CEWIGO

CENTRE FOR WOMEN IN GOVERNANCE

eed
Evangelischer
Entwicklungsdienst

A Training Manual

Strengthening Women's Leadership

With financial support from EED.

Table of Contents   Page no.

3

Acknowledgements

Abbreviations

ACFODE	Action For Development
BPFA	Beijing Platform for Action
CEDAW	The Convention on the Elimination of all forms of Discrimination Against Women
CEEWA	Council for Economic Empowerment of Women in Africa
CEWIGO	Centre for Women In Governance
DENIVA	Development Network of Indigenous Voluntary Associations
FAWE-U	Forum for African Women Educationalists Uganda
FOWODE	Forum for Women in Democracy
IGA	Income Generating Activities
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICCPR	International Covenant on Civil and Political Rights
LRA	Lord's Resistance Army
MGLSD	Ministry of Gender, Labour and Social Development
MDD	Millennium Development Declaration
MDG	Millennium Development Goal
NPD	National Development Plan
PEAP	Poverty Eradication Action Plan
SGBV	Sexual and Gender Based Violence
SCR	Security Council Resolution
TEWPA	Teso Women Peace Activists
UN	United Nations
UDHR	Universal Declaration of Human Rights
UNSCR	United Nations Security Council Resolution
URDT	Uganda Rural Development Training

Why this Handbook?

The need to develop this material arose out of the realization that many women leaders find challenges in engaging effectively in governance which negatively impacts on their contribution in decision making. The Centre for Women in Governance (CEWIGO), a non-governmental organization working for gender equality and women's empowerment carried out a training needs analysis to find out the impediments to women's effective engagement in governance and decision making and the skills that would improve their performance. More input was made during a workshop targeting leaders from Parliament, civil society, district authorities and government ministries, the academia and the media.

The result of the process is this handbook for training women leaders at different levels and in different sectors including Parliament, Government Ministries, Local Government, Civil Society, Schools and particularly those aspiring to join politics. If used effectively, this material should equip women with competencies that will strengthen their capacities as effective leaders.

The content of the handbook is based on the training needs analysis conducted.
It includes the following modules:
    The legal framework supporting women's empowerment.
       ✶ Gender and leadership.
       ✶ Communication skills.
       ✶ Lobbying and Advocacy
       ✶ Women and girl's education.
       ✶ Income generation for women.
       ✶ Women's participation in Politics.
       ✶ Human rights, women's rights and sexual and gender based violence.
       ✶ Conflict Resolution and Peace building.

The handbook ends with a form to help participants develop action plans to implement important lessons learnt from the training.

Module 1:

The Legal Framework Supporting Women's

Empowerment

By the end of the module, participants will be able to know important local and international laws (Declarations, Conventions, and Resolutions) that promote women's rights.

1.0. International Instruments

Many human rights Conventions and Declarations form the international law that protects individual human rights and women's rights.

Exercise: *The facilitator leads a brainstorming session on important international laws/conventions and national laws that protect the rights of women. Write the responses on a flip chart. The facilitator should then guide a discussion to bring out the issues that run through.*

1.1. International Law Promoting the Rights of Women

The 1948 Universal Declaration of Human Rights (UDHR) article 1 provides for equal dignity and rights to women and men.

Two important conventions - the International Covenant on Civil and Political Rights (ICCPR) and theInternational Covenant on Economic, Social and Cultural Rights (ICESCR) build on the provisions of the UDHR and accord everyone the right to enjoy human rights and fundamental freedoms without discrimination.
The 1979 UN Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) protects women against any form of discrimination on the basis of gender regardless of whether they are married or not. Ratification of this convention commits nations to take concrete action to improve the status of women and reverse the tide of discrimination and end violence against women.

There are other international laws that protect civilians both women and men during armed conflict. These further strengthen the rights and protection of women. The United Nations Security Council Resolutions (UNSCR) 1325, 1820, 1888,and 1889 address the many injustices that women suffer including sexual violence and violation of their economic and social rights. These resolutions urge governments to better protect civilians during armed conflict and call for stronger measures to ensure respect for women's rights during post conflict and reconstruction. The Resolutions call upon member States including Uganda, the UN system and all parties to conflict and all relevant actors to put in place special measures to ensure the protection of women and girls from gender based violence particularly rape and other forms of sexual abuse in situations of armed conflict. The Goma Declaration also calls for protective mechanisms for victims of Sexual and Gender Based Violence (SGBV).

UNSCR 1888 calls for the elimination of sexual violence against women and children especially girls in armed conflict situations and putting an end to impunity as a way of promoting peace and security in post conflict areas. While UNSCR 1889 calls for the need for full, equal and effective participation of women at all stages of peace processes given their vital role in the prevention and resolution of conflict and peace building. The Resolutions do not produce binding international laws however; they are powerful ways of directing political attention to the problems that women

face in conflict, post conflict and non conflict situations.

The 2000 UN Millennium Development Declaration (MDD) promotes women's empowerment through education and spells out in eight goals referred to as MDGs what UN member states including Uganda are to achieve by the year 2015. Goal number 2 emphasizes the achievement of Universal Primary Education (UPE) and ensuring that all boys and girls complete primary education while goal number 3 emphasizes the promotion of gender equality and the elimination of gender disparity in primary and secondary education preferably by the year 2005 and at all levels by 2015.

1.2 National Policies and Laws

The 1995 Uganda Constitution is gender sensitive and tries to correct the imbalances between women and men in Uganda. Chapter Four on Human Rights (Article 21) accords equal rights of all persons, men and women before and under the law in all spheres of political, economic, social and cultural life and in every other aspect. It states clearly that a person should not be treated differently because of their sex, race, colour, nationality, tribe, religion, status or political opinion.   Article 30 of the same Chapter accords every Ugandan female/male a right to education, including opportunities for adult self development and nation building.

Article 33 accords women full and equal dignity of the person with men. This means that women have the right to equal opportunities in political, economic and social activities. Thus women have the right to participate in politics both as voters and as candidates for elective office. The provision also gives women and men equal access to resources and benefits. This means that a woman can own land in her own names and not in the names of her father or husband or brother; she can also inherit property equally as a widow/sister or daughter.

The Uganda National Development Plan (NPD) of 2009 streamlines the institutional framework for gender mainstreaming to ensure speedy and effective implementation, coordination, monitoring and evaluation. Through adoption of the NDP, the government of Uganda committed itself to address gender issues and concerns at all levels of national development.

The above policies show that government recognizes and commits itself to the protection of the rights of Ugandan women.

Tips:
- As a leader, learn more about national and international laws and policies that promote and protect the rights of women.
- Use the laws and policies where necessary to support your advocacy for the rights of women.
- Sensitize other leaders, women and men about such laws.

Module 2:

Gender and Leadership

Introduction:

Women in positions of leadership have the opportunity to transform governance. Women bring different and special qualities of strategy, focus, commitment, determination, genuine desire to serve, compassion for the disadvantaged and marginalized, fairness and a whole range of qualities that make women great leaders. This section is meant to stimulate women leaders to take the decision to run for public office.

By the end of the module, participants will be able to:
- Understand the concepts of gender.
- Understand how gender influences leadership.
- Identify strategies to eliminate gender related constraints to women's participation in leadership.

2.0 What is Gender?

Exercise: *Facilitator leads a brainstorming session on the meaning of gender. Writes the responses on a flip chart, and then guides a discussion to achieve participants' understanding.*

Gender is a term that refers to socially constructed differences and distinctions between men and women that are learnt and change with time depending on the situation and culture. Society accords women and men different statuses, roles and responsibilities which affect their relationships, their access to and control of resources as well as benefits. Men are accorded a higher status than women making their roles and responsibilities perceived to be more important and more valuable than those accorded to women. Women on the other hand are perceived to be subordinate to men. It is important to note that the roles and responsibilities that men play can also be played by women, and vice versa.
Gender is not sex, as sex is biological and does not change. People are either male or female; women grow breasts and men grow beards, etc.

