

TRAINING COURSE ON POWER RELATIONSHIPS

UGPM, Senegal



CHALLENGES AND ISSUES FOR THE UGPM

The *permanent revitalization of community life* within the UGPM is necessary. It must be considered and supported through members' awareness raising and members' mobilization, as well as through search for organization practices that are the most suitable to the achievement of the conducted actions.

"Social" development within the area of the UGPM action is one of the major challenges of the organization. The development can only come from local actors (traditional leaders, farmer leaders, organized groups, religious leaders...) who know the dangers of the current evolutions and who are convinced that the area has a reservoir of wealth from which building another future is possible. Thus, their mobilization is a key issue for the future of this area.

One of the conclusions upon the study of the actual running of the groups was that within some of them, some kind of lethargy emerged over the years. Different factors explain this phenomenon, and, according to the analysis of the UGPM and in the light of discussions conducted within the "Train to transform" collective, some of the factors relate to the power relationships existing within the groups and being an obstacle to their smooth running. This is notably translated by the non-renewable of the members and the elected members base, a low mobilization rate during meetings and an even lower participation rate in decision-making procedures.

Therefore, one of the ways to mobilize the actors again is to work on decreasing the negative impacts of these power relationships. To do so, raising awareness on these relationships within the groups themselves must first be promoted.

CONTEXT OF THE DESIGN OF THE TRAINING COURSE

The "power relationships" training course has been designed in the context of the revitalization of the groups. It aims to help groups become aware of the power relationships existing within them, understand the negative impacts of these power relationships better in order to consider levers of action to address the latter. As this notion is new to the activities of the UGPM, the training course will be tested in 10 groups. Based on the collective thinking supporting method, it breaks into 3 sequences which must be organized over a one-month period maximum.

TRAINING COURSE CONDUCTION PROGRAM

Sequence 1 – SEE:

Goal: to raise awareness on power relationships existing within the groups

Awareness rising linked to the general running of the group

Specific questions on access to information, participation in debates , decision-making and access to services.

Sequence 2 – JUDGE

Goal: to develop knowledge of power relationships existing within the groups

Exchange on the different power relationships existing within the group observed by the participants

Analysis of the power relationships within the group

Interconnections between power relationships

Sequence 3 – ACT

Goal: To identify levers of action to be implemented within the group

Exchange on negative impacts of the power relationship existing withing the group

Definition of solution hypotheses from the major consequences the power relationships have on the running of the group

Choice of a solution which would have the maximum impact

COURSE FRAMEWORK

PARTICIPANT PROFILE:

All group members can take part in the training course:

- Between 30 and 50 members on average
- Committee elected members and leaders
- Representatives of different social groups; young people, elders, men, women

GOAL OF THE TRAINING COURSE

- To help raising awareness on power relationships existing within the group and on their negative impacts

GENERAL GOALS

- To promote each group member's active participation and mobilization in order to improve community life

SPECIFIC GOALS

- ⇒ To bring the members to be aware that there are dysfunctions in the group operation
- ⇒ To foster the members' expression and participation
- ⇒ To identify the different types of power relationships at work
- ⇒ To connect the dysfunctions in the running of the group with the power relationships existing within itself
- ⇒ To bring the group members to identify levers of action

PEDAGOGY PRINCIPLES IN THE CONTEXT OF UGPM

IN ORDER TO ASSIMILATE SOMETHING... ANY ADULT NEEDS:

- ⇒ To know where they are going (with precise goals...)
- ⇒ To understand the reasons why the training course has been designed in order to be motivated (the actions must be justified and accepted by the learners)
- ⇒ To grow knowledge from their own experience: knowledge must seem to be drawn from past knowledge, adapted from what is already known by the learner; the training must be interactive

LOGISTICAL REQUIREMENTS

- ⇒ 3 central facilitators
- ⇒ Suitable location in the village
- ⇒ Tools: module, Padex board and markers

SEQUENCE 1 – SEE

Goal: to raise awareness on power relationships existing within the groups

Duration	Steps and goals	Conduction methods	Resources
Approximate total duration of the sequence: 3h15			
30 minutes	Opening and Framework introduction Reminder of the socialization elements of the project	Opening <ul style="list-style-type: none"> - Imam prayers, Imam representative’s prayers - Welcome speech from the village Leader - Speech from the president of the group - Introduction of the facilitators Plenary introduction <ul style="list-style-type: none"> - Context of the session: reminder of the elements of the revitalization project - Goal of the activity (connection with the global project) and program definition - Definition of the rules of the activity with the entire group (hours, conduction methods, timekeeper, conditions to respect in order to speak up) - Introduction 	Sheet n°0
45 minutes	Awareness raising linked to the general running of the group	Plenary activity Open questions progressively narrowing down the subject (from general to specific matters).	Sheet n°1 General questions
60 minutes	Specific questions on the running of the group	In subgroups The facilitator must create several groups in order to foster each member’s participation. They will preferably create 3 rather homogenous groups. For example: adult women / young women: men. 1 facilitator must take part to the subgroup activity to foster note taking and to ask questions. The participants are invited to share their personal experience <u>Topics to mention in the subgroups:</u> Access to information, Participation in debates, Decision-making,	Sheet n°2 Capitalization tool - operation

		Access to services.	
45 minutes		Plenary activity Synthetic conclusion of what have been said within the subgroup. (no debate necessary during this stage)	
15 minutes	Sequence 1 conclusion	The facilitator makes a first-hand evaluation of the sequence. Participants' feedback at the end of the activity	

Between sequence 1 and sequence 2: Consultation between the facilitators.

