

Time management

The manual indicates roughly how long each session or activity should take to ensure that the entire module can be finished within the allocated time. As much as timekeeping is important, facilitators are strongly encouraged to be attentive to real-time feedback from the group. When there is a buzzing noise, suggesting that participants are still actively engaged in an activity, check if extra view minutes can be added, even if time is up. When the noise in the room gets quieter or very loud (suggesting that participants have finished their activity), consider ending the activity even if the allocated time is not yet up. Most importantly, all sessions should be scheduled according to the level of assimilation in the room; hence can spend more time on one session but less on the other.

Tables, chairs, and standing up

Tables and chairs can hinder participants' full engagement in training. People often 'hide' behind tables or slouch on chairs. Facilitators should encourage participants to stand up and move around the room as much as possible. Research has shown that we think better when we are on our feet!

How to divide people into groups

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 join that group. Instead of numbers, facilitators can use names of fruits, animals, colors, etc., to lighten the mood.

“Pairing” participants

Many suggested activities require participants to work 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 participant to speak in plenary. When pairing participants, ensure that people work with someone they do not know well and/or have not been paired up with before.

The words about feedback: love, wish, wonder

When asking for feedback, facilitator(s) should encourage 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.

Use of gender-sensitive language

Messages must be always gender-sensitive: It is important that the training avoid the perpetuation of gender-based biases amongst community members. This is because the training allows for participatory discussions, and individual beliefs can be communicated in such a way that it reinforces gender stereotypes and even lead to the formation of new assumptions. Communication that is gender sensitive should also be ensured, even when one is speaking a local language. As a facilitator, politely correct gender-insensitive language without being offensive. As a matter of practice, add the use of gender-sensitive language to the training rules at the start of the training.

PowerPoint slides

A standard PowerPoint presentation for each session is prepared for the facilitator. The slides can be adjusted to meet the participant's needs and presented as handouts for group activities or further reference. The sessions should be delivered in conjunction with the accompanying PowerPoint presentation. These should, however, be kept to a minimum in preference for participatory approaches. Only a maximum of two slides per session should be allowed.

Icebreakers and energizers

The sessions are designed to be relatively short for activities to be engaging and participative. For this reason, icebreakers and energizers can be kept to a minimum. However, it is important for the facilitator to be flexible, and if noted that participants are losing focus and need an energizer, a list of suggested exercises popular with women is provided below. Icebreakers and energizers could also be used between sessions in case multiple are scheduled on the same day. They can also be used at the start of the training to help participants know each other better or relax. In between difficult conversations, they can be used to relax the mood in the room before starting to tackle the content of the next training. Icebreaker activities should be very participatory in nature to help participants become conversational from the onset.

Recommended Icebreakers and Energizers

Walks

- **Swapping places**¹⁶

In this game, people who have something in common 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. All people who have two children; all people who like dancing; all people who are firstborn; 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 walking, hopping 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, Stump**

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

- **Arms up Zambia**

¹⁶ Adapted from Helen Keller International. n.d. Nurturing Connections: Adopted for homestead food production and nutrition. Available at: https://www.fsnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf

Pair up all participants facing each other. They do a rhythm of clapping up and down first, then in front of each other (double high five twice), then up and down and back to double high five twice- while singing and mentioning the name of trees first, then of animals.

Song: *Arms! arms! arms up Zambia* (putting the right hand up and left down position then clap), *we better be quick*, (double high five x2 and back right hand up and left down clap and continue) *names of trees (or animals), no hesitating, starting with the first, I am the first one, the first one, the first one!* (Mention the name of the tree or, if it's an animal, the name of an animal). Demonstrate this with one participant first before asking the participants to get in pairs.

Song and Dance

*Song and dance are very popular among women participants, and the facilitator can add the common and popular play songs in the area (often sung in children's play). Allowing participants a chance to come up with energizing songs works effectively.

- **Kalulu dance**

Stand in a circle and sing: *Kalulu luchelo alya mataba x2 tumucheke pamala pantu alya mataba x2* (dancing to demonstrate the cutting of the rabbit's stomach).

- **Umuchwana**

Start the song: *Umuchwana munchwana eya eya eya x2 nganachita ifi eya x5* (make an any action while dancing) *takuli kunseka eya x5. nganakusonta, eya x5* (point at the next person to make the action) *takuli kukana eya x5*. The next person starts the song.

- **Kambeba iyayi**

Stand in a circle and start the song: *Kambeba iyai x2, sikangnilume ine iyai, sikanganilume ine kambeba x2, ako aka ako kambeba!* (While everyone dances at the same time pointing at the kambeba).

- **Aipepeta**

Make a circle and pass the ball to one participant who starts the song; *ipepeta x3* (while acting to get and hold the ball), *naitenga bola* (gets the ball), *naifaka apa x 3* (and put on the head then makes a dance) and passes on the dance to the next person who starts the song *Aipepeta* again!

- **Chinkhuku**

Chinkhuku chikati phaphapha x 3 (dance flipping the hands like a bird while going down)

- **Sele ci tomota**

Make a circle and sing: *Sele ci tomato x2* (as one participant gets in the center to dance) *jigi jigi gile jigi gile x 3* (while she does the dance and goes out and for the next that comes in and the song starts over again).

- **Katenge ka ndalama**

Interlock hands with a partner and start a song: *Katenge kanga ni kandalama eyaye x2, awuyowe awuyowe awuyowe eyaye x2* (while you unlock hands and dance facing each other).

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