Exercise: *In groups, participants discuss gender related roles and responsibilities that society accords men and women in their community.*

Examples:

Men	Women
Family head	Wife, mother and care giver of children, the sick, visitors, etc
Bread winner and provider for the family	Women and children are supposed to be dependents and be supported by the man
Owner of important resources such as land	Traditionally women do not own land and other important resources although they have user rights
Clan leader	Women are not clan leaders in most of our communities

2.1 Understanding leadership

What is leadership?
Leadership in simple terms is the power to influence other people in their thinking and their behaviuor. It's a process of getting things done through people in the process of influencing others.

Exercise: *Facilitator leads a brainstorming session on who a leader is and the qualities of a good leader. Write responses on a flip chart and guide a discussion to bring out the most important attributes of a good leader.*

Examples:
- A good leader should be responsible and accountable for results.
- Consistent, good listener, honest and with integrity.

2.2 Gender and Leadership
Gender related perceptions, attitudes and beliefs that men are more superior, more able and more important than women influences the way society chooses leaders and treats women.

Exercise: *Facilitator guides a discussion on gender related issues where there is inequality, unequal treatment or discrimination of women in leadership.*

Examples:
- In electing leaders (for local councils or Parliament), people prefer men to women even when womenhave better qualifications than men.
- Some women believe they are not good enough and are inferior to men. This makes them fear to participate actively in politics, fear to stand for certain leadership positions such as chairpersons of districts, chairpersons of important committees or members of parliament.
- In choosing leaders, men may have a bias against women. They may believe that only men are suitable for specific leadership positions. This means women will be discriminated against and denied same opportunities as men. The result is having more men than women in leadership positions what translates into inequality.

Note: This negative attitude, unequal treatment and discrimination of women needs to stop. As a leader, you have the responsibility to sensitize the community and fellow leaders against discrimination.

Exercise: *Facilitator guides a discussion on who occupies top leadership positions in different institutions in Uganda and why – are they men or women? The table below can be used:*

Leadership position	Who occupies/has been occupying the position?(Male or Female)
Head of state in Uganda	
Members of Parliament	
Ministers	
Chairpersons of District Councils in Uganda	
Heads of departments in government ministries	
Most managers/directors in private organizations	
Heads of Parliamentary Committees	

2.3 Overcoming Gender Related Constraints in Leadership

Discussion:

Facilitator asks participants to identify strategies

to help women overcome gender related constraints.

The following can be included:

- Women and men have different problems and needs arising from societal differentiation of their roles and responsibilities. Therefore, there is need to sensitize society. This will help to fight unequal treatment and discrimination.

- Sensitize fellow leaders both women and men to overcome gender bias. Advocate for more opportunities for women in leadership.

- Identify issues (gender issues) that may be causing discrimination or oppression in your community and find ways of addressing them. For example, if women are denied opportunities to stand for the post of chairperson of LCI, LCII, LCIII, use different approaches to solve the problem.

- Analyze programmes, activities and budgets in your organization to ensure gender is taken into consideration in planning and allocation of resources, and in implementation of programmes so that the needs of both men and women are addressed.

- Educate yourself more about gender issues. This will build your confidence to sensitize other people and advocate for inclusion of gender in all plans, budgets and activities.

- Encourage your colleagues to treat all people equally irrespective of age and sex and to give them equal opportunities for example in meetings, elections, assigning duties, roles, responsibilities, sharing benefits etc.

- Be gender sensitive. Walk the talk. Help women in your community to improve their status. Work with them in identifying and prioritizing their needs, problems and concerns.

Module 3:

Communication Skills

By the end of the module participants will be able to:

◆ Appreciate the meaning of effective communication.
◆ Identify barriers to communication.
◆ Understand the importance of using appropriate channels in communication.
◆ Identify communication skills that enhance effective communication.

The module looks at understanding communication; Barriers to effective communication and how to overcome these barriers; Channels available to enhance effective communication; and Strategies to promote effective communication.

3.0   What is Communication?

For you to appreciate the importance of effective communication, it is necessary to understand the process of communication.

The process of communication involves transferring information from one person called the sender to another called the receiver through a medium to enable the person receiving it to take necessary action. It is important for the receiver to listen carefully to get the complete and accurate message. This means that the message should be clear and precise. The medium through which the message passes should also be clear. This means that there should not be barriers to distort the message.

3.1 Barriers to Effective Communication

Effective communication involves dialogue and sharing of ideas, feelings, opinions, facts, beliefs, hopes and knowledge. The two - way communication allows open discussion, questions, feedback, arguments, probing and generates a variety of ideas, views and promotes effective communication. However, effective communication sometimes fails because of different barriers.

Exercise: *Facilitator guides a discussion on how a message can be distorted as it is passed on to different people. In a group of 8-10 people (in a line), whisper a message to the first person who then passes it on to the next person. The last person in the group shares the message she received. Compare it with the message you sent. Guide a discussion to bring out main barriers in communication.*

Barriers to effective communication:

• If the message is not well understood by the receiver, it will not be passed on accurately.
• Long statements are at times ambiguous. It is important therefore to keep statements simple and concise. (Use the KISS principle – Keep it simple and short.)
• Using a channel that is not appropriate for example sending a message on radio when the receiver does not use or own a radio will be a barrier and is therefore not helpful.
• Noise or an atmosphere that is not conducive may affect the concentration of a listener.
• One way communication (or monologue) can be a barrier to communication as it does not provide space for listeners to give feedback. This kind of communication de-motivates the listeners.
• Using a language that is not well understood by others blocks communication, and frustrates the listeners.
• A speaker who is arrogant or gives irrelevant information makes the audience lose interest.

3.2   Communication Channels

The channel to use when we communicate depends on two main things – the type of audience and the

topic for discussion. As a leader, you need to know the different channels of communication available and when to use them.

Discussion:
The Facilitator guides participants to brainstorm on the channels of communication they know and when to use them. All responses are recorded on a flip chart.

The main communication channels include the following:
- Face to face communication is the most common channel used in meetings, rallies, seminars and workshops. It allows listeners to ask questions, seek clarification and enrich discussions. Feedback is instant.
- Electronic media (radio, television, telephone, email, and internet) and print media; (newsletters, newspapers, and brochures) can cater for literate groups.
- Theatre for development (music, dance, drama, and poetry) can be very effective when communicating with rural communities.

Tips:
Whatever appropriate channel you choose:
- Know the audience first.
- Ensure the information you are communicating is relevant and accurate.
- Have the right level of detail and avoid irrelevant issues.
- Avoid unclear messages, interruptions, unnecessary jokes, anger, silence or making false statements.

3.3. Communication Skills

There are many skills that can help you to communicate more effectively. Acquiring such skills will enable you to be a better speaker, debater, mobiliser and hence a better leader. Some of the important communication skills include the following:

a) Listening skills
To be a good communicator, you must be a good listener. Listening skills will enable you to capture what is being communicated so that you can respond appropriately. Listening helps you get feedback on your speech, or presentation. It is crucial for a leader to develop listening skills by:
- Developing the desire to listen.
- Respecting other people's views and accepting and appreciating what is being said.
- Letting the other person do most of the talking.
- Not interrupting someone while they are talking.
- Showing interest in the topic of discussion, maintain eye contact.
- Being open and ready to learn from others.
- Having command of the language being used.
- Being accommodative and ready to surrender ill-formed opinions and being able to control your emotions.
- Being able to write key points the speaker is making and then planning what to say after the speaker has finished.
- Being able to analyze the message being communicated to identify gaps, advantages and disadvantages, the pros and cons. This will make you a better decision maker and debater.

