



Gender Transformation & Empowerment

TRAINING MANUAL FOR WOMEN'S LEADERSHIP ROLES FOR GENDER ACCOUNTABILITY

January 2017

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Acknowledgement

This training manual has been developed as an effort towards enhancing the effectiveness and influence of the women councilors in the districts of Agago, Lamwo, Pader, Kitgum, Amuru, Gulu, Gulu municipality, Nwoya, Alebtong, Otuke, Kole, Apac, Maracha, Moyo and Zombo. The manual aims at enhancing the women councilor's leadership role to ensure gender equity and equality in plans, budgets, programmes and all council business is adhered to.

The manual will go a long way in building their skills and competencies in executing their roles. In addition, this manual provides several helpful modules which are envisaged to build knowledge, understanding and confidence among the women councilors to deliver on their mandate.

The primary objectives include:

- i. To enhance the roles and responsibilities of women councilors in development as stipulated in the 1977 Local Government Act and the 1995 Constitution of Uganda and provide them with the skills and knowledge required to effect their mandate.
- ii. To develop women's leadership, communication and coalition building skills for enhancing social mobilization.
- iii. To create women leaders who are gender responsive in planning, budgeting and implementation of District plans and programmes.
- iv. To provide women councilors with other soft skills necessary to enhance their participation and influence.

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Preamble

This module is composed of different units designed to empower women with leadership roles through skills enhancement to develop the key concepts. This is intended to prepare better women leaders that are required to fit in the paradigm shift of competence best practices that contributes to the development of the country and global development agenda. The development of this module, therefore, comes as an effort to support women's leadership through building their soft skills competences to elevate their performance and influence in council and leadership.

Overall Aim of the Training Manual

This manual is designed for the purposes of building the capacity of women leaders to effectively perform their roles and duties in addressing gender inequality and women's empowerment in Councils.

Objectives of the Manual

- i. To enhance the roles and responsibilities of women councilors in development as stipulated in the Local Government Act 1997 and the 1995 Constitution of Uganda and provide them with the skills and knowledge required to effect their mandate.
- ii. To develop women's leadership, communication and coalition building skills for enhancing social mobilization.
- iii. To create women leaders who are gender responsive in (planning, budgeting and implementation) in District plans and programmes.
- iv. To provide women councilors with other soft skills necessary to enhance their participation and influence.

Target Beneficiaries

The manual is particularly focused on District Women Leaders

UNIT 1:

LEGAL AND POLICY FRAMEWORKS—ON WOMEN'S PARTICIPATION IN LEADERSHIP

1.1 Competences

At the end of this session, participants will be able to:

- ⇒ Apply the law
- ⇒ Demand for the rights
- ⇒ Demonstrate the concerns of the law
- ⇒ Illustrate the challenges in not observing the policies and the laws
- ⇒ Explain the policies and laws that support gender and equality

1.2 Content outline

This unit highlights the legal framework on participation and inclusion of women in decision making and leadership. The legal frame is reviewed at national, domestic, regional and international levels.

1.3 Session objectives

- ⇒ Facilitate an understanding of the legal frameworks on matters of participation and inclusion of women in leadership and decision making at all levels.
- ⇒ Help participants on the conceptualization of participation and engagement in local government development programs.

1.4 Instruction methods

- ⇒ Brainstorming
- ⇒ Plenary discussions
- ⇒ Group work

SESSION 1: DOMESTIC FRAMEWORK

In a plenary discussion, ask participants to:

- ⇒ List some of the legal frameworks they know at national, local, regional and international levels and note down their responses;
- ⇒ List the importance of the legal framework;
- ⇒ The facilitator shall later complement on their views.

The Local Government Act

The Local Government Act 1997 guarantees participation and inclusion of women in leadership and governance matters. This is implemented in respect of the 1995 Constitution of Uganda.

Primarily, one of the objectives of the Act is to establish a democratic, political and gender-sensitive administrative setup in local governments.

To this end, under Section 10 of the Act, district councils must consist of, among others, women councilors forming at least one-third of the council. Similar stipulations are provided relating to the composition of a sub county council, city division council, municipal council, municipal division council, and town council.

In addition, under Section 47 (3) of the Act, at least one-third of the executive committee members at the parish or village level shall be women.

Further, regarding the demarcation of electoral areas, the population quota for demarcation of electoral areas for women representatives must be determined by the requirement of women constituting one-third of any local council being considered..

A shortcoming in the Act appears to be the provision relating to women representatives to councils. Under Section 117 (3) of the Act, the presiding officer must conduct such an election by allowing the electorate to cast their votes by lining behind the candidate, an agent or a portrait of the candidate of their choice. This is buttressed by the terms of Section 128 (1), which provides that voting at every election for a district, city or municipal council, other than for women councilors, must be by secret ballot using one ballot box at each polling station for all candidates.

The Political Parties and Organizations Act

Curiously, for such an important piece of legislation, the Political Parties and Organizations Act is rather muted regarding the full inclusion and participation of women.

Indeed, the only gender-specific provision is to be found in Section 10 (internal organization of political parties or organizations), in terms of which every political party or organization must elect such persons to its executive committee as may be determined by its members, with due consideration for gender equity.

This anomaly is not cured by Section 10 (1), which incorporates by reference, the provisions of Articles 71 and 72 of the Constitution, since those provisions are themselves too broad to offer substantive, effective and measurable benchmarks for enhancing the participation and inclusion of women.

Related to the above, the Act in effect constitutes an abdication by Parliament of the imperative contained in Article 71 (2) of the Constitution:

Parliament shall by law prescribe a code of conduct for political organizations and political parties and provide for the establishment of a national consultative forum for political parties and organizations with such functions as Parliament may prescribe.

Instead of clearly establishing the same by Act of Parliament, under Section 19 (1) the Minister is empowered, in consultation with the Electoral Commission and the political parties and organizations and with the approval of Parliament, by regulations made under Section 27 of the Act, prescribe a code of conduct for political parties.

The Equal Opportunities Commission Act

The Equal Opportunities Commission Act of 2007 was a long overdue enactment meant to finally comply with the mandate under Article 32 of the Constitution.

Under Section 14 (1) of the Act, the functions of the Commission are to monitor, evaluate and ensure that policies, laws, plans, programs, activities, practices, traditions, cultures, usages and customs of organs of state at all levels that is to say, statutory bodies and agencies, public bodies and authorities; private businesses and enterprises; non-governmental organizations, and social and cultural communities, are compliant with equal opportunities and affirmative action in favor of groups marginalized on the basis of sex, race, color, ethnic origin, tribe, creed, religion, social or economic standing, political opinion, disability, gender, age or any other reason created by history, tradition or custom.

The Constitution of Uganda

According to Objective VI of the National Objectives and Directive Principles of State Policy, the State must ensure gender balance and fair representation of marginalized groups on all constitutional and other bodies. In addition, under Objective XV the State must recognize the significant role that women play in society.

This commitment is also reflected in Article 32 of the Constitution, which provides for affirmative action in favour of marginalized groups. Under Article 32 (1), the State must take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them. In terms of Article 32 (2), laws, cultures, customs and traditions which are against the dignity, welfare or interest of women or any other marginalized group to which clause (1) relates or which undermine their status, are prohibited by the Constitution.

The most specific provision, however, is the oft-cited Article 33. Under Article 33 (1), women must be accorded full and equal dignity of the person with men. The State is also enjoined to provide the facilities and opportunities necessary to enhance the welfare of women to enable them to realize their full potential and advancement. The State must also protect women and their rights, taking into account their unique

status and natural maternal functions in society. Similarly, women must be guaranteed the right to equal treatment with men and this right must include equal opportunities in political, economic and social activities.

Similar guarantees for participation and inclusion of women are also reflected in Article 71 (multiparty political system). Under Article 71 (1), a political party in the multiparty political system must conform to a number of principles, which include the following: membership of a political party must not be based on sex, ethnicity, religion or other sectional division; and members of the national organs of a political party must be regularly elected from citizens of Uganda in conformity with the provisions of a process reflecting national character and eschewing sectional divisionism as well as with due consideration for gender.

The same guarantee for participation is provided in respect of local government structures. Under Article 180 (2), Parliament is required to, and by law, prescribe the composition, qualifications, functions and electoral procedures in respect of local government councils, except that, among other things, one-third of the membership of each local government council must be reserved for women. This stipulation is extremely important since, in terms of Article 180 (1), the council is the highest political authority within a local government's area of jurisdiction and has substantial legislative and executive powers.

A substantially similar requirement is provided for regional governments as envisaged in Article 178 of the Constitution. In terms of the Fifth Schedule to the Constitution, the composition of a regional assembly of a regional government must be prescribed by Act of Parliament and must consist of, among others, representatives of women, who must not be less than one-third of the membership.

REGIONAL INSTRUMENTS

Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa

Under the Protocol, States Parties undertake to combat all forms of discrimination against women through appropriate legislative, institutional and other measures.

States parties further affirm that women and men are equal before the law and that women must have the right to equal protection and benefit of the law.

In terms of Article 9, in particular, State Parties are required to take specific positive action to promote participative governance and the equal participation of women in the political life of their countries through affirmative action, enabling national legislation and other measures to ensure that women participate without any discrimination in all elections, women are represented equally at all levels with men in all electoral processes, and that women are equal partners with men at all levels of development and implementation of State policies and development programmes. States are further required to increase and effect representation and participation of women at all levels of decision-making.

Additional guarantees for the inclusion and participation of women in the political life of the country are found in Article 10 of the Protocol, in terms of which States are required to take all appropriate measures to ensure the increased participation of women, among other things, in the structures and processes for conflict prevention, management and resolution at local, national, regional, continental and international levels.

African Charter on Democracy, Elections and Governance

The Principles that underpin the African Charter on Democracy, Elections and Governance are stipulated in Article 3 of the document. These principles include the promotion of a system of government that is representative, and the promotion of gender equality in public and private institutions.

In terms of Article 8 of the Charter, States Parties must eliminate all forms of discrimination, especially those based on political opinion, gender, ethnic, religious and racial grounds as well as any other form of intolerance. To this end, States must adopt legislative and administrative measures to guarantee the rights of women, ethnic minorities, migrants, people with disabilities, refugees and displaced persons and other marginalized and vulnerable social groups.