The facilitators synthesize and analyze the answers given by the group and draw conclusion on the power relationships existing. Note: they must draw their conclusion with the assumption that there might be or there might not be power relationships within the group.

SEQUENCE 2 – JUDGE

Goal: to develop knowledge of power relationships existing within the groups

Duration	Steps and goals	Conduction methods	Resources
Approximate duration of the sequence: 3h			
15 minutes	Start	Prayers Icebreaker	
45 minutes	Exchange on the different power relationships existing within the group observed	Participative synthesis: The facilitators summarize what was said during sequence 1 before introducing the power relationships that they identified to the group. Discussion / exchanges with the group: Do you have anything to add or any other reactions to this? Do you agree with this observation?	
45 minutes	Analysis of the different power relationships	In sub-groups: The sub-groups take up the different power relationships mentioned: What are their negative impacts on the group –in the different sectors – and its members?	Sheet n°3 Capitalization tool – consequences Padex board and markers
1h	Consequences sharing - The interconnections between the power relationships	Plenary activity The spokesperson of each group shares the results of the discussions. The facilitator makes a synthesis of the results. The facilitator connects the different power relationships with each other and the different power relationships with their consequences.	
15 minutes	Sequence 2 conclusion	The facilitator makes a first-hand evaluation of the sequence. Participant's feedback at the end of the activity	

SEQUENCE 3 – ACT

Goal: To identify levers of action to be implemented within the group

Duration	Steps and goals	Conduction methods	Resources
Approximate total duration of sequence 3: 2h30			
15 minutes	Start	Prayers Icebreaker	
45 minutes	Summary of the previous sequence	Participative synthesis The facilitator asks a voluntary participant to remind the group what they remember from sequence 2. The other participants can add elements to the reminder. The facilitator completes what is said, if needed.	
45 minutes	Definition of solution hypotheses from the major consequences on running of the group	Plenary activity The facilitator asks the following question: What are the possible solutions – the actions that you can take to lesser the negative consequences within your group? <i>These solutions must be small-scale hypothesis, actions that are easy to implement.</i> The facilitator put the hypotheses that take the same direction together.	
30 minutes	Choice of the solution hypothesis to be implemented	Plenary activity The facilitator summarizes the different groups of solutions. Upon the mention of each group of solutions, they ask the participants to position themselves in a given area depending on their choice. The solution hypothesis gathering the more participants will be the one that will be implemented.	Sheet n°4: Use of space

15 minutes	Training course conclusion and evaluation	The facilitator summarizes the conduction process of the different sequences on the power relationships with the group. Question: how do you feel upon the end of these discussions?	
---------------	---	--	--

SHEETS DEDICATED TO THE CONDUCTION OF THE ACTIVITIES

Descriptive of each sheet	By whom will each sheet be used?
Sheet n°0: Introduction	The facilitator
SHEET n°1: Awareness raising questions	The facilitator
SHEET n°2: Capitalization tool - operation	The subgroups
SHEET n° 3: Capitalization tool - consequences	The subgroups
SHEET n°4: The choice of a solution	The facilitator

SHEET n°0: Introduction

In villages and within groups, there are differences between individuals or groups. This is absolutely normal.

These differences can be based on different factors. For example:

- knowledge,
- skills,
- socio-cultural factors,
- economic resources.

- Xam-xam (knowledge)
- Mane-mane (power, skills)
- Cosaan ak aada (traditions, culture)
- Daraja (Prestige)

These differences between individuals in a group can lead to some persons being privileged over the others. They can also lead to having some persons holding back, not taking the role or the responsibilities they are entitled.

As part of the work beginning today, participants will be studying how to promote differences so that they could be assets to the group and not obstacles to its running, in order to tend to a democratic, ideal group.

How can each member feel responsible (be self-confident) and realize that they can benefit the group through the four following elements, that include at least one element that they have: knowledge, powers and skills, tradition and culture, prestige.

The vision of an ideal group is specific to each group, but it meets general characteristics that regard:

- Internal running & Identity
- Social cohesion
- Services to members/ Economic activities
- Political role / Social change promotion

As we have previously worked on dysfunction problems as part of other training courses, such as the one dedicated to management tools, for example, the idea of the 3 sequences goes beyond resolving problems the group encounters. It is about studying how each person feel capable and free to take part in the life of the group.

SHEET n°1: Awareness raising questions

At this stage, the goal is to have an open discussion with the group, without mentioning the topics in the details too much.