Tips:
- Listen carefully when other people are talking. Avoid thinking about what you will say next when someone else is speaking.
- Take notes to help you remember the main points.
- Give responses systematically following the points /issues raised.
- Control your emotions.
- Respond calmly and with confidence.
- Watch your body language. When speaking, the

first source of information from your audiences is got from your body language. This constitutes your posture, gestures, facial expressions, eye contact and voice. A skilled listener must be able to understand body language signs and symbols, artifacts dressing: that has a powerful impact on the total communication process.

b) Public speaking skills

There are three important issues in public speaking; these are: - your message, your audience and yourself.

To speak and make an impact on your audience, you need to do the following:

- Take time to plan and prepare your speech or presentation.
- Write your speech or the main points you want to communicate and practice your speech before you present it.
- Stand in front of a mirror and practice or ask a friend or a member of your family to listen to you. The person should give you feedback so that you know what to improve.

Tips:

- Know your audience – who are they and why you want to talk to them.
- Prepare the message to suit the needs of the audience.
- Keep your message short and simple. Use examples from real life situations and your experiences. This will enable the audience connect with you.
- Take a deep breath before you start. This will help you to relax. Be audible and look confident.
- Maintain eye contact with the audience. Do not concentrate on one section of the audience only while ignoring another.
- Dress appropriately.
- Avoid inappropriate body language.
- Be ready to answer questions and avoid taking offence even when provoked.

c) Skills in asking questions

Asking good questions will enable you to get more information, explanations, seek clarification, make additions to what other people have said, answer queries, give points of information and make contributions during meetings. Note that some questions provide more information while others give limited information. Those that give more information start with - why, what, when and where. These are called open ended questions. Use more of these when you need information from your audience.

Exercise: *Facilitator asks participants to develop open ended questions from the statement below:*
"It is the policy of the sub county to give a scholarship to one boy for secondary education. This year, we shall start with the son of the Chairman".

Record the responses on a flip chart. Guide a discussion pointing out which are open ended and which ones are not.

Tips:

a) Understand the issue/problem at hand
b) Develop each question bearing in mind the type of answers you want.
c) Practice asking the questions. Get somebody to act as the chairperson/speaker and ask the questions. Ask the person whether your questions make sense and the likely answers they will generate.
d) Questions starting with why, what, where, generate more information than those starting with how and who, therefore use such questions more often.

e) Assertiveness

Being assertive means you can express your feelings and your ideas even when people hurt you or disagree with you. As a leader it is important to speak up clearly and directly and express how you feel.

15

- Raise your hand to draw the attention of the Chairperson or Speaker. Speak clearly and to the point, seek clarification.
- Learn to control your emotions even when somebody is mean to you. Be principled and stand for what you believe. You have the right to be heard.
- Use your best judgement to determine when and how to say what is on your mind. You do not have to agree with other people if you feel they are wrong, especially if they are putting some one down.
- Do not be aggressive as you may end up blaming, humiliating, or criticising other people. Other people will not want to hear what you have to say if you are aggressive.

Module 4:

Lobbying and Advocacy

By the end of the session, participants will be able to:
◆ Differentiate between advocacy and lobbying Identify advocacy issues
◆ Understand and appreciate strategies for effective lobbying and advocacy

The module looks at the definition of advocacy and lobbying; an advocacy issue; the advocacy strategy and lobbying techniques.

4.0.Understanding Advocacy and Lobbying

Exercise: *Facilitator asks participants to write a word or phrase on a flip chart that comes to mind when they hear the word "advocacy" and about "lobbying". From the responses, the facilitator will guide a discussion and give the correct meaning of the terms advocacy and lobbying.*

What is Advocacy?

There are various definitions of advocacy including the following:

a) Advocacy is an important tool in influencing the decision making process. It is an act directed at changing policies, positions or programmes that affect a certain target group. Advocacy is not about solving every problem in the community.

b) Advocacy is a planned communication activity that seeks to achieve one of the following: inform, persuade, move to action or maintain relationships and support.

c) Advocacy is about speaking and drawing community attention to an important issue and directing decision makers towards a solution. It is working with people and organizations to make a difference.

d) Advocacy is promotion of a cause or the influence of policy, or resource allocation or other politically determined activity.

e) It is a set of targeted actions directed at decision makers in support of a specific policy issue. We advocate for a cause or an issue because we want to provide decision makers with a clear road map for action.

f) Advocacy is the act or process of supporting a cause or an issue. An advocacy campaign is a set of targeted action in support of a cause or an issue.

g) Advocacy can also mean defending, changing, persuading, selling an idea, protesting, campaigning and empowering citizens to speak for themselves.

What is Lobbying?

Lobbying is part of advocacy. It involves soliciting for support for a cause or a change that you wish to see. It may be on one on one communication or it may be in small groups.

Note: Participants can mention cases where they have used lobbying to solicit for support and the person/people lobbied.

4.1 The Advocacy Strategy

For advocacy to be successful, it is important to follow a strategic direction or an advocacy strategy over time. Before developing an advocacy strategy, be sure of the tools to use.

What tools can be used in advocacy?

Participants can mention the tools they have used. These may include:

Radio, workshops, policy dialogue meetings, briefing notes, press releases, television talk shows, fact sheets, drama shows and small meetings.

In planning your advocacy strategy, you can choose the most appropriate tool/tools depending on your target group, the cost, and your ability to use the tool, the involvement of your supporters, allies and availability of the tools.

Exercise: *Participants identify an advocacy issue and develop an advocacy strategy in groups. After group presentations (on issue and advocacy strategy), guide a discussion to clarify what an advocacy strategy entails.*

Steps in Developing an Advocacy Strategy:

1. Determine your goal – Know the issue you are addressing, the current status and what you want the situation to be in the future. For example, if the issue is low participation of women in Local Councils, what do you want it to be in future?

2. What is your objective? Is your objective SMART i.e. Specific, Measurable, Achievable, Realistic and Time bound (a specific period)?

3. What is your target audience? Is it the Local council, Parliament, the community in general? Be clear about the audience you want to reach.

4. Who are your allies that should be involved? List them and contact them

5. What methods will be used? Will they enable you to reach your target group and to make an impact?

6. Who are your supporters? These may include donors who have a particular interest in your goal.

7. What is your message? Package it as you would wish it presented.

8. What is your strategy and tools? In selecting your strategies and tools, ensure they will help you to reach your target audience and meet your objectives and goals.

9. Time - Identify the peak time for your advocacy messages to ensure people will listen in case it is the media.

10. Risks - Identify the likely risks and find ways to address them.

11. Feedback – Get feedback from your allies, partners, women, public officials etc as this can provide indicators for future success and can also inform you about future messages.

4.2. Lobbying Techniques

Lobbying can be an effective strategy to influence decisions. However, it is important that you use the right techniques and target the right people.

Exercise: *Facilitator asks participants in groups to identify issues for lobbying and also a lobby representative. After group presentations, guide a discussion on lobbying techniques.*

Lobbying techniques:

• Be clear about the issue you wish to lobby for. This may be a new road in your area, an ambulance at the health centre in your area etc. Be clear about the people affected (who are they? How many?).

- Be clear about the expected outcomes, the impact on women/community, the changes you wish to see, etc. Ensure you have all the necessary information and figures.

- Lobby the right people - the priority should be on people who are influential and have good communication skills to convince others and support your cause.

- Lobby at the right time – this should be before the actual event/meeting takes place.

- Get feedback from your allies as to what is happening and where the problems are.

- Find ways to get to people who are opposed to your idea/cause so that you can win them over.