Article 29 of the Charter particularly addresses the rights of women in governance and decision-making. Under this provision, States Parties must recognize the crucial role of women in development and strengthening of democracy. States are also required to create the necessary conditions for full and active participation of women in the decision-making processes and structures at all levels as a fundamental element in the promotion and exercise of a democratic culture. States are additionally obligated to take all possible measures to encourage the full and active participation of women in the electoral process and ensure gender parity in representation at all levels, including legislatures.

Treaty for the Establishment of the East African Community

Article 5 of the Treaty sets out the objectives of the Community, among which are to; ensure the mainstreaming of gender in all its endeavors and the enhancement of the role of women in cultural, social, political, economic and technological development.

A concern for the inclusion of women is also reflected in Article 6 of the Treaty, which established the principles of the Community. One of the fundamental principles of the Community is good governance including adherence to the principles of democracy, the rule of law, accountability, transparency, social justice, equal opportunities, gender equality, as well as the recognition, promotion and protection of human rights in accordance with the provisions of the African Charter on Human and Peoples' Rights.

This concern is also reflected in Article 50 of the Treaty, which provides for election of Members of the East African Legislative Assembly. Under this provisions, the National Assembly of each party must elect, not from among its members, nine members of the Assembly, who shall represent as much as it is feasible, the various political parties represented in the National Assembly, shades of opinion, gender and other special interest groups in that Partner State, in accordance with such procedure as the National Assembly of each Partner State may determine.

Plenary

Ask participants to brainstorm on the key areas they have understood with the frameworks.

THE INTERNATIONAL LEGAL FRAMEWORK

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (1948) is a cardinal document in the development of human rights, which has continued to inspire the progressive development of binding norms and standards.

Under Article 2 of the Declaration, everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other

opinion, national or social origin, property, birth or other status. In terms of Article 7, all persons are equal before the law and are entitled without any discrimination to equal protection of the law.

Additionally, under Article 21 of the Declaration, everyone has the right to take part in the governance of his country, directly or through freely chosen representatives. It further states that the will of the people shall be the authority of government and that this shall be expressed in periodic and ***genuine*** elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

International Covenant on Civil and Political Rights

According to Article 3 of the International Covenant on Civil and Political Rights (1966), the States Parties to the Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the Covenant.

In terms of Article 25, every citizen must have the right and opportunity: to take part in the conduct of public affairs, directly or through freely chosen representatives and to vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors.

Finally, under Article 26, all persons are equal before the law and are entitled without any discrimination to the equal protection of the law.

Convention on the Elimination of All Forms of Discrimination against Women

Under Article 2 of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake, among other things, to embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle.

In terms of Article 7, States Parties must take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, must ensure to women, on equal

terms with men, the right to vote in all elections and public referenda and to be eligible for election to all publicly elected bodies; to participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government, as well as to participate in non-governmental organizations and associations concerned with the public and political life of the country.

Beijing Declaration and Platform for Action (1995)

The Beijing Declaration and Platform for Action were issued at the close of a conference of States held in Beijing, China, in September 1995.

Under the Declaration, States affirmed their commitment to the equal rights and inherent human dignity of women and men and other purposes and principles enshrined in the Charter of the United Nations to the Universal Declaration of Human Rights and other international human rights instruments. In particular, the Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on the Rights of the Child, as well as the Declaration on the Elimination of Violence Against Women and the Declaration on the Right to Development. In the same vein, they recommitted themselves to ensure the full implementation of the human rights of women and of the girl child as an inalienable, integral and indivisible part of all human rights and fundamental freedoms..

States recognized that women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace.

The Sustainable Development Goals

From September 25th 2015 to August 17th 2016, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. For the goals to be reached, everyone needs to do their part; governments, the private sector, civil society, and people like you.

The SDG 5 Gender Equality focuses at the achievement of gender equality and empowerment of all women and girls. It constitutes a specific and measurable commitment undertaken by Uganda, a member of the community of nations, to increase the participation of women in the politics and governance of the country.

United Nations Security Council Resolution 1325 of 2000

This Resolution is significant in the history of the Security Council particularly in addressing itself on the effect of war to women as well as the involvement of women in achieving effective resolution of conflicts and sustainable peace.

In terms of this Resolution, the Security Council expressed concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons; further recognized that they are increasingly targeted by combatants and armed elements and also noted the consequent impact this has on durable peace and reconciliation.

The Security Council also reaffirmed the important role of women in the prevention and resolution of conflicts and in peace-building, and stressed the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, as well as the need to increase their role in decision-making with regard to conflict prevention and resolution.

To this end, among other things, the Security Council urged Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict.

UNIT 2:

ROLES AND RESPONSIBILITIES OF WOMEN COUNCILORS AT LOCAL GOVERNMENTS

2.0 Introduction

The legal environment which supports women's participation at national, regional and international levels in leadership include: Local Government Act, CAP 243, Electoral laws and the Constitution of Uganda, African Charter on Human and Peoples Rights (ACHPR) and the protocol Convention on Elimination of all Forms of Discrimination against women (CEDAW), Beijing Platform for Action (BPA), Universal Declaration of Human Rights (UDHR) and the Convention on the Political Rights of Women.

2.1 Competences

At the end of the session the participants shall be able to:

- ⇒ Apply the roles and responsibilities
- ⇒ Demonstrate abilities in implementing their roles
- ⇒ Practice their skills as women councilors

2.2 Scope of the unit

This unit covers the roles and responsibilities of women councilors and elaborates the importance of having women councilors in active in local councils, the challenges women councilors face in playing their roles, and responsibilities as enshrined in the Local Government Act and Constitution of Uganda as well as solutions to the challenges.

2.3 Learning Objectives

At the end of the unit, participants will be able to:

- ⇒ Identify roles and responsibilities of a woman councilor
- ⇒ Able to apply the operations of local government system as woman councilors.

2.4 Instruction methods

- ⇒ Brainstorming
- ⇒ Plenary discussions
- ⇒ Group work

The Local Government System

In a plenary discussion, ask participants their understanding of the local government system and how it works and note down their responses.

There are different levels of representation in Uganda from the local to the national. The Local Government Act of 1997 gives full effect to chapter 11 of the 1995 Constitution, in particular the provisions of article 206 (1). The objectives of the local Government Act are:

- a. To give full effect to the decentralization functions, powers, responsibilities and services at all levels of local government.
- b. To ensure democratic participation in and control of decision making by the people concerned.
- c. To establish democratic ,political and gender sensitive set up in the local governments
- d. To establish sources of revenue and financial accountability.

The local governments are district councils and sub county councils in rural areas and state, city divisions, municipal divisions and town councils in urban areas. Section 9 of the local government Act CAP 243 makes the local council as the highest political authority within the local government. According to Article 180 (2) (b) of the constitution of Uganda, one third of the membership of each local government council shall be reserved for women. This however doesn't stop women from contesting for directly elected seats in council.

Roles and Responsibilities of women councilors

The district council comprises of: the district chairperson, one councilor elected to represent an election area of the district, two youth councilors (one representing female youth and the other representing male youth), two councilors representing persons with disabilities (one of whom is female), and women councilors forming one-third of council. In a plenary session ask participants what the roles of the female councilors are.

Responses should highlight the following roles as provided in Part II of the Local Government Act:

- ⇒ Initiate and formulate policies for approval of the Council.
- ⇒ Participate in overseeing the implementation of the Government and Council's policies.
- ⇒ Monitor and co-ordinate activities of non-governmental organizations in a District.
- ⇒ Maintain close contact with the electoral area and consult the people on issues to be discussed in council.
- ⇒ Present people's views opinions and proposals to the Council.
- ⇒ Attending Council sessions and Committee meetings.
- ⇒ Meeting the people in the electoral area regularly.
- ⇒ Participate in monitoring the implementation of Council programmes and take remedial action where necessary.
- ⇒ Recommend to Council any persons to be appointed members of District Service Commission, Local Government Public Accounts Committee, and District Land Board or any Boards, Commissions or Committees that may be created.
- ⇒ Receive and solve problems or disputes forwarded by lower Local Government Councils;
- ⇒ At the end of each year, consider and evaluate the performance of the Council against approved work plans and programmes.
- ⇒ Carry out any other duty as may be authorized by Council or any law.

In groups of 2–3 ask participants to highlight the challenges they face in the execution of their roles as female councilors. Let each group present its answers to the participants.

Some of the challenges faced by female councilors include:

- ⇒ Limited education background and limited experience of women councilors has a bearing on their capacity for effective participation.
- ⇒ Women within local councils face time poverty as a constraint.
- ⇒ Reconciling leadership roles with domestic roles.
- ⇒ Inferiority complexes.
- ⇒ Lack of skills in planning, budgeting, lobbying and advocacy.

In a brainstorming session or group discussion the trainer can ask the participants how best to address the challenges highlighted which affect their effectiveness in the execution of their roles and duties.

UNIT 3:

LEADERSHIP

3.0 Scope of the unit

This unit covers the meaning of leadership, types of leadership, case studies, and qualities of a good leader including issues that may derail good leaders and how to guard against them.

3.1 Competences

At the end of the session the participants will be able to:

- ⇒ Apply their roles as women councilors.
- ⇒ Demonstrate the meaning of leadership and its importance.
- ⇒ Practice the principles and qualities of good and effective leadership in local councils.

3.2 Session objective

- ⇒ To help the participants understand and appreciate their roles and responsibilities on how to effect them in their works.

3.3 Instruction methods

- ⇒ Brainstorming.
- ⇒ Question and answer.
- ⇒ Group work.
- ⇒ Role plays.

Definition of the terms leader and leadership

Using a question and answer method ask the participants to define the terms leader and leadership. Note the responses on the flip chart and following a general discussion come up with a working definition.

Functions of a leader

Brainstorm with the participants to identify different functions of a leader and the environment needed to support them fulfill these functions. Write the responses on the flipchart. The following functions should come out.

Getting tasks done

Clarifying, coordinating, delegating, process observation, controlling, mobilizing, planning, initiating.

Group maintenance functions

Encouraging, harmonizing, motivating, evaluation and guidance should also be highlighted.