Verbalizing the group actual operation.

What are the rules or habits of the group regarding:

- Flow of information
- Decision-making
- Leaders' election (what are the criteria for a person to be elected as a leader?)
- Choice of the services offered by the group and their recipients

What are the values that are important in your group?

Are all members of your group's equal opportunities and rights (to access the services, to have responsibilities etc.) part of these values?

Are you satisfied with the way this is visible within your group?

Facilitators are asked to note the answers given during the plenary activity in order to further work on the causes during a group work.

SHEET n°2: Capitalization tool - operation

Access to information

- Do you always have access to the group information?
- Have you ever felt like you were not kept up to date with information relating to you / with information relating to the group?
- How do you feel when you do not have access to information?

Participation in debates

- Do you take part in debates as much as the other group members do?
- Are there other places where you take part in discussions and where doing so is easier?
- When you speak, do people listen to you the same way they listen to the other members?
- If you do not take part in debates, why do not you do so?

Decision-making

- Do you participate in certain decision-making procedures within the group? What type of procedures are they?
- Are there decision-making procedures in which you are not involved?
- Do you feel like some decisions are taken without you?
- Do you feel like, sometimes, these decisions are contrary to your own interests?

Access to services

- Do you know the services your group offers? What are those services?
- Do you feel like you have access to the services offered to the group members as much as each of the other members do?
- Do you sometimes feel like access to certain services is denied to you without justification?
- When it comes to access to services, do you think that some people have privileges? How does that make you feel?

The facilitator asks the following question based on the answers given by the participants: According to you, what causes these dysfunctions?

Do you think they are linked to:

- The responsibilities and roles you have or do not have within the group? (elected member/ member of the different bodies of the group or not)
- Your gender? (being a woman/ man)
- Your age? (being seen as a young person or not)
- If this is not linked to any of the reasons cited above, do you think this can be linked to other possible reasons? If you do, what are these other reasons?

SHEET n° 3: Capitalization tool - Consequences

- What are the negative impacts of the power relationships on the group –in the different sectors – and its members?
- What are the consequences on the smooth running of the group?



Access to information

Participation in debates

Decision-making

Governance

Access to services

SHEET n°4: Choice of a solution

THE GROUP FOUND SOLUTION HYPOTHESES TO LESSER THE NEGATIVE CONSEQUENCES OF THE POWER RELATIONSHIPS ON ITS RUNNING. NOW, IT SHOULD CHOOSE ONE SOLUTION HYPOTHESIS TO BE IMPLEMENTED.

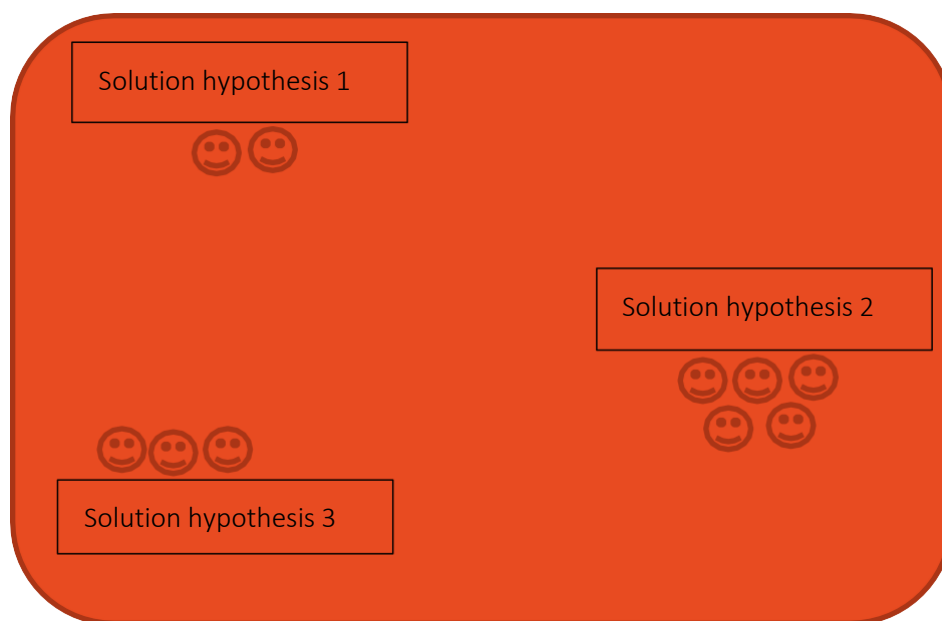
The facilitator cites a solution out loud.

Participants must head toward an area which has been designated by the facilitator depending on the solution hypothesis they will have chosen. They must stay in this area until all the solution hypotheses have been cited and all the participants have reached the area dedicated to the solution hypothesis of their choice.

The solution hypothesis gathering the more participants will be the one that will be implemented.

The facilitator can ask some people why they chose the area where they positioned themselves.

Example:



In this example, implementation of solution hypothesis n°2 will be chosen.