Module 5:
Women's and Girls' Education

By the end of this module, participants will be able to:
◆ Appreciate the need for advocating for girl child education
◆ Identify barriers to girls' and womens' education
◆ To know strategies to improve girls' and women's education and to be ready to implement the strategies.

The module looks at the importance of female education; barriers to girls' and women's education; and strategies to improve girls and women's education.

5.0 Importance of Women's Education

Education is recognized as a vehicle for shaping the aspirations of women and men thus enhancing their potential as agents of change in this inequitable world. Education empowers both women and men to be effective in whatever task they are involved in as they are more knowledgeable and skilled. They are also more confident and articulate to effectively participate in decision making. Girl's education has been described as the best single investment.

Discussion:
Facilitator leads a brainstorming session on the importance of female education. All responses are recorded on a flip chart then guide a discussion to bring out the main points.

Importance of women's education:
• Education enables women to realize their full potential and contribute to the development process more effectively for example through formal employment, in governance etc.
• Education enables women to build confidence and to articulate issues. It enhances their participation in leadership and to stand up to those who violate their rights.
• Education enables women to be aware of their rights and to demand respect.
• Education enables women to be economically independent.
• Education enables women to take care of their health and that of their children. Low levels of education among women are associated with high maternal and child mortality.

5.1 Barriers to Girls' and Women's Education

Exercise: *Facilitator leads a brainstorming session on barriers to girl's and women's education. Record responses on a flip chart then guide a discussion to bring out the main barriers.*

Barriers to girls' and women's education:
Barriers to women's and girls' education are diverse. They include social-cultural barriers, those that are school related and others related to the political, administrative or economic barriers.

a) Social - cultural barriers:
♀ Negative cultures, practices and beliefs such as early marriage deny girls opportunities to continue their education.
♀ Parental preference for boys to girls makes girls miss education opportunities when the family has little money.
♀ Excess domestic chores demands a lot from girls at the detriment of their education.
♀ Family instability deprives children both girls and boys of the socio-psychological support they require for stable education. Girls are more affected as they may drop out, get pregnant or end up in prostitution.

- Girls are continually reminded by society about their future roles as wives and mothers. This makes them aim low and not realize their full potential.
- Early and teenage pregnancies lead to drop out of school thus denying girls opportunities to more education.
- There is inadequate awareness about the importance of girls' education among parents hence the high school drop out of girls.
- Unsupportive husbands frustrate efforts of their wives to further their (girls) education.
- The multiple roles of women of production, reproduction and caring, tie them down thus limiting their chances to pursue education especially if they have to be away from home.
- Some women with low levels of education lack information on where and how to access different training opportunities.
- Many women lack financial support to sponsor further training and education.

b) School related barriers:
- There are inadequate school facilities such as changing rooms/washrooms that give girls privacy.
- Because of the shortage of boarding schools, some parents fear to send their daughters to day schools which they feel are not safe enough.
- Some teachers tell girls that they are not smart enough to do science and mathematics.
- Some girls are sexually harassed by their teachers and fellow pupils.
- There is inadequate guidance and counseling of girls at school. Because of this, some girls tend to experiment with sex which has negative consequences.
- There is more gender based discrimination against girls in school compared to boys which results in poor performance and dropouts.
- In many schools, teachers are poorly trained and not equipped to provide gender sensitive teaching. Such teachers use derogatory/offensive language that demoralizes girls.
- Insecurity in schools is a major threat with increasing incidences of sexual harassment, bullying and arson. This discourages some parents to take their daughters to school.
- Insecurity and sexual harassment on the way to and from school discourages some girls from continuing education.
- Girls are sometimes given disproportionate responsibility for school sanitation and food preparation for teachers. This limits the time they spend on class work.

Political, Economic and Administrative Barriers:
- There is inadequate allocation of resources by government to meet the special needs of girls in school such as provision of sanitary facilities.
- The law against defilement and early marriage is not adequately enforced hence protection of the girl child is inadequate.
- Poverty is a major constraint for parents to provide basic needs such as uniforms, panties and sanitary towels for their daughters. Girls without knickers or sanitary pads will not attend school especially when they have their periods. Such absences lead to poor performance and eventually the girl will lose interest.
- Wars and conflict in some areas have negatively affected the quality of education and participation of children with many girls and boys dropping out of school to get married while some are abducted.

Note: The barriers above vary from place to place and their degree of impacting girl's education also differs. As a leader, analyze the situation of women's and girls' education in your community and plan how to improve the situation. Start with what is possible.

5.2. Strategies to Improve Girls' and Women's Education

Special actions are required to enhance the education of girls and adult women including those in leadership.

Discussion:
Facilitator asks participants to identify strategies to improve education of girls and women in the community especially those they can implement.

Strategies to improve women's and girls' education include the following:

- Carry out research and collect the necessary information about girl's and women's education such as the levels of education, the barriers, the facilities available, etc.
- Mobilize and sensitize parents and your organization about barriers to female education and the role they can play to improve the situation.
- Make linkages with other partners and organize sensitization for parents, policy makers and school administrators.
- Tactfully sensitize male colleagues and policy makers about the need to improve education and training of women in your community.
- Visit schools in your community and sensitize administrators, teachers and pupils about the importance of education with emphasis on girls.
- Advocate for local bylaws to promote girl's education. This may include a punishment for parents who withdraw their daughters from school and those who attempt to marry off their young daughters.

- Lobby for more involvement of leaders and parents in school activities to monitor and ensure quality and girl friendly school environments to promote more enrollment, retention, learning and completion of girls.
- Carry out more regular community sensitization about the importance of girl's and women's education.
- Advocate for bursaries for poor, disadvantaged but bright girls including those with disabilities. Lobby the district or sub county leaders to make a policy on provision of bursaries to needy children including girls.
- Lobby leaders and advocate for women to go for further education and training.
- Identify and mobilize women leaders and those with potential for leadership and sensitize them about the need to improve their levels of education.
- Advocate for functional adult literacy in your community so that women who have never gone to school can at least learn to read and write.
- Encourage women with low levels of education to visit different institutions of learning to get necessary information about the available education opportunities.

Note: As a leader, you have a big role to play to improve girl's education in your community. You can also help fellow women with low levels of education to overcome barriers to their education.

Module 6:

Income Generation for Women

By the end of the module, participants will be able to:

◆ Identify the challenges women experience in businesses and why many women's' income generation projects fail.

◆ Identify strategies to help women start and run more effective businesses.

The module looks at the importance of income generation for women, challenges women experience in income generation and strategies to improve women's income generation projects

6.0. Why Women's Economic Empowerment

Women need money to educate their children, to meet the health needs of their children and to meet their basic needs. However, research has shown that many women lack the financial resources to meet these needs, more so to enable them participate effectively in politics. Right from preparing to run for political office, to running political campaigns and mobilizing masses for constituency development duties, women need money. Women's participation in government and civil society leadership is directly aligned to women's social advancement and development. Therefore economic empowerment for women through income generation should be considered important so as to advance the cause of women and the development of the nation.

Discussion:

Facilitator guides the participants to brainstorm on why women leaders and all women need to be economically empowered. All responses should be recorded on a flipchart followed by a discussion.

The importance of economic empowerment of women:

• Economic empowerment gives women independence and recognition. It enhances their self confidence, respect and bargaining power with their male counterparts and partners.

• When women are economically able, they are in position to look after themselves thus freeing their husbands to concentrate on other projects. They are also able to meet their basic needs and obligations as well as meeting the needs of their families

• Economic empowerment gives women the ability to better serve their communities for example visiting different areas to seek views and share information as they would not be worried about money.

As a leader, ensure you are economically empowered to meet your basic needs, responsibilities and obligations even serving your term of office.

6.1 Challenges Women Experience in Income Generation

Many women have ventured into income generating projects; however, many have experienced challenges. Many income generation projects have failed while others limp on with very little profits.