Role play

Using role play, divide the participants into groups and ask them to act out different roles/scenarios:

1. Dictatorial leader- the leader calls for ideas but doesn't listen to people, quashes their decisions, imposes own point of view on the people.
2. Passive leader-the leader shows very little interest, makes no suggestions, doesn't respond to suggestions of the group, and doesn't help to reach decisions or resolve conflicts.
3. Democratic leader-the leader involves all members of the group in decision making, allows full participation of the members, does not impose their ideas on the members and respects their views.

Some of the guiding questions to use as a facilitator to generate a discussion with the participants for each role play.

- ⇒ What was happening in the role play?
- ⇒ Why did it happen?
- ⇒ What did the leader do?
- ⇒ How did the group react?

Characteristics of a good leader

Through brainstorming, make reference to the role plays to enable the participants identify the preferred style of leadership and give reasons. The facilitator should emphasize what has been raised as the qualities of a good leader.

Table 1. Some of Response to be generated may include;

Open minded	Flexible	Knowledgeable
Good listener	Energetic	Has a vision
Patient	Self-respect	Truthful and sincere

The trainer may ask the participants to identify the qualities that work for them in execution of their daily work.

Challenges faced by women councilors in leadership

Group work

Using group work participants can highlight challenges they encounter as women leaders. After the group discussions one member of each group should present the group findings.

The trainer should take note of common challenges on the flip chart and summarize the challenges that women councilors face.

Means of addressing the identified challenges

Using the same groups, participants should come up with means of addressing common challenges noted by the trainer. The trainer notes common means of addressing these challenges.

The trainer should wrap up the session by emphasizing the importance of effective women councilors as leaders and note the following:

- ⇒ Leadership is about influencing others to carry out a task towards a desired end.
- ⇒ A leader must utilize their environment for positive growth of themselves and the people they are leading.
- ⇒ In planning and mobilizing communities, a good leader will aim at creating sustainability.
- ⇒ Leadership doesn't mean being the only one in control. It involves being an inspiration to others and motivating them to use their skills.
- ⇒ An effective leader assists others to share a common vision and work towards its achievement.

UNIT 4:

COMMUNICATION SKILLS

4.0 Scope of the unit

This unit covers the meaning and importance of effective communication and confidence building (i.e. public speaking) for women councilors using information technology to enhance effectiveness.

4.1 Competences

At the end of the session the participants will be able to:

- ⇒ To apply the different tools applicable to effective communication.
- ⇒ Practice practical skills on confidence building and public speaking.
- ⇒ Demonstrate the importance of communication while a councilor.
- ⇒ Appreciate the purpose of preparing a presentation.
- ⇒ Examine the content of communication to the target group.

4.2 Session objective

To enhance on the skills of communication of the women councilors in councils.

4.3 Instruction methods

- ⇒ Brainstorming
- ⇒ Plenary discussions
- ⇒ Group work

The effectiveness of communication depends to a large extent on how well information is shared and understood. Effective communication informs planning, budgeting, policy development and ultimately improves service delivery.

The community always expects their leaders to keep them informed about programmes, services, the rights and obligations, benefits, challenges in service delivery and decisions council is making on their behalf on a regular basis. This calls for effective external and internal communication.

When communicating, one needs to be mindful of:

- ⇒ The target audience
- ⇒ Key message.
- ⇒ Purpose of the message – Is it to educate, motivate or inform the audience?

Step 1:

Divide participants in two groups and ask one to identify issues and try to get the other group to understand them. The recipient group should put as many barriers or difficulties receiving the message as they can. The groups take turns acting the communicator and the recipient.

Discuss the experience of the participants and their feelings, both as communicators and recipients of the information. What was particularly difficult? What was easy?

Ask participants to define communication in their own words and note this on the flipchart to display on the wall. Remember, there can be many interpretations.

Communication is a way of making opinions, feelings, information and other interests known or understood by others. It can be done through speech, writing or bodily movements.

- ⇒ Communication therefore involves more than one person. It is a process of getting a message from one person or group of persons to another through various means (medium of communication)
- ⇒ Communication involves a message, a sender, a medium through which the message is sent, a receiver of the message and a process of feedback.

- ⇒ Communication flows from one point to another. Its effectiveness can be affected negatively or positively by other factors in the environment.

Step 2:

Think back to the just completed exercise

What did you observe? What are the possible ways in which communication can be misunderstood/ what obstacles come in the way of effective communication? Can you identify the aspects that prevented effective communication during the group illustrations. List them down. What was the role of the group generating the message, versus the group receiving the message?

Table 2. Some of the communication Barriers in councils meetings

Poor preparation of the message,	Orders	Threats
Lack of confidence	Not being SMART	Language problem
Moralizing or lecturing	Criticism or ridicule	Praise or sympathy
Poor mobilisation of support	Poor timing	Lack of facts

Brainstorm on the benefits of effective communication especially to advocacy and lobbying.

Communication methods

How you are going to get your message across matters.

Ask participants ways/methods that can be used in this regard and note down their responses. Methods include;

- ⇒ During events
- ⇒ Billboards
- ⇒ Community meetings
- ⇒ Public notices

⇒ Media releases

⇒ Internet

Note: The message must be consistent and framed from the perspective of the receiver. It should be brief, simple and easily understood by the target area.

Tools of communication to enhance leadership roles of councilors

With advancement of technology, councilors need to be abreast with new ways of communicating with not only their electorates but for networks and partnerships. This includes: websites and social media.

They are sources of information to the public on government plans, budgets, programs and services.

Social media refers to a wide range of tools that enable people and organizations to communicate using the internet based technologies. It includes: email and instant messaging, facebook, Twitter and blogs among others. Social media enables two way communication enabling people and organizations to share information, pictures, audio or video in a snap shot.

For communication to be effective social media must be integrated alongside traditional media like radio and community gatherings among others to increase outreach of information and feedback.

Importance of social media

⇒ Allows quick response to issues from citizens.

⇒ Instant messaging.

⇒ Source of information.

⇒ Meet people–facebook.

⇒ Debating platform.

⇒ SMS chat

One of the new tools, cheap and effective methods for communication is the use of SMS. Anyone with a mobile phone can use SMS texting to communicate. As a woman leader you will belong to different groups and will need to communicate with them from time to time. SMS chat is an effective way of communicating

within a group. It can be used to send information on any activity or to send a message to a group. For it to be effective one needs to be part of a chat group. A demonstration on how to join a chat group and to use SMS to communicate is shown below.

One of the new cheap and effective methods for communication is the use of SMS. Anyone with a mobile phone can use SMS texting to communicate. As a woman leader, you will belong to different groups and will need to communicate with them from time to time. SMS chat is an effective way of communicating within a group. It can be used to send information on any activity to an individual or to a set group. For it to be effective, one needs to be part of a chat group. A demonstration on how to join a chat group and to use SMS to communicate is shown below.

Another practical way of communicating is email. By opening an email address, you are able to send messages as well and more so with detail. This is the same procedure for Facebook which is a popular tool for communicating that the trainer should also demonstrate to participants. The electorate will be using email and Facebook but s/he should also illustrate how to use SMS chat to communicate quickly among councilors and with the electorate. Finally the trainer should illustrate to participants how to conduct research using the internet. Go to Google and type a topic of interest to the participants. It should be one which rhymes with their roles and responsibilities and show them the information they can download to use in council to influence decision making, without having to go to a library.

Public speaking–Lecture Method

Excellent speech skills are essential for every politician. Speech is a councilor's most important tool to convince the electorate, colleagues and journalists.

According to the Webster dictionary ***“Public speaking is the art of effective oral communication with an audience.”***

It is important for women councilors to develop the art of communicating effectively with the council and her electorate. Once this art is developed, it leads to the development of personal confidence that promotes self-esteem. An effective public speaker finds it easier to present the issues affecting her people

in an organized manner; and through public speaking, a woman councilor contributes ideas which can promote the welfare of her electorate and society as a whole.

What it takes to be an effective public speaker

- ⇒ Be prepared and do research on the topic you intend to speak about.
- ⇒ Stay focused on your topic.
- ⇒ Keep the message clear, simple and short and communicate it passionately.
- ⇒ Use humor and share personal stories and examples.
- ⇒ When standing ensure that you stand upright and make sure you are audible.
- ⇒ Make eye contact with the audience.
- ⇒ Be relaxed and confident.
- ⇒ Be vivid when delivering the message.
- ⇒ Be natural.
- ⇒ Speak slowly and clearly.
- ⇒ Repeat the message you want to get across repeatedly until the target audience identifies it from various messages that they receive everyday.

Guidelines for thinking ahead

Remind the participants on the following:

- i. Who are you speaking to?
- ii. What do you wish to communicate?
- iii. How can you best convey your message?
- iv. When? Timing is important here.
- v. Where? What is the physical context of the communication in mind?
- vi. Why? In order to convert hearers into listeners, you need to know why they should listen to you

- vii. Be concise. Be brief. Use short words and sentences. Where appropriate, support these with short, easy-to-understand examples, which help demonstrate your message.

Tips for public speaking

The following should matter;

- ⇒ **Personal appearance:** When you are making a presentation, everyone looks at you. You should be neat and smart.
- ⇒ **Body language:** Your body makes up 50% of your message. Make sure you stand straight with your feet slightly apart.
- ⇒ **Eye contact:** Engage your whole audience by looking around the room at various intervals.
- ⇒ **Facial expression:** Smile when the occasion demands it.
- ⇒ **Voice:** Speak loudly so that everyone can hear your message.

Handling fear: Everyone feels scared before they speak to people in public. This is normal. To address fear, think about the fact that the audience is comprised of human beings like you and they actually wish you well. If you prepare your message well and know your audience you will feel more confident. Before you make your presentation, do the following: visit the venue early so that you get used to the place, ensure that you know your topic and organize your talking points beginning from an introduction, body to a conclusion. Practice your presentation in front of peers or family and ask them to comment. Be smart so that you feel good about yourself. Start your presentation with a joke or a saying that ties in with the topic you wish to speak about. This will put you and the audience at ease.

Structure the speech

The following guideline could be used:

A) Opening:

- ⇒ Start with an “ear-opener” - a personal story or a joke linking you to the audience. This will help you to get their attention and sympathies.

- ⇒ Then, introduce the target audience to your subject (e.g. “today I want to talk to you about how and why council should allocate more resources to improve education in oil division.”)