Exercise: *Participants in groups discuss the challenges women face in income generation. After group presentations, facilitator guides a discussion to bring out the main challenges.*

Challenges women experience in business:

• Women in Uganda have limited access and control over productive resources such as land or buildings. This limits their productivity and choices for personal development and that of their families.

- Many women have very low incomes as the majority of them are involved in subsistence agriculture. The few involved in income generation are in the informal sector.
- Women lack the know-how to invest properly and also lack information about investment opportunities. Women lack entrepreneurship skills and many are in income generation projects by accident for example many women do not plan well for their projects.
- Only a few women have been successful in income generation projects and many women's projects have failed. The reasons for this include, inadequate information and skills about saving, optimal use of loans, lack of record/book keeping skills as well as lack of capital.
- Where businesses are successful, the women are often constrained by meeting the needs of their families.
- Because of financial constraints, many women leaders are not able to meet their obligations, for example, women leaders are not able to visit their constituencies as their male counterparts do. This makes it difficult for them to collect and share information with the community and women.
- Many women do similar businesses next door to each other. This makes them compete for the same market.
- Because of multiple roles, many women do not give adequate time to their businesses and in the process, these businesses break down.
- Many women fail to separate their business from their family needs. Consequently, they spend business capital instead of profits. This makes the business to collapse.
- Because of inadequate business capital and income, women tend to use unqualified people who do not add value to their projects.
- Some husbands deny their wives the control of what they have earned and instead take the funds for their own use. Some unsupportive husbands look at wives as competitors especially if the wife makes more money.
- High interest rates on loans and the short repayment periods limit women's productivity.
- Inadequate access to information limits women's access to opportunities for networking and skills enhancement.
- Lack of opportunities and skills to research makes it difficult for women to make relevant decisions on product pricing, marketing, location of their income generation projects, investment etc

6.2 Strategies to Improve income generation projects

Analyzing the performance of your project is a very important practice that you need to do periodically as it will help you know if you are doing well or not. Once you know the challenges in your project, you can devise strategies to address them.

Exercise: *Participants discuss in groups how to improve their income generating projects. After group presentations, the facilitator guides a discussion to bring out the main points.*

Strategies to improve your Project:
a) Identify what you do best. Ensure you have a competitive advantage over other projects.
b) Make a plan for your project if you do not have it already. Make sure your objectives are clear and what you are going to do to achieve the objectives. The plan should also include the budget, indicating the source of funds and other resources and how they will be used over a period of time.
c) If you have employees in the project, give clear instructions. Give them weekly and monthly targets.
d) Closely monitor the performance of your project. Coordinate the project activities for

example the income, expenditures, banking, loan repayment etc. As much as possible, employ skilled staff.

e) Keep records of your Project for example the Project plan including the budget, records on purchasing and supplies, daily sales, staff salaries, bank transactions, debtors, creditors, profits and losses. Records will help you monitor progress and make various decisions for example on prices. They will also help you detect problems such as losses.

f) Save the money and invest it. This will enable you make more money.

g) Approach banks, micro credit institutions and other lending agencies for suitable terms for a loan whenever you need to get a loan and when you get a loan, make timely repayments.

h) Join business associations and visit some successful businesses to enable learning and sharing of ideas.

i) Find out if you qualify for VAT and if you do, make sure you follow the law.

j) Advertise and continue advertising your Project. This will help to expand the business.

k) Sensitize the community especially the men about the importance of income generation for women. Organize seminars/meetings for different communities.

l) Train other business women in the business skills that you have. Train them to balance their books and calculate profits and losses. Encourage women to spend from profits and not capital.

m) Integrate men in women's income generating projects in order for them to appreciate what women are doing. This will avoid unnecessary conflicts over money.

Tips:

• Run your Project in a more professional way by keeping records.
• Ensure you have a book keeping system to help you monitor and control cash.
• Exercise financial discipline by ensuring you spend from profit and NOT capital.
• Seek help to balance your books if you do not have a qualified person on your staff.
• Help your Project to grow by saving and re-investing.

Module 7
Human Rights, Women's Rights and Sexual and Gender

Based Violence Objectives of this module
By the end of the module, participants will be able to:

◆ Appreciate the significance of human rights to women's empowerment.

◆ Understand why Sexual and Gender Based Violence (SGBV) is a violation of human rights.

◆ Identify strategies to empower women to advocate for the elimination of gender based violence.

The module looks at understanding Human Rights; Sexual and Gender Based Violence as a violation of human rights; Effects of Sexual and Gender Based Violence and Strategies to Fight Sexual and Gender based Violence.

7.0   Understanding Human Rights

Human rights are those rights that belong to every individual – man, woman, boy or girl, infant or an elder by virtue of the fact that they are human beings. According to the Universal Declaration of Human Rights (UDHR) article 1, all women and all men are born free and equal in dignity and rights while article 3, 4 and 5 highlight the right of everyone to live in freedom and safety. Sexual and gender based violence therefore violates the rights of victims most of whom are women.

Women's Rights:
Women's Rights are entitlements that accrue to women by virtue of the fact that they are women. These rights acknowledge their physical or biological set up and their reproductive role. According to the Beijing Declaration and Platform For Action, Fourth World Conference on Women (BPFA), women's rights are an integral part of universal human rights. These include among others a right to protection and a right to bodily integrity and to be protected from sexual abuse and from gender based violence.

Sexual and Gender Based Violence (SGBV)
SGBV is any act that harms, injures or endangers the health, safety, life or well being of any person. Gender Based violence can be physical, sexual, emotional, psychological or economic. It affects both women and men but women constitute the majority of the victims.

7.1   SGBV as a Violation of Human Rights

Sexual and Gender based Violence has devastating economic , physical, emotional, political, and social implications for individuals, families, communities and the development of a country. It is a violation of human rights and goes against the provisions of the UNSCR 1325, 1820 and the Goma Declaration.

Exercise: *Facilitator asks participants to work in small groups to identify examples of SGBV in their communities, the people affected and why they think SGBV occurs. Guide a discussion after group discussions.*

Cases of Sexual and Gender based Violence include the following:

• Defilement, rape and sexual harassment – the main victims are women and girls.

• Verbal and psychological abuse – main victims are women.

• Murder of spouses. Most of these are women as shown by the New Vision Newspaper (Saturday Vision of January 3, 2009) that indicated that over 80 spouses were killed in Uganda in 2008, 13 of whom were men and 73 women.

• Use of derogatory language – main victims are females.

• Domestic violence (that may also include wife

battery, verbal and psychological abuse etc) – the main victims are women.

- Child marriages and Widow inheritance – these mainly affect women.

Reasons why SGBV occurs include the following:

- SGBV such as domestic violence, wife inheritance are tolerated by society as a normal way of life especially for women.
- Sexual abuse may be used to humiliate and dehumanize 'the other side' in the conflict for example in armed conflicts. It may also be used to degrade women and force them to bear children that may be identified with the enemy or to transmit STDs such as HIV.
- Sexual abuse is often used as a tactic of armed conflict designed to crush the spirit that keeps families, communities and nations together.
- Domestic violence and sexual abuse may be committed by men who may have a more aggressive idea of masculinity or those who are frustrated by lack of jobs and basic services etc.

7.2 Effects of Sexual and Gender Based Violence on Women

SGBV has many effects on victims most of whom are girls and women.

Exercise: *Facilitator asks the participants to brainstorm on effects of SGBV on women and why leaders often fail to advocate for its elimination.*

Effects of SGBV on women:

- Sexual violence has devastating and corrosive effects on society, like stigmatizing the victims, their families and entire communities.
- Women who have been raped may be traumatized physically or emotionally and maybe unable to take up their normal lives again. Other women in the community for example where there is

conflict and war will be too afraid to go about their daily tasks for fear of sexual attacks. Such women do not find it easy to participate in meetings and decision making processes.