B) Body or main part:

- ⇒ Pick three main arguments or issues to support the message of your speech. More than three will be difficult to remember for your audience. Collect examples or proofs to support these arguments. Include personal references and stories.

C) Ending

- ⇒ The end is the most important part of the speech. This is the part your target audience people will remember when they go home. Be sure to end with your strongest argument and repeat your main message in the last sentences.

Role play

Let participants choose a topic on which they would like to speak about and through a role play have them demonstrate how they would speak about the issue. Let the rest of the group listen attentively and make comments after the role play. Before the role play inform the participants and role players to keep in mind the tips they learnt on public speaking.

UNIT 5:

BALANCING PERSONAL AND PUBLIC LIFE

5.0 Introduction

This unit is aimed at enabling women councilors on how to cope with day to day affairs and consultations for remedial measures to resolve conflicts at personal, family and community level.

5.1 Competences

At the end of the session the participants should be able to:

- ⇒ Identify causes and types of stress
- ⇒ Examine the different techniques of coping and managing stress
- ⇒ Demonstrate on how to balance different roles as a councilor and the family
- ⇒ Apply different personal skills in daily life

5.2 Session Objective

To improve and strengthen individual personal skills that meet new challenges as women councilors

5.3 Instruction Methods

- ⇒ Brainstorming
- ⇒ Plenary
- ⇒ Lecture.
- ⇒ Question and answer

5.4 Probing question

Ask participants what is stress and its causes.

Write down the responses on a flip chart.

Types of stress include

- ⇒ Physical
- ⇒ Emotional
- ⇒ Behavioral

Table 3. Symptoms of stress

Depression	Hormonal imbalance	Change of tempers
Heart burn	Rapid breathing	Restless
Headache	Stomach ache	Heart attacks
High blood pressure	Infertility (in ladies)	Erectile dysfunction (in men)
Lack of concentration	Lack of appetite	Emotionless

Ask participants to list the causes of stress in the work place and please note them down

Complement on their submissions by highlighting the following;

Table 4: on stress and management

Causes of stress	Management of stress
Working under dangerous conditions	Express your feelings by sharing with colleagues about your worries and burdens.
Having Poor management (unclear expectations)	Exercise your self
Sexual harassment	Smile and laugh
Having to give speech in front of colleagues	Take a break from the stressor
Divorce	Simplify issues by lowering expectations
Work overload	Sleep for some time
Job insecurity	Do what you want most (i.e. drawing, reading etc.)
	Manage your time
	Have limits in accepting duties/ assignments
Conflict of roles	
	Seek clarification if in doubt about roles, expectations and boundaries
Relationships with family members, subordinates and colleagues	Build rewarding, supportive relationships and try to achieve an acceptable balance between oneself, work and family
And others	Eat a healthy diet

Management of stress may necessitate changing one's life style both professional and personal.

Changes in professional life may necessitate

- ⇒ Delegating work whenever possible
- ⇒ Traveling early to duty station to avoid traffic
- ⇒ Being punctual
- ⇒ Taking breaks while working
- ⇒ Working the necessary hours
- ⇒ Treating employees, subordinates and colleagues with courtesy
- ⇒ Making to do lists and putting priorities clear.

Changes in personal lifestyle require

- ⇒ Developing and enjoying relationships with those closest to you.
- ⇒ Taking time to be alone when you need it.
- ⇒ Making time for friends and relatives
- ⇒ Making occasions for mealtimes
- ⇒ Making sure your hobbies are non competitive
- ⇒ Taking breaks and holidays whenever possible.

UNIT 6:

UNDERSTANDING GENDER AND GENDER DYNAMICS

6.0 Introduction

More often than ever, many people have failed to understand the concept gender in the work place. It is understood or linked at promoting women issues only. This perception therefore is impacting heavily on addressing equity and equality in development programmes. This unit is aimed at enhancing participants in skills, measures and interventions aimed at addressing the gender issues that are being experienced by women councilors in their councils at Local government.

“Gender equality is not just a goal: in its own right it is central to achieving all other development goals” gender equality means that males and females have equal opportunities to realise their full human rights and contribute to and benefit from economic, social, cultural and political development.

6.1 Objective of the unit

To equip women councilors with the necessary information and knowledge in applying gender in their work.

6.2 Scope of the unit

This unit covers the meaning of gender, Sex and gender issues in the process of development, specifically rural development, Socio-cultural and related factors leading to gender discrimination, analysis of rural society and gender considerations in the process of local planning.

6.3 Competences

At the end of the session participants should be able to:

- ⇒ Mainstream gender in the work place
- ⇒ Apply equity and equality in council activities and programs
- ⇒ Participate in the planning and budgeting in local governments
- ⇒ Explain and apply the common gender concepts
- ⇒ Identify a gender issue in programs
- ⇒ Demand for disaggregation of gender in development programs

6.4 Session Objectives

To facilitate the empowerment and addressing gender concerns by women councilors in local governments

6.5 Instruction Methods

- ⇒ Buzz groups
- ⇒ Brainstorming
- ⇒ Lecture
- ⇒ Case studies

Gender and development concepts

Step 1: Expectations of participants

The trainer can start by asking participants their expectations and noting them on a flip-chart. At the end of the session, compare learning objectives of the session and module with the expectations of the participants and make an assessment whether the session met the expectations of the participants.

Step 2: Distinction between sex and gender

a) Definition of sex

Ask participants to identify physical differences between females and males. Note their responses on flip chart.

Using VIPP cards ask participants to write down their understanding of the term “sex”. Group similar answers together; put down the definition of sex on flip chart which should be explained and ask participants for any clarifications.

Sex refers to the biological and physiological differences between men and women.

Definition of gender

Using VIPP cards, ask participants to note down their definition of gender. Group similar answers together and put the definition of gender on the flipchart.

Gender

Refers to the social and cultural construct roles, responsibilities, attributes, opportunities, privileges, status, access to and control over resources and benefits between women and men boys and girls in a given society.

Ask participants about gender roles that have changed over time. This is to emphasize that gender roles are not permanent but can change overtime.

Gender roles are performed on the basis of social and cultural definition/ expectation. They change with time and space and are not universal.

Gender issue: is a point of gender inequality that is undesirable and requires interventions. It results in some form of gender discrimination or oppression. A gender issue results when there is inequality, inequity or differentiated treatment of an individual of group of people purely on the basis of social expectations and attributes.

Gender budgeting is a practice/ approach of allocating resources taking into consideration the different needs, interests and constraints of women and men. It also involves disaggregating and analyzing government expenditures and revenues according to their different impacts on different categories of women and men, boys and girls.

Gender budgeting involves an analysis and understanding of the situation of different categories of men and women, boys and girls to determine the gender gaps/ inequalities and setting appropriate interventions in Development plans and budgets to address them.

Gender Analysis is a systematic way of examining the different effects and impacts of development programmes on women and men particularly taking stock of their participation as service providers and beneficiaries.

It also refers to identifying and classifying the different roles of women and men in a given sector or activity; their relations and access to and control over resources and benefits.

Gender Accountability refers to showing justification, in a gender perspective, for course(s) of actions at individual, institutional/ organizational and governmental levels. It relates to being answerable and responsible for actions and decisions (policy formulation, planning & budgeting, public expenditure/ resource allocation, legislation, roles assignment and governance).

Gender Mainstreaming refers to deliberate efforts to integrate strategies and actions that address gender inequalities into policies, plans, programmes/projects, institutions, and laws. The ultimate goal of gender mainstreaming is equal participation in and benefit from development initiatives for both women and men.

Gender Equality: Is the ability of men and women, boys and girls to enjoy the same status and have equal opportunity to realize their potential to contribute to socio cultural, economic and political development.

Gender equity: is fairness and justice in the distribution of resources, benefits and responsibilities between men and women, girls and boys in all spheres of life.

Note: *The trainer should give participants hand outs explaining in detail the process of undertaking gender budgeting and gender accountability.*

Why to be gender responsive as a woman councilor

- i. To analyse programmes and interventions to ascertain who is benefiting and the constraints that may hinder females and males from accessing the benefits of the interventions as well as the gender gaps.
- ii. Articulate and define the key gender issues for each of the core programme areas.
- iii. Analyse budget allocation and ensure all sections especially women and children equally benefit.
- iv. To ensure gender issues are mainstreamed in all plans and programmes before they are passed by council.

Gender budgeting

Gender budgeting examines how budgetary allocations address and affect the social and economic needs and opportunities for men and women. Therefore the application of gender mainstreaming at this level means incorporating a gender perspective in revenue collection and expenditure allocations. Budgets are important instruments that reflect commitment to address priorities.

Steps of promoting gender budgeting

It is suggested that gender budgeting involves three clear sets or stages of activities as indicated below:

- Step 1:** Analysis of the budget from a gender perspective to determine the differential impact of the budget on women/girls and on men/boys
- Step 2:** Reformulating budgetary policies / guidelines and the distribution of resources to achieve gender equality outcomes
- Step 3:** Working systematically to embed gender within all budgetary processes

Mainstreaming gender

In simple terms, gender mainstreaming looks at addressing issues of disadvantaged individuals who otherwise if not assisted, will hardly get what is meant for them as a share. These categories include young people, women, and people with disabilities, widows, orphans and illiterates. Therefore gender mainstreaming focuses at development plans, budgets, resource allocations, access to services, monitoring and evaluation, representations in decision making among others.

Gender mainstreaming ensures that women and men have equal access and control over resources, development benefits and making decision at all stages of the development process. The goal is to facilitate stakeholders to routinely integrate the increase of women as well as men at every stage of the programme cycle from planning to implementation and evaluation.

Suggested interventions to incorporate gender mainstreaming

The following are suggestion to effectively introduce gender mainstreaming internally and externally to the organisation. The recommendations are disaggregated into three main theme areas: awareness, capacity building and impact monitoring. Additionally a time frame for implementation varying from short, mid to long term is assigned to each suggested interventions.