- Sexual violence continues to be a taboo subject in the society, many women find it difficult to talk about their experiences and feel deeply ashamed about what happened to them. Because this type of abuse is very intimate, it destroys the victims self worth and dignity.
- Because of community attitudes that often unfairly blame the woman; the society often ostracizes the victims of sexual abuse when in fact they should ostracize the perpetrators. Some victims of SGBV may decide never to marry at all. In some societies, victims of sexual violence may be killed by relatives for the sake of family honor. Children born out of rape are often shunned. These factors often prevent women and girls from reporting incidents of SGBV to the authorities.
- Sexual abuse undermines women's health. It contributes to increased spread of HIV infection, vaginal fistula and sometimes rapture of the uterus.
- SGBV contributes to women's reduced productivity. When a woman is battered or is sick, she is not able to do productive work.
- Sexual abuse of young girls may result in early pregnancy, early child bearing, vaginal fistula, ruptured uterus and total destruction of the girl's reproductive system.
- When a woman is sexually abused, she is stigmatized and psychologically affected. Society tends to shun a woman/girl who has been sexually abused.

Why women leaders do not advocate for elimination of SGBV:

Although women's rights are constantly violated, women leaders do not always find it easy to advocate for the elimination of SGBV. Why?

a) Some of them may have suffered SGBV

themselves and so talking about it may be difficult because they think it's shameful to talk about it.

b) They may not be empowered enough to advocate for elimination of SGBV. They may be limited by language and lack of skills.

c) They may not be aware of the laws and policies that are designed to protect women and girls against SGBV.

7.3 Strategies to Fight Sexual and Gender Based Violence

Addressing Sexual and Gender Based Violence requires a holistic and comprehensive approach. As a leader, it is your role to fight SGBV and protect women and girls against it.

Exercise: *Facilitator guides a discussion to identify ways and means to eliminate SGBV and protect women and girls in the community. Participants can give practical examples they have used or observed in their communities.*

Strategies to fight SGBV:

- Be at the fore front in speaking against SGBV in your community. Collect necessary information and case studies to support your advocacy.

- Sensitize the community and leaders both women and men about the dangers of SGBV and how to fight SGBV.

- Lobby policy makers and the local authorities to enforce laws and policies that protect women and girls against SGBV. Uganda is a signatory to most of the international policies that protect women and girls against SGBV but lacks effective implementation mechanisms , lobby for these.

- Monitor and report cases of SGBV in your community to the authorities. Work with other leaders, parents of victims in case of young girls and women victims themselves to bring cases of SGBV into the open.

- Educate local councils on how to handle SGBV cases reported to them.

- Mobilize women at different levels to effectively fight SGBV for example; women can form committees to monitor and report SGBV in the community. Help women to push the issues of SGBV themselves.

- Document cases of SGBV and present the data to leaders. This is important for lobbying and advocacy.

- Help victims of SGBV such as those who have suffered rape, defilement and battery to get support such as health care, legal aid and psycho-social support etc.

- Advocate for by-laws to protect women against SGBV in your community for example a by law to punish men who batter their wives etc

- Build synergies around UN Security Council Resolutions (1325, 1820) and Goma Declaration that criminalize SGBV and protect survivors.

- Liaise with other stakeholders such as Civil Society Organizations (CSOs), institutions of higher learning and local government for more support.

- Advocate for the end of backward traditional practices such as cattle rustling, forced and early marriages, widow inheritance etc, that promote sexual violence against women.

- Lobby for the strengthening of implementation of laws that fight SGBV for example the law on sexual violence.

Module 8:

Women in Politics & Political Participation

By the end of the module, the participants will be able to:

◆ Appreciate the importance of women's political participation.

◆ Identify factors that hinder women's political participation and strategies to promote women's effective political participation.

The module looks at understanding political participation; factors hindering women's participation in politics; and strategies to promote effective participation of women in politics

8.0 Understanding Political Participation

Discussion:

Facilitator asks the participants to brainstorm on what they understand by political participation. Record all responses on a flipchart and guide a discussion to identify the main points.

Political participation:

Participation means to be included, to take part in, to share, to contribute to or to involve oneself in some activity.

One is said to participate in politics if she/he does the following:

• Campaigns to be elected to a political office as a Member of Parliament, a member of a local council etc.

• Articulates her/his views and those of her/his constituency in decision making processes.

• Aims to serve in different capacities for example as a minister, a member or chairperson of a committee in the Local council or Parliament etc.

• Sensitizes his/her community including women on different government programmes such as Prosperity for All, Education for All, NAADS etc.

• Follow up, monitor and evaluate government activities and programmes as well as giving accountability to your constituency and to women.

• Influence decisions especially those that protect or advance the rights and status of women.

• Lobby for more women in top leadership positions at different levels and in different political parties.

• Mobilise, sensitize and consult the community and women about issues that concern their lives.

8.1 Factors Hindering Women's Participation in Politics

There are many factors that hinder women's participation in politics. These may be social-cultural or economic etc.

Exercise: *Facilitator asks participants to identify factors that hinder women's political participation and to discuss why women leaders fail to mobilise and sensitize fellow women about politics. After group presentations, guide a discussion to identify key points.*

Factors hindering women's participation in politics:

• Women lack fundraising skills to mobilise funds for campaigns from their political parties and different donors hence they lack resources to sponsor their campaigns.

- Many women are not able to identify allies and mobilise them for support. Hence many women with potential are lost in the crowd.

- Most women lack the confidence to express themselves effectively to articulate critical issues.

- Some women find difficulties deliberating in the English language and some speak vernacular especially in local councils.

- Many women working in public service and the private sector fear to stand for political office especially in local government.

- Many women do not carry out enough research to collect appropriate information to enable them articulate issues.

- Many women leaders do not have the confidence to stand up against those who oppose their ideas. For example when men and fellow women shout them down, they are not able to defend their positions on the issues in question.

- Many women have inadequate analytical and decision making skills hence the inability to participate effectively in decision making processes.

- Many women have not trained in gender analysis therefore they are not able to advocate for and support women's issues.
- Some women leaders do not have a vision or goals and so they are not able to inspire others.

- Many women have been in politics for a long time on affirmative action, yet very few have had the courage to stand on the direct ticket with men. They therefore block opportunities for other women to rise up in leadership. Affirmative action seats should be the spring board for more women to access leadership.

8.2 Strategies to Promote Women's Political Participation

For women to make more impact in politics there is need for specific actions to help them build capacity. There is also need for strategies to help other women join politics.

Discussion:
Facilitator guides a discussion on the strategies to promote women's effective participation in politics and how other women can be encouraged to participate in politics.

Strategies to enhance effective participation of women in politics:
- Carry out research to collect appropriate information to support your arguments or position on a specific issue.

- Identify allies among your colleagues and lobby for their support if you have an issue to be tabled or a motion to be debated.

- Never leave a meeting without saying something- find opportunities to raise a point of information, to present a contrary view, to re-in force a point, to express a concern of your constituency or to ask a question.

- If you know the chairperson is gender insensitive, lay strategies to raise your concerns. Liaise with another member or members to support you.

- You need financial resources to campaign and to visit your constituency during your term of office. Start saving early and educate yourself on fundraising skills.

- Try to build skills to enhance your effectiveness as a leader. For example, you need problem solving skills to help you contribute to solving community problems.

Steps in problem solving:
a) Establish what the problem is and its scope.
b) Critically assess the main causes of the problem, the people affected, the effects and possible solutions.
c) Identify people/organizations /groups that can support you.
d) Make an action plan that spells out what exactly you are going to do to solve the problem.
e) Implement the action plan.