Gender mainstreaming

Interventions	Time frame for implementation		
Theme	Short term	Mid term	Long term
Awareness			
Systematically blend the gender interventions in the communities with culture factors for strategic programming efforts, in order to promote human rights	×		

Interventions	Time frame for implementation		
Theme	Short term	Mid term	Long term
Introduce a cultural sensitive approach which reorganizes that men and women exercise power in varied and an expected ways. Assisting to understand how cultures can modify and transform.	×		
Implement interventions aiming to promote equality between men and women in the access of goods and services	×		
Encourage women to take part in decision making processes within their organization's / communities where they are usually under represented	×		
Train the focal person in gender mainstreaming and encourage networking with other programmes' focal person to promote women's rights and gender equality, with a view to conducting exchange on the best practices	×		
Promote at the work place the balanced recruitment and carrier advancement of men and women with a view to preventing the horizontal and vertical segregation of the labour market	×		
Advocate for a balanced participation by men and women in family and working life and of balanced participation of women and men in the decision making process. Both constitute particularly relevant conditions for equality of men and women.	×		
Awareness- raising and information are essential to support changes in attitude and behaviour. It is crucial to introduce gender mainstreaming training modules in the training class for staff members at all levels.	×		
Use of available information and gender inequalities and gender segregated data to transmit knowledge in a culturally sensitive approach. Men and women participation is paramount for impact purposes.	×		

Interventions	Time frame for implementation		
Theme	Short term	Mid term	Long term
Transmit knowledge using the local language, considering prevalent behaviours towards gender issues in targeted community.	×		
Women are more frequent victims of harassment than men. It is essential to ensure that human dignity, privacy and integrity are respected at the work place.	×		
Enforce policies to play an increasingly effective role in preventing and combating harassment.	×		

Theme	Short term	Mid term	Long term
Capacity building			
Debate around the various techniques /methods to be employed with a view to implement the integrated approach to equality between men and women		×	
Consider the active participation of women when local committee meets to draw up priorities on the programmes activities	×		
Ensure women are invited to attend and that their voices heard and noted to be addressed. Schedule meetings at times convenient for women.	×		
Provide training to local communities on the integrated approach to equality between men and women.		×	
Incorporate gender analysis into all stages of the programme cycle as a tool of promoting transparency and equality.	×		

Theme	Short term	Mid term	Long term
Capacity building			
Impact monitoring	Short term	Mid term	Long term
Assess the impact of the corporation between your programme and the local committees (men & boys and women/girls equally)			×
Define appropriate indicators on gender which help to make gender biases more visible and facilitate effective interventions and implementation to bring about greater gender equality.		×	
Analyze the allocation of budget resources for each established activity form the point of view of equality between men & boys and women & girls.		×	
Ensure that women's and men's needs and priorities are considered equally, assessing the impact of the programme activities on men and women.			×

Monitoring and evaluation

Reviews progress towards achievement of planned objectives and assessment of impact on men/women

Identifying gender responsive indicators to measure progress towards meeting the gender responsive goals and evaluating the impact on men & boys and women & girls. This should qualified by disaggregation's of the targeted beneficiaries

Some of the areas could be numbers who are able to:

- ⇒ Earn and control the income, own and use assets.
- ⇒ Make important house hold decisions e.g. the number of children.
- ⇒ Exercise freedom of movement.
- ⇒ Have voice in society and influence policy through participation and decision making.

UNIT 7:

LOBBY AND ADVOCACY

7.0 Introduction

This session is intended to enhance participants with the act of influencing leaders to create legislation or conduct activities that will help a particular group/ individuals/organisation. Lobbying involves the advocacy of an interest that is affected, actually or potentially, by the decisions of government leaders. Individuals and interest groups alike can lobby governments and governments can even lobby each other.

7.1 Scope of the unit

The unit implorers the meaning of lobbying, advocacy and explains the process of lobbying and Steps for conducting effective lobby and advocacy as well as outlines the barriers that can hinder effective lobbying and advocacy.

7.2 Competences

At the end of the session participants will be able to:

- ⇒ Explain lobbying and advocacy
- ⇒ Describe the process of lobbying and advocacy
- ⇒ Identify the barriers to effective lobbying and advocacy

7.3 Session objective

To empower women councilors with skills and knowledge to undertake effective advocacy and lobbying to realise results.

7.4 Instruction Methods

- ⇒ Group work
- ⇒ Buzz groups
- ⇒ Brainstorming
- ⇒ Lecture
- ⇒ Question and answer

The meaning of Lobbying

In a brainstorming session, ask participants understanding of lobbying and note down their responses.

Lobbying is the practice of influencing decisions made by the government or legislators in groups or individually. It involves giving information, creating understanding, putting forward alternatives to the person to whom lobbying is targeted. It can be done using personal contacts, public pressure or political action to persuade legislators and citizens to vote in a particular manner.

Exploring the meaning of advocacy

Using the same approach, ask the participants what they understand as advocacy.

Advocacy is a strategic action intended to influence decision making (for or against) in order to improve the social, political, economic or cultural environment of the community or group of people. It is an organized, systematic way of influencing process on matters of public interest.

Note to the trainer: An advocate focuses on an issue or issues and wants a situation to get better. He/she feels strongly about an issue and is dedicated to make a change. ***'Advocates help others realize the need for fundamental policy change and bring people together to influence government, other organizations and the public at large'***

Group work

In groups ask participants to read case study and answer the following questions;

Answer the following questions.

1. What was the strategy that the women used and why do you think they chose that?
2. Why were the women successful?
3. Based on the case study and the brain storming exercise you had in the plenary, what is your definition of advocacy?
4. What steps were used in the story (building blocks)
5. Do you think the women were successful? Why?

The groups present main points from their group work on the case study, which should be discussed in plenary.

Importance of Advocacy

- ⇒ It raises awareness about people's rights and concerns.
- ⇒ It results into policies and laws that are sensitive to the target group being advocated.
- ⇒ It results into removal of practices, laws and cultures that discriminate against and are disempowering to marginalized groups.
- ⇒ Puts issues on the national agenda
- ⇒ Generates public debate
- ⇒ Instrumental in achieving change
- ⇒ Influence others to support a cause.
- ⇒ Shift existing priorities in policy

This practice is considered so essential to the proper functioning.

Personal experiences regarding advocacy

Create a loose session of sharing experiences with regard to advocacy.

Advocacy principles and context of application

Brainstorm about what councilors should keep in mind when planning to champion an issue. How would these things influence their approach?

Expected answers would range around issues of:

Policy, plans and programmes, legal framework of the decentralization and local government act, cultural institutions among others.

The process of advocacy

A check list is presented to the participants for identifying issues. More issues can be added by the participants and recorded accordingly.

Criteria for choosing the most important issues

The issues which may be as many as 10 or even less should be categorized on the basis of;

- i. How strongly felt is it?
- ii. How widely felt is it?
- iii. Are there real benefits in the solution?
- iv. How urgent is it?
- v. Is it non divisive?
- vi. What chance of success does it have?
- vii. How much money is required for the campaign?
- viii. Does it have a clear target?
- ix. Does it give people a sense of their own power?

- x. Does it alter power relations?
- xi. Is it consistent with your vision?
- xii. Does it have a convenient time frame?
- xiii. Is it a respected issue?
- xiv. Is it easy to explain?
- xv. Does it involve leadership?
- xvi. Who really benefits; is it their greatest need?
- xvii. How does it improve on other situations?

Exercise–Group work

Divide participants into groups and ask them to do the following;

1. List 3-4 issues which need a solution from your community. What is it that the councilors want to see change and the kind of change they want to make.
2. Suggest a solution for each one of them mentioning who is responsible to make that change.
3. Examine the checklist on choice of issues provided and apply this to your list of issues then choose the issue you would like to handle. This will form the issue from which you will form your advocacy objective.
4. Formulate an advocacy objective that your group considers most critical. Remember to follow the SMART criteria.

An advocacy objective spells out; what you want to change; who will make the change, by how much and by when and how.

Participants report back on their group work for further discussion and analysis.

The trainer should clarify on the process and steps in advocacy with the following points.

A person with an advocacy agenda,

- ⇒ Have to know your target or objective, which involves making a change in a particular area.
- ⇒ At the district level, the objective that the councilor has is related to influencing the decisions and actions of council and technical officers.
- ⇒ The group deciding to use advocacy has to plan on how to influence the council or the individuals within it as well as other people who can influence the council. This necessitates developing a strategy.

Strategy development

This includes;

- i. The issue or situation they are addressing.
- ii. What they would like to achieve i.e. their objective
- iii. The mechanism they will use to make the change.
- iv. The actions that will be taken to make a change.
- v. The time frame within which they would like to make a change
- vi. The expected outcomes of the change.

The practice of lobbying should provide a forum for the resolution of conflicts among often diverse and competing points of view; provide information, analysis, and opinion to legislators and government leaders to allow for informed and balanced decision making; and creates a system of checks and balances that allows for competition among interest groups, keeping any one group from attaining a permanent position of power.

UNIT 8:

ORGANIZATION OF COUNCIL AND RULES OF PROCEDURE

8.0 Introduction

This session is intended to help participants to appreciate the principal of being organized and respecting the rules of procedures in addressing issues that impacts services delivery and coming up with ordinances geared at addressing a concern across divide.

8.1 Session Objective

Understand the procedures of council in order to improve leadership by local women councilors.

8.2 Scope of the unit

The unit covers ordinances and its purpose, why ordinances are important, Process of making an ordinance, motions and successfully moving motions.

8.3 Competences

At the end of the session the participants will be able to;

- ⇒ Demonstrate the importance of ordinances in addressing development programs
- ⇒ Explain what and why ordinances are made in councils
- ⇒ Apply skills in moving motions, ordinances and content

8.4 Instruction Methods

- ⇒ Group work
- ⇒ Plenary sessions

- ⇒ Brainstorming
- ⇒ Role plays
- ⇒ Question and answer

8.5 Understanding the council procedure

Step 1: Group work on the procedure of council

Divide the participants into 2-3 groups and ask them to;

- ⇒ Discuss the procedure of council
- ⇒ Highlight the roles of different councilors (men, women, youth, PWDS) in addition to their linkages to the women and youth councils and other organizations in the community.

Group Presentations and Discussion

All groups give their presentation to the plenary inform of role-plays, narrative, poem etc

Discuss and draw lessons from what they have illustrated

Using a question and answer approach, discuss the following;

- ⇒ What is the role of women local councilors in council?
- ⇒ What are the important distinct differences in their roles and mandate? Any similarities?
- ⇒ How do women councils perform their role?