Tips:

- In problem solving, it is important to examine the potential resistance you may face and take it into account in your action planning.
- Ensure you call all the concerned or those affected by the problem solving process to enable them ask questions about your decisions. This will give you the opportunity to create acceptance and build commitment.

Module 9:

Conflict Resolution and Peace Building

By the end of the module, participants will be able to:

◆ Distinguish conflict resolution from peace building.
◆ Identify different types of conflicts, causes and effects of conflicts in communities.
◆ Identify strategies to promote conflict resolution and promote peace.

The module looks at understanding conflict, conflict resolution and peace building; types of conflict; causes and consequences of conflicts and strategies to enhance conflict resolution and peace building.

9.0 Understanding Conflict, Conflict Resolution and Peace Building

What is Conflict?

Conflict is a disagreement between and within people. It can be at various levels such as family, community, whole nation or even global. Conflicts arise because of differences in views, values and interests among people. Conflict is not necessarily a bad thing if managed well within an agreed framework. Escalating conflicts normally reflect lack of democracy in the way people deal with each other. In a family, there can be disagreements between spouses, siblings and co-wives.

What is Conflict resolution?

Conflict resolution is a situation where conflicting parties agree on the real cause of their disagreement and how to stop the conflict. Sometimes, conflict resolution requires a third party or mediator to reach an agreement. Conflict resolution is the process of settling conflicts.

What is Peace building?

Peace building is related to conflict resolution. We promote peace to overcome dis-harmony, injustice and conflict. In a peace building process, best practices include activities that involve re-building of society for long lasting peace. Peace building is a long term activity that involves a number of participants; family members, citizens, civil society, private sector and NGOs.

9.1 Types of Conflict and Their Causes

There are different types of conflicts in our communities and their causes vary. As a leader, you need to be aware of these conflicts so that you can help the parties to the conflict.

Exercise: *Participants in groups identify the types of conflicts they know giving examples and why they occur. The facilitator then guides a discussion after group presentations.*

Types of Conflicts

a) **Latent conflicts** – A latent conflict can remain silent (latent) or it can become open (manifest). A conflict is said to be latent when parties cannot sit down to work together and yet there is no action on either side to improve the situation. However, when matters on which they disagree are reconciled or adjusted, the conflict disappears.

b) **Open conflicts** – An open conflict becomes manifest when parties with opposed interests and needs engage in some form of action against each other, but are unable to neutralise or diffuse the conflict.

c) **Non Violent Conflicts** – Non violent conflicts

are shown through behaviour and actions such as refusal to cooperate with others, boycotts, demonstrations or resistance without physical violence. Such actions are a way of showing disapproval of an existing social relation and demanding for opposed interests to be reconciled. Non violent conflict is good conflict that can result in transformation of society through reconciliation or resolution of issues that are the source of conflict.

d) Violent conflicts – Violent conflicts involve the use of force to inflict injury or destruction to human beings and those things that are vital to or support human life. Violent conflict can involve the use of armed weapons such as guerrilla wars. These are the most destructive.

Causes of Conflicts

Causes of conflict are many. They include the following:

- Inequitable sharing of resources - One party to the conflict may feel that it has been unfairly treated by denying it a fair share of the resources in question. This may be in a family, community or between countries. Oil in the Delta region of Nigeria is one case. Land conflicts in families are also common.

- **Breakdown in relationships between the parties** – A conflict arises where one party to the conflict feels it has not been consulted in making certain decisions concerning their welfare. For example a decision by policy makers to build a well somewhere in a community without consulting the users who are mainly women may cause a boycott of the well by the users and a breakdown in relationships.

- **Differences in values** - Life experiences and faith perspectives form values and beliefs. Challenges that are related to a person's values are often seen as a threat to ones' identity and this causes conflict. Political differences between parties can also result in conflict. Religious differences and values also cause conflicts for example between different sects of Islam or between Moslems and Christians. Conflicts related to values are usually difficult to resolve.

- **Conflicts about structures** - Structures determine power relations and resources strength for example political party differences for instance the unequal level ground during campaigns causes conflicts. Conflicts about and within structures often involve issues of justice.

9.2. Effects of Conflicts

Effects of conflicts are diverse depending on the type of conflict. However, violent conflicts such as armed conflicts are destructive.

Exercise: *Facilitator guides the participants to brainstorm on the effects of Conflicts based on examples from the community. All responses are recorded followed by a plenary discussion.*

The main effects of conflict include the following:

- Mistrust, suspicion, anger and hatred among the parties. There is also destruction of harmony, peace and relations in communities especially in violent conflicts.
- In conflict situation especially during warfare, there is increased sexual violence used as a war tactic by the military, militia and rebels alike. Women are not just subjected to rape by individuals, or gangs of men but to torture, mutilation and other brutal acts.
- There is increased sexual violence with many women and girls being raped. Men have often

been forced to watch their wives and daughters being violated or to rape their own children.

- Young girls are abducted and kept as sex slaves such as is the case of the Lord's Resistance Army (LRA).
- There may be destruction of infrastructure and disruption of service delivery. Water sources, health centres, schools, bridges, community centres, district and sub county buildings may be destroyed.
- There may also be loss of life and destruction of peoples' property. This may lead to families and villages falling apart with parents abandoning their children, people abandoning their homes and being put in Internally Displaced Camps (IDPs) where people may live in dehumanizing conditions.
- There is brain drain of professionals which reduces productivity and slows down economic growth and development.
- At family level, conflicts affect children gravely. Fights and quarrels between parents can have great psychological effects on children. The ability of the family to provide basic needs like food, shelter and clothing get reduced.
- In a work place, conflicts negatively affect people's participation and productivity.

As a leader, it is important to contribute to the mitigation of some of the effects where possible.

9.3 Strategies to Enhance Conflict Resolution and Peace Building

Escalating conflicts normally reflect lack of democracy in the way people deal with one another. In this context, information sharing, transparency, listening to and respecting other peoples' views is very important. Remember that you are always dealing with various interests that have to be reconciled. Specific actions also need to be implemented to promote peace.

Exercise: *Participants in groups identify ways and means to promote conflict resolution and peace building in the community. The facilitator then guides a discussion after group presentations to bring out the main strategies.*

Strategies to Enhance Conflict Resolution
Whatever method you choose to resolve a conflict, the following steps are important:

- Try to get to the bottom of the conflict by digging out causes and hidden agendas of the parties.
- Encourage the parties to state what they agree with or like about the other's position so that they know the common grounds, goals, values and beliefs.
- Be sure to de-personalize the conflict by focusing on how it is affecting other people. Avoid attacking or blaming people. Help the parties understand how the new idea builds on what is already being done, rather than devalue it.
- Do not use authority to stifle conflict because it leads to resentment and will not eliminate the conflict.
- Help parties in the conflict to maintain self-esteem or save face, it is critical. This can be done by ensuring each of the parties wins something.
- Ask open ended questions to show you wish to understand and listen.
- Bargain so that both sides receive some benefit from a joint compromise. It should not be seen that one party won and the other lost on all issues, otherwise the losing party will resent the winner and resurrect the conflict.
- As a leader, help parties to resolve their differences using skills or methods that enhance conflict resolution. If you do not have such skills, identify people who have them.
- Use Skills/Methods that enhance Conflict

Resolution. **These include the following:**

a) Negotiation - Have direct discussions with the parties with the purpose of reaching an agreement. The degree of success will depend on compromise between the parties.

b) Mediation - Apply this method only when both parties are willing to reach a compromise and to engage in contact and communication with each other. This is done with involvement of third parties. Each of the parties must find the third party agreeable to them. In all cases, the parties to the conflict often require a guarantee that both parties will uphold the agreement they sign.

c) Dialogue - The dialogue approach involves active listening, learning, and the development of shared understanding. It seeks to inform and teach rather than persuade. The purpose is a search for understanding rather than agreements or solutions.

e) Compromise - In the African traditional setting, matters of conflict are referred to clan elders who hold meetings to resolve the conflict. Each clan head usually male has a chance to contribute to issues at hand. Thus, decisions are arrived at by agreements or consensus, and so are respected.