NOTE: At the end of the session, the trainer should emphasize to the women councilors that for them to be effective in council, they must read and use the rules of procedure.

Step 2: Motions

Using a question and answer approach, ask participants what a motion is and write down their responses after which a synchronized one should be shared.

A motion is a formal proposition submitted to the council for debate or discussion. It is a written proposal summarizing key issues covered in the proposal.

A motion of council business is added to the agenda by the chairperson before any council meeting.

A motion is a written proposal summarizing key issues covered in the proposal.

Role Play

In a role play ask participants to demonstrate how a motion is moved, debated and adopted in council. Through question and answer, ask participants to critique what went well, what did not go well and correct any errors that may have been made.

Model of a Motion

THE.....BILL20.....DISTRICT
LOCAL GOVERNMENT BIL 20.....DRAFTBILL NO.....

Motion

Mr. Speaker Sir,

In accordance with power conferred upon this council, by Section 38 of the Local Governments Act, Cap. 243, I (name)..... councilor of (place)..... Seek to introduce to this council the (title)..... Bill on the (date) or soon thereafter

Step 3: Ordinances

Using a question and answer approach, ask participants what an ordinance is and note down their responses.

An Ordinance according to the local government act, is a law made by a district and city council. An Ordinance may be made for a whole district or for a part of the district which makes it.

NOTE: An Ordinance of a district or city council should not contradict the Constitution and any law made by Parliament.

The Ordinance should:

- a. Address local issues and not individual concerns.
- b. Not duplicate or conflict existing laws passed by the same council; and
- c. Not include matters already adequately provided for by the Constitution or an Act of Parliament except for ease of reference.

NOTE to the trainer: *A hand out giving details of the process of making ordinances should be given to the participants for further reference.*

An ordinance once passed by council, it is enforceable by the Police, Courts and Local Government law enforcers.

Local Council Courts ensure that the Ordinances are observed in their locality. These courts handle matters of a civil nature related to debts, contracts, assault or assault and battery, conversion, damage to property and trespass where the monetary value of the subject matters does not exceed 2,000,000/=.

The hierarchy of hearing and determining infringement of Ordinances and By-Laws is as follows:

- a. An infringement of a By-Law or Ordinance is reported to the Village Local Council Court and if one is dissatisfied with the decision can appeal to a Parish Local Council Court;
- b. An appeal from the decision of a Parish Local Council Court lies with a town, division or sub-county Council Court;
- c. An appeal from the decision of a town, division or sub-county Council Court lies with the Chief Magistrate Court; and
- d. An appeal from the decision of the Chief Magistrate Court lies with the High Court, with permission of the Chief Magistrate Court or the High Court.

UNIT 9:

CHAIRING COUNCIL MEETINGS

9.0 Scope of the Unit

The unit discusses the different types of meetings in council and skills for chairing effective meetings.

9.1 Competences

At the end of the session participants will be able to:

- ⇒ Apply skills of chairing council meetings at different levels
- ⇒ Demonstrate abilities of chairing council meetings
- ⇒ Appreciate the principles and fundamentals of chairing council meetings

9.2 Session objective

To strengthen and enhance individual skills for effectively chair council meetings

9.3 Instruction Methods

- ⇒ Brainstorming
- ⇒ Plenary sessions
- ⇒ Role plays

Using role plays, select individuals from the participants to act out how council meetings ideally should be chaired. The rest of the participants should observe and give comments after.

How to effectively chair committee meetings

Tips

1. Ascertain the dates of the meeting with the speaker to the council.
2. Verify the agenda. This is usually drafted by the chairperson of the relevant committee in consultation with the head of department.
3. Promote inclusiveness
4. Be knowledgeable of the topic of discussion.
5. Be assertive and ensure that detractors are brought to order.
6. Start the meeting on time
7. Steer the meeting in the desired direction.
8. Get materials to be used at the meeting in advance to avoid unnecessary delays.
9. One must be knowledgeable of the local council procedure.
10. Keep minutes.

Points for the chairperson to note

- ⇒ The chairperson of the committee should be innovative to ensure that the committee has business to discuss.
- ⇒ The chairperson should not use his/her position to put forward his/her ideas to the exclusion of others or to dominate the meeting.
- ⇒ Practice the key for effective chairing of committee meetings. Watch others and learn good practices.
- ⇒ A good chairperson ensures that all the issues on the agenda are discussed within the allotted time, every one's views are heard and clear decisions are reached and the meeting starts and ends on time.
- ⇒ CSOs should be invited by the chairperson in consultation with the clerk based on the issues that the committee intends to discuss

How to involve all people

- ⇒ Keep a list of who will speak first and in that order until the last persons.
- ⇒ Stop people from talking for too long; be firm and consistent about this but do not become aggressive.
- ⇒ Give preferences to people who have not spoken before and do it politely.
- ⇒ Give everyone an opportunity to contribute. If some members are quiet in the meeting ask for the views on the issues being discussed in order to draw their participation in the meeting.
- ⇒ Make sure you do not ignore those whose hands are up at the expense of those interrupting;
- ⇒ Listen carefully to what everyone is saying.
- ⇒ Make sure the members in both the ruling and opposition parties get a chance to make their views heard.
- ⇒ Make sure members who are expressing minority or unpopular views do not get shut down by other colleagues.
- ⇒ It is always important to get feedback from those who attended the meeting on how it went.

Summarizing Action Points

- ⇒ Listen carefully to the discussions and jot down a few points.
- ⇒ At the start of the meeting, remind members what the issues for discussion are and the issues on which decisions need to be made.
- ⇒ See if you can pull the points the people are discussing and suggest a constructive way forward.
- ⇒ If there are two to three different points of view on an issue, summarize them and present them clearly to the members to enable them agree on which point (s) to adopt.
- ⇒ Before you move on to the next item, go over what has been agreed upon. This will check that the members all agree on an issue.
- ⇒ Before you move to the next item agree on who will ensure that action is taken on the issue at hand. This will ensure that at the next meeting the person responsible is reporting on the action that he/she took on the issue.

- ⇒ Don't assume that silence means members are agreed on an issue. Check with them by posing relevant questions before finally adopting the decision.

Dealing with difficult people in the meeting

- ⇒ Remind members of the rules agreed on at the beginning of the meeting on how it will be conducted.
- ⇒ Be firm and consistent when reminding them of how to behave at the meeting. Use the rules agreed upon for the meeting to guide you.
- ⇒ When a member keeps repeating what he/she has already said assure them that their point has been noted and turn back to the rest of the members to enable the discussion to go on.
- ⇒ If a member is constantly criticizing the views of others ask them to give their suggestions/proposals on the issue.
- ⇒ If a member fails to listen to you, turn to the other members and ask them for suggestions on how to proceed with the meeting.

UNIT 10:

MONITORING AND EVALUATION

10.0 Scope of the unit

This unit discusses the meaning of monitoring and evaluation, the involvement of women councilors in monitoring and evaluation of activities and programs in local government including tips for conducting effective monitoring and evaluation.

10.1 Competences

At the end of the session the participants will be able to:

- ⇒ Apply monitoring and evaluation of local government activities and programs
- ⇒ Appreciate the importance of monitoring and evaluation especially government programs and its links with good governance.
- ⇒ Demonstrate skills for conducting effective monitoring and evaluation

10.2 Session objective

To empower participants with information, knowledge and skills employed in monitoring and evaluation of development programs and activities in local governments.

10.3 Instruction Methods

- ⇒ Group work
- ⇒ Brainstorming
- ⇒ Plenary sessions
- ⇒ Question and answer

10.4 Approach

In a brainstorming session, ask participants what monitoring is. Note down similar responses together after which a synchronized response should be given.

Monitoring refers to the day to day follow up of the implementation of programme activities to find out if things are going on as planned. The routine tracking of priority information about programme and its intended outcomes. The same approach could be used to define evaluation.

Evaluation refers to the assessment of progress towards stated programme/project goals and objectives. It is the collection of activities designed to determine the value or worth of a programme or project.

Why to get involved in Monitoring and Evaluation as a woman councilor in government programs and projects

1. Enhance technical support supervision and quality assurance.
2. To make necessary selection of strategic choices
3. Their involvement will enable targeting of interventions on specific population groups for maximum effect and equity.
4. For purposes of supporting resource mobilization, allocation, efficient and effective utilization, management, accountability and cost justification.
5. Programme performance assessment
6. To guide and enable planning especially priority setting.

Note: Ask the participants for other reasons they feel they should be part of Monitoring and Evaluation processes.

How to conduct an effective Monitoring and Evaluation

Key questions to ask as you conduct a monitoring and evaluation exercise.

- ⇒ Are inputs being availed as planned?
- ⇒ Are the activities being implemented as planned?
- ⇒ Are the activities being implemented at the right time?
- ⇒ Are the intended outputs and targets being met?
- ⇒ What changes or omissions have happened and why?
- ⇒ What corrective or remedial actions can be taken to achieve the intended effects?

Issues to consider in conducting effective Monitoring and Evaluation

When conducting a monitoring and evaluation exercise, councilors should look out for;

- ⇒ Effectiveness: The extent to which the programme/intervention has achieved its objectives /goals.
- ⇒ Efficiency: How have resources been converted into results
- ⇒ Efficacy: Extent to which programme /intervention has produced expected results under given conditions/environment.

Report Writing

A report is reflection of what has been done in the field. Reports provide you an opportunity to present and share your work on a wide level apart from being just a project document. To this end there are some general points of consideration while one writes a report.

1. Create the title page outlining the ***name of the activity, the title of the project, date and location of the activity*** and the name of the implementation and supporting agency. Pasting an impressive photograph on the cover page will add lots of attraction in the report.
2. Begin your report with an Introduction heading. Include a statement about the report's subject, an explanation of why the report was written and a summary of its contents. Also mention the intention of the report, which is usually to help the reader make a decision about something.