Tips:

- As a leader, you can influence the decisions of the clan elders where women have apparently little voice.
- Identify spaces where women opinion leaders, women elders and women experts in the area of conflict resolution and peace building can be involved.

9.3.2 Peace Building Strategies

In a relationship or community that has experienced conflict; several actions can be implemented to contribute to peace building. The following strategies are important:

- Promote cooperation and unity - Identify and put in place actions to promote unity and cooperation for example organizing fora where people can share information and exchange ideas.
- Promote justice - Make sure that people are fairly treated. They need equal access and opportunities under the law. As a leader, you should participate in popularization of pro-people laws.
- Promote the Rule of Law - Establishment of a peaceful society depends on law enforcement and application of the rule of law. This includes apprehending those who commit crime and those that deny people their human rights. As a leader, support the rule of law to ensure there is peace, harmony, and justice in homes and the community in general.
- Advocate for provision of social services - Speak for improvement of the economic and social well being of the people and women in particular. Ensure they have access to adequate clean water, health services, education and opportunities to earn a living. Social and economic weakness can easily lead to desperation, which leads to conflict, violent crimes and civil war. Mobilise communities so that they can hold their leaders accountable.
- Empowerment and participation – Advocate for empowerment of men and women through equal participation in decisions that affect their lives. As a leader, advocate for education and training of women.
- Tolerance and diversity – Advocate for tolerance and respect in diversity. As a leader, respect other people's cultures, traditions, beliefs,

religions and political affiliations although you might not agree with or approve of them. Remember that everybody has a right to belong to one or the other of these groups and they are all important.

- Sensitization - Laws are necessary but not sufficient to fight intolerance in individuals. Intolerance is often rooted in ignorance and fear of the unknown. Intolerance is also closely linked to an exaggerated feeling that one is more important than others, thus having a high sense of pride. Efforts to build tolerance right from the level of the family through to school and the work place are important. Encourage tolerance in your community through sensitization.

- Fight stereotyping - Some people have gender related perceptions that some people are better than others for example that women are not born leaders or that certain ethnic groups are inferior. As a leader, you should fight such stereotypes.

- Involve women in peace building – Although women have often been left out in conflict resolution and peace building, they can bring a new perspective in promoting peace. As a leader, mobilise and involve women elders, opinion leaders, experts in the fields of conflict resolution to influence peace building.

Module 10:

Developing An Action Plan

It is hoped that by the end of the training, you will have identified the key lessons learnt and the actions that you need to take to improve your capacity as a leader and to help other women to come up. You will also have identified areas in your organization and in the community where change is required. You have a big role to play in all this. However, it is important to know what you can do as an individual and what you can do with others. It is therefore important to know your strengths and where you need support.

Some of the actions you can take may include the following:
- Sensitizing colleagues about gender issues and the need to help women overcome gender relate constraints in decision making processes.
- Sensitizing your colleagues and the community about women's and girls' education and the constraints they experience.
- Training women on communication skills, lobbying and advocacy skills as well as income generation as part of capacity building to enable more effective political participation.
- Building the capacity of women to participate in conflict resolution and peace building etc.

Having identified the actions that you want to take, you need to make an action plan. This should include what you are going to do, who else to work with, how to monitor and evaluate the achievements of your actions.

How will the action plan help you?
- The action plan will guide you in the implementation of whatever actions you choose to take to promote the status of women and their participation in decision making processes.
- It will also help you and your partners such as CEWIGO to follow up, monitor and provide support where possible.

The action plan should therefore indicate the priority activities you want to implement - where, how, when and the resources required.

Guideline for making your Action Plan
1. Identify the main problem/problems you wish to address and prioritize them. Ask yourself the following questions :
- What are the main problems that I am trying to address?
- Who is affected by the problems?
- With whom am I implementing the intervention?
- Who else should be consulted?
- What strategy shall I use to address each problem?
- Who will implement the action plan?
- How shall we monitor progress?
- What indicators are there to measure achievement?

2. Identify the resources required to implement the activities. These should be financial, material, human and time.
3. Identify the allies and partners to support you to achieve the objectives. This may include your organization, other women leaders, civil society organizations and funding agencies.
4. If your actions require funding, make a budget and specify sources of funding.
5. Solicit for funding and other support where necessary. Share your action plan and budget with your partners and supporters.
6. Implement the action plan.
7. Document the lessons learnt and share the findings with other stakeholders including your organization such as local council, a school and partners such as CEWIGO, etc.

The following action plan template can help you to make your plan.

ACTION PLAN TEMPLATE

Name: …………………………...

District: ……………………………...

Date: …………………………...

Objective	Activity	When	Outcomes	Resources required	People responsible	Budget	Source of funding

REFERENCES

ACFODE (2004). A Training Manual on Principles enshrined in the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

Ahikire J (2007). Localized or localizing Democracy: Gender and Parliamentary Politics in at large.

CEDAW 4th Report (2009).

CEWIGO (2009), Training Needs Analysis – Baseline survey Report. unpublished

Civil Society Organizations: Organizational Development and Management Book Two.

Concepts of Leadership at http://www.nwlink.com/~Donclark/leader/leadcon.html

Constitution of the Republic of Uganda (1995).

Convention on the Elimination of all Forms of Discrimination against Women at http://www.un.org/womenwatch/daw/cedaw/

Copyright@selfrenewal (1996-2006) at Building Self Esteem http://www.leadersdirect.com/selfesteem.html

Cornwal A (1995). Towards Participatory Practice: PRA and Participatory Practices.

December 2003, UNICEF Uganda.

Federation of Uganda Employers (1988), Improve Your Business, Handbook.

GOU – UNFPA Gender Project (2007). A Simple Booklet on Sexual and Gender Based Violence and Children's Rights. February 2007

Government of Uganda

International Women's Tribune Centre (2009). Confronting Sexual Violence in Conflict Situations

Kaseje D & Ovinda V (2001). The Community Dialogue Model Based on Principles of

Makerere University.

Ministry of Education and Review Commission Report, Kampala, Ministry of Education.

Ministry of Education Sports (1992). The Government White paper on the Education Policy

MOGLSD Participatory tools for extension workers, participatory learning and action

MOLG (2007). Democracy and Human Rights. Trainer's handbook for local government in Uganda.

MS Uganda (2006). Democracy at local level – A facilitator's guide for training the community

MS Uganda (2006). Democracy at local level.

NCEP (2005). Building a better Uganda. A Civic Education Facilitator's Source Book. National Civic Education Uganda Programme October 2005.

Ovinda V. et al (2003). Community Dialogue – a reference book for field extension workers,

Partnership. The Guidelines of Community Based IMCI Focusing on Behaviour Change.

Public Services International Regional Women Study Material – English speaking Africa.

Sports, Republic of Uganda - National Strategy of Girls education in Uganda (undated): Developed at a forum on Girl child Education.

Ssali S et al (2007). Gender Concepts Handbook (Popular Version: Gender Mainstreaming:

The Gender Policy Africa Charter on Human Rights.

The Universal Declaration of Human Rights at http://www.un.org/en/documents/udhr/

Tripartite Training Unit (DENIVA, URDT and ACFODE 1999). Management of training for

Uganda Progress report (2007). Millennium Development Goals.

Uganda: Kampala Fountain Publishers.

Young T. L. (1996). Implementing Projects - A manager's guide.