3. Present the facts about the subject clearly and concisely, giving the reader all the information necessary to make an informed decision. Present the most important information first, keeping in mind the decision that needs to be made.
4. Use appropriate first-level headings (ex, Facts, Discussion, Findings, Costs, Limitations, Advantages, Conclusions, and so on). Under these, use more specific second-level headings. Be objective in your report, presenting both sides of an issue where possible and clearly separate facts from opinion.
5. Cite your sources to persuade the reader of your information-gathering reliability. These may include interviews, articles, company records, surveys, your own observation, and so on.
6. Share your recommendations if necessary, using an appropriate first-level heading such as Recommendations or Suggestions, followed again by more specific second-level headings. Use a numbered or bulleted list if presenting more than two. When persuading your reader, always give your strongest argument first.
7. Proofread your short report carefully before sending it to the reader

UNIT 11:

CAUCUSES

11.0 Scope and content of module

This unit defines what a women's caucus is, the importance of them, the goals they wish to achieve and ultimately, how they become successful. It also touches on tracking effectiveness within the caucuses, action planning, case studies on success stories, challenges and solutions.

11.1 Competences

At the session the participants will be able to;

- ⇒ Explain the importance women caucus in supporting and initiating the a motion
- ⇒ Demonstrate the establishment of a women caucus in councils
- ⇒ Apply the skills of working with the caucus

11.2 Session Objectives

- ⇒ To strengthen women councilors skills and abilities on work with caucuses in realizing a certain objectives

11.3 Instruction Methods

- ⇒ Group work
- ⇒ Brainstorming
- ⇒ Plenary sessions

What is a caucus?

- ⇒ Through a brainstorming session, find out from the participants what their understanding is of a caucus.
- ⇒ A caucus is an exclusive meeting of members of a party or faction for organizational or strategic purposes.
- ⇒ A women's caucus is therefore an exclusive organization of women legislators or councilors for strategic purposes.

Success of a caucus

For a caucus to be successful, its members must:

1. Be committed to make it work and should be guided by a clear purpose.
2. Be able to mobilize necessary resources to change the situation of women within the council and women in their communities.

Success of the caucus can be seen through;

1. Passage of gender equality legislation advocated for by women legislators/councilors.
2. Increased election of women into positions of leadership in the council for instance as chairpersons of committees in the council.
3. Women caucuses should also be used to advocate for gender sensitize budgets, plans and programs so as to ensure that men, women, boys and girls benefit equally and equitably from public resources.

Why women caucus in councils?

In groups or through a plenary ask participants why they think a women's caucus is important.

Note down their responses and harmonize all points including the following:

- ⇒ For purposes of increasing women's impact in politics through participating in decision making processes. The decisions may be on laws, policies, budgets and programs.
- ⇒ To identify critical areas of political, economic and social concern for women and develop strategies and approaches to address them.
- ⇒ To provide peer support necessary to promote gender equality legislation and policy agenda and capacity building.
- ⇒ The women's caucus can be used to conduct research and provide data on the status of women and gender disaggregated data on issues that affect women's development
- ⇒ Unity is strength in the council. If women councilors have agreed to support a particular ordinance or issue that will have positive impact on women, it will pass more easily if they speak with one voice and from an informed perspective.
- ⇒ The issues that affect women are usually similar especially within a similar social setting. It is therefore easier for women councilors to caucus on issues that affect women and push for change.
- ⇒ Women are usually marginalized even in leadership. The caucus can therefore provide them an opportunity to network and enable them speak from an informed perspective when pushing for an issue that concerns their interest group-women.
- ⇒ Women's caucuses encourage collegiality (from colleague), participation and cooperation among elected women in legislatures.

Success of a caucus

- ⇒ Members meeting regularly on clearly defined agenda;
- ⇒ Regular communication with the members;
- ⇒ Consensus building on issues that affect women regardless of their political affiliation;

- ⇒ Visibility through conducting regular press conferences, radio talk shows so as to constantly be in touch with the interest groups that it represents;
- ⇒ Staying away from issues that are divisive;
- ⇒ Members of the caucus committing themselves to supporting issues on council and sticking to the caucus position.

Facilitators note

Since the likelihood of council comprising of more than one political party is high, it is important for the women councilors to think strategically on the nature/kind of caucus to form and what it takes to make the caucus succeed.

Once the caucus is formed the following considerations should be made.

1. Electing a chairperson. The chairperson of the women's caucus can alternate yearly ensuring that both the ruling party and opposition get to chair the caucus in an alternate basis.
2. The caucus should develop a strategic plan and work plan to guide its interventions. The plan should highlight the agenda that caucus decides to push in a given period of time.
3. The caucus should have clearly defined activities. These should be agreed upon by all and they could range from establishing and promoting legislative priorities, providing leadership development opportunities for councilors, creating task forces to undertake in depth research about an issue in order to inform the caucus on steps to take to address an issue that the caucus is pushing for to hosting informal sessions to collect views from the electorate among other activities.

UNIT 12:

WOMEN'S ECONOMIC EMPOWERMENT- MONEY MATTERS AND POLITICS

12.0 Content and scope

This module discusses the importance of economic empowerment for women leaders, entrepreneurial knowledge and skills for women leaders, empowerment and resource mobilization tips to facilitate political viability.

12.1 Competences

At the end of the session participants will be able to:

- ⇒ Appreciate the importance of economic empowerment and how it enhances women's participation in leadership.
- ⇒ Acquire entrepreneurship and investment tips
- ⇒ Demonstrate the meaning of economic empowerment

12.2 Session objectives

To empower participants with the skills that improves and better economic empowerment

12.3 Instruction Methods

- ⇒ Group work
- ⇒ Brainstorming
- ⇒ Plenary sessions

⇒ Question and answer

Understanding of economic empowerment

In a brainstorming session, ask participants what economic empowerment is and its importance to women. Note down similar responses together after which a synchronized response should be given.

Economic empowerment is a concept that implies the ability to have access and control over economic resources - land, labour and capital. The inference is therefore that women's economic empowerment looks at these factors from a gender dimension with women holding the capacity, skills and negotiating power to manage economic resources. This understanding goes beyond support for business enterprise for example, but recognizes that women have the decision-making power over the enterprise

Importance of economic empowerment to women's participation in leadership

This will be participatory based on the participant's experiences.

Note: Ask the participants for reasons on this topic

Contents for Entrepreneurship and investment

- ⇒ Meaning of entrepreneurship
- ⇒ Meaning of entrepreneur
- ⇒ Identification and selection of business enterprises
- ⇒ Planning for the enterprises
- ⇒ Management of the business/enterprises

The meaning of entrepreneurship

"The Art of identifying viable business opportunities and mobilizing resources to convert those opportunities into a successful enterprise through creativity, innovation, risk taking and progressive imagination"

“Entrepreneurship may also refer to an individual’s ability to turn ideas into action. Entrepreneurship involves engaging in socially useful wealth creation through application of innovative thinking in order to meet consumer needs using one’s own labour, time and ideas”.

It is therefore a key element in helping people to be more creative and self-confident in whatever they undertake.

The meaning of an entrepreneur

An entrepreneur is a person who develops a new idea and takes the risk of setting up an enterprise to produce a product or service which satisfies customer needs.

Both men and women can be successful entrepreneurs; it has nothing to do with gender.

All entrepreneurs are business persons, but not all business persons are entrepreneurs.

Identification and selection of business enterprises

This implies the process of selecting an enterprises/Income Generating Activities (IGAs)

Why are Income Generating Activities so helpful?

Two reasons

- i. **“IGAs give us more control over our income;** much better than frequently seeking help from relatives or neighbors, or expecting handouts from the government. These methods of survival make us vulnerable. IGAs help us to be independent.”
- ii. **“IGAs help us manage risks;** by earning income in different ways from different sources. It is more likely that the household will have income throughout the year with a variety of sources.”

The five most important points in selection of enterprises

To select an IGA, we follow five important points.

- a. Customers:** Will customers buy my products/services?
- b. Knowledge and skills:** Do I have the knowledge and skills to operate this activity?
- c. Startup and working costs:** Do I have the money to start up and operate?
- d. Sales and income:** Is the IGA profitable?
- e. Family expenses:** Will the income from the IGA, when added to other family income, be enough to pay household expenses?

If an IGA is selected without using the five important points, the IGA might...

- ⇒ Not have enough customers
- ⇒ Be too complicated for us
- ⇒ Be too expensive to start up, or
- ⇒ Be unprofitable
- ⇒ Not help pay our weekly household expenses.

Identify promising IGAs

Before we select an IGA, we must understand our choices. There are activities that people in our community undertake to generate income. These can be things people make, buy and sell, or services people perform for others."

Some usual examples are; bee keeping, bicycle repair, butchery, carpentry, cassava selling and buying, chicken vendor, shoe repair, firewood and charcoal selling, fish smoking, goat keeping, knitting, mat weaving, meat roasting, pottery, poultry raising, produce buying and selling, radio repairing, secondhand clothes selling, seedling nursery, tailoring, tea room/restaurant, vegetable growing, etc.

What are some common IGA selection mistakes?

"We see others operating the IGA."

"We hear that it is profitable."

"We think that it is easy to operate."

Important notes and characteristics of enterprises/IGAs

(i) **Business/ IGAs** are activities in which resources are invested with expectation of return in future.

(ii) The costs and benefits of the activity will be recognizable, measurable and:

- ⇒ Can be planned, financed and implemented as a unit.
- ⇒ Has a specific starting and finishing time in order to achieve specific objectives.

(iii) Business is an activity around which a conceptual boundary can be ascribed:

- ⇒ Must have specific geographical location.
- ⇒ Is likely to have partially or wholly independent administrative structure and a set of accounts.

Choosing enterprise takes into consideration a number of factors

- i. Takes into consideration needs of the immediate community.
- ii. Takes into consideration the capacity of the proprietor.
- iii. Exploitation of the locally available resources culturally familiar and acceptable.
- iv. What the community wants.
- v. Strengths and weaknesses with regard to skills, experience and capabilities.
- vi. What are the entrepreneurs' interests and objectives?
- vii. Local needs.
- viii. What can be produced locally?
- ix. What can be marketed easily at a fair price?

- x. What can you provide?
- xi. What resources are required to produce and sell the product?
- xii. What is the required; quantity/quality that can make it profitable?
- xiii. What equipment, materials, facilities are needed for the activities?
- xiv. How much will it cost to start the business?
- xv. How long will it take to get started?
- xvi. What other short term or long term benefits might be desired from the business?
- xvii. What risk is involved in this kind of business?

Planning for your enterprise

This section explains how goals and objective of enterprises are outlined, how and when they can be achieved. It is a road map to owning and operating a business. It should be developed before starting the business and revised overtime/regularly.

How to develop a business plan

- ⇒ Title of business: name and nature
- ⇒ Location, e.g. physical, telephone, email and postal address
- ⇒ Business profile
- ⇒ Goal of the business
- ⇒ Objectives of the business
- ⇒ Strategy: the various ways of doing things. (Give e.g. in procurement, transportation, production and marketing)
- ⇒ Budget/financial plan
- ⇒ Management and organization structure
- ⇒ Risks and assumptions.

Importance of a business plan

- a. To obtain financing from financial institutions.
- b. It is a guide for the day to day operation of the business.
- c. It is a legal requirement for formalizing the business e.g. trading license, certification, tax assessments etc.
- d. It helps to keep business focused.
- e. It provides information regarding the background and capacity of the businesses.
- f. It helps businesses to avert potential risks.

Understanding value addition

Value addition relates to improving a product so that its shelf life is longer, quality improves and its market value increases. The commonest application of value addition process is in agricultural production and processing chain of activities.

Illustration

- ⇒ Imagine a crop produce like maize. The following activities add value to maize grain:
 - i. Roasting maize
 - ii. Grinding maize into flour
 - iii. Packing maize as snacks e.g. Doritos
- ⇒ For each of the above (i-iii) activities, there is an increase in the market value of the product, and consequently the market price of the product.
- ⇒ It implies for example that actors connected along a chain producing and delivering agricultural goods to consumers through a sequence of activities starting from the inputs, production, processing, marketing and consumption.
- ⇒ At each level and or stage of engagement of actors in the value or supply chain, do not participate in isolation; rather their activities depend largely on other impacts and interventions.

Savings

Leading questions to understand saving

- ⇒ What is savings?
- ⇒ Why is it important to save?
- ⇒ How and where to save – savings goals?
- ⇒ Options and savings avenues for savings goals.

What is Saving?

Saving is putting money aside to use in the future. When you store money away, for some purpose, then you are practicing savings.

Why is it important for you to save?

- a. First of all, savings allows you to meet your basic household needs – such as buying food and clothing for yourself and other members of the family
- b. Also when you save, you can use the money later to start or expand your business.
- c. When you save, it allows you also to invest your savings by purchasing other valuable commodities such as cows which can provide milk for children, or you can use money to buy improved seeds and fertilizers so that you can improve the performance of the farm.
- d. Many financial service providers that provide loans will want to see that you have the capacity to save before trusting you with their money.
- e. Savings allows you to deal with emergencies and unforeseeable events such as loss of loved ones or medical emergencies.
- f. Savings enable households to meet the education requirements for their children and other relatives.
- g. Savings allows you to keep your money safe.

How and where can you save?

Normally after you harvest and sell your produce, you will receive your payment and it is very important to save this money in a safe place. To save your hard earned money, you can consider saving it in one of the following ways highlighted below:

Here ask participants to give proposed answers

Things to consider in savings

- i. **Set Goals:** Determine the achievements that you want in life, such as educating your children or building a permanent house. Then try to understand smaller goals that you need to achieve that will eventually deliver those big goals.
- ii. **Budget:** By budgeting, you look at the money you receive and all your expenditures. It helps you to see how much you can save.
- iii. **Be realistic:** Set realistic savings goals. It is more important to develop the discipline than to punish yourself by saving more than you can afford.
- iv. **Stick to it:** Keep it going. Once you develop the discipline of saving, keep it going, and always remember that there are several other ways of savings such as investing.
- v. **Invest:** You will feel very good when you can convert your savings into investments. You can invest by buying assets like land, machinery, improved seeds or fertilizers.
- vi. **Marketing:** Your marketing goal is to bring the right product to the right place at the right price with the right promotion.

The 4 P's of Marketing:

- i. **Product:** Your product should satisfy or create a need of the consumer.
- ii. **Place:** The area where a business makes and/or sells their product. One has to sell their product where there is demand for the product in order to make a profit.

- iii. **Price:** What is paid for a good or service. It is important that your product is priced competitively so consumers will buy but also with a price sufficient enough to give you profits.
- iv. **Promotion:** Methods to inform the consumer about a product. This includes advertising and publicity.

UNIT 13:

TIME MANAGEMENT

13.0 Scope of the Unit

This unit covers tips on how women leaders should keep and manage time, advantages and disadvantages of time keeping for women leader leadership.

13.1 Competences

At the end of the session the participants will be able to:

- ⇒ Demonstrate the importance of time keeping while handling council business
- ⇒ Promote the practice of time keeping
- ⇒ Apply time management in handling matters in council

13.2 Session Objective

To enhance skills of women councilors on time keeping and how it impacts participation in council meeting and leadership

13.3 Instruction Methods

- ⇒ Question and answer
- ⇒ Brainstorming
- ⇒ Role play

Assessing time and management of time

Present some statements to participants about time and ask them if they are facts or fiction.

Time flies.

Answer: Fiction – Time actually moves at a predetermined fixed rate.

No one else manages my time but me.

Answer: Fact – We let others change our decisions about time and schedule.

We save time.

Answer: Fiction – One cannot put time in the bank, postpone it or overspend it.

Time is against us.

Answer: Fiction – Time is on our side once we organize it.

Write on one piece of flip chart paper– Time Savers.

Write on another chart paper– Time Wasters.

Let participants share examples that fall under either heading. And then discuss basing on the examples given have the participants discuss on how then they can save time bearing in mind the time savers and wasters.

How to manage time

Ask the participants on how to manage time as you list on the flip chart,

- ⇒ Set goals: make your goals specific and concrete, don't be vague, and set both long-term goals and short-term ones to support them and a deadline for your goals.
- ⇒ Make a schedule: set up a calendar for your work in office and don't forget to crate time to take a break and relax.

- ⇒ Revisit and revise your plan: Now that you've been paying attention to your schedule, how are you actually using your time

Procedure for time management

- ⇒ Write things down, don't rely on memory
- ⇒ Prioritize your list
- ⇒ Plan your week: Spend some time at the beginning of each week to plan your schedule.
- ⇒ Carry a notebook.
- ⇒ Write down those great ideas and brilliant insights (capture your thoughts).
- ⇒ Learn to say no, to low priority requests.

Advantages of time keeping

Less stress—Managing your time can directly reduce your stress level, fewer surprises, fewer tight deadlines, less rushing from task-to-task and place-to-place.

Get more done—Of course, being productive is one of the main goals of time management. When you are aware of what you need to do, you are able to better manage your workload. You will be able to get more (of the right tasks) done in less time.

Less rework – Being organized results in less rework and mistakes. Forgotten items, details, and instructions lead to extra work. How often do you have to do a task more than once? Or make an extra trip because you forget something?

Less life friction and problems—How often do you create your own problems? Irrespective of forgotten appointment or missed deadline not managing your time results in increased life friction. Avoid creating your own problems by planning and preparing for your day.

More free time—We can't create more time, but you can make better use of it by managing your time. Even simple actions like shifting your commute or getting your work done early can produce more leisure time in your life.

Less wasted time – When you know what you need to do, you waste less time in idle activities. Instead of wondering what you should be doing next, you can already be a step ahead of your work.

More opportunities – Being on top of your time and work produces more opportunities. The early bird always has more options. As well, luck favors the prepared.

Improves your reputation – Your time management reputation will precede you. At work and in life you will be known as reliable. No one is going to question whether you are going to show up, do what you say you are going to do, or meet that deadline.

Less effort – A common misconception is that time management takes extra effort. To the contrary, proper time management makes your life easier. Things take less effort, whether it is packing for that trip or finishing up that project.

More time where it matters – Managing your time is allotting your time where it has the most impact. Time management allows you to spend your time on the things that matter most to you.

UNIT 14:

SOCIAL ETIQUETTE

14.0 Session objective

To facilitate conceptualization of the importance of etiquettes as leaders

14.1 Competences

At the end of the session participants will be able to:

- ⇒ Apply work etiquettes in the council
- ⇒ Demand observing of work etiquettes

14.2 Instruction methods

- ⇒ Lecture
- ⇒ Case studies
- ⇒ Brain storm

Definition of etiquette

As a precise translation, etiquette simply means a collection of little reminders to help people understand how to behave in various situations. Etiquette ensures that people know what society in general expects; it provides standard rules for appropriate behavior.

The purpose of etiquette isn't to put on a show for the benefit of others with appearances and facades. Etiquette involves an attitude of respect and concern toward others to ensure that everyone feels valued and comfortable.

Etiquette is a code of behavior that delineates expectations for social behavior according to contemporary conventional norms within a society, social class, or group.

Why is etiquette important?

Ask the participants why they think it's important to have etiquettes

If someone lacks an understanding of basic etiquette, he might feel uncomfortable in social situations. With this discomfort, he might experience embarrassment or timidity that puts him at a disadvantage.

With a solid foundation in etiquette and manners, a person can feel strong and confident, even in new or unfamiliar situations.

When a person has strong social skills and understands how to treat others respectfully and politely, he can navigate virtually anything.

Some rules of etiquettes

Dress appropriately: Clothing is an important form of nonverbal communication that can enhance a person's professional reputation or detract from his or her credibility. You want to send a professional message through your clothing choices. Always find out what the dress code is at the event, meeting, or restaurant you're going to and make sure your attire falls within the guidelines.

Be Courteous: The people you are leading look up to you and are likely to mimic your style. You should always be polite and kind to everyone, from the members of your group to those you are serving. You don't have to be best friends with anyone, but they should feel comfortable discussing whatever is needed to get the job done.

Respect Time: Show respect for other people's time by never being late. When you walk in a half hour after the agreed upon time for a meeting, you risk losing the respect of your team because they'll feel that you don't appreciate them. Showing up on time lets others know that you respect them, which in turn will bring you the respect you need for your position.

Conflict Resolution: When you have a group of people on the same task, you are extremely likely to have differences of opinion. Give each side an opportunity to present their case and discuss how they came to their conclusion. Try to find compromise. If you wind up making a decision that isn't popular, let the others know that you are responsible for the results in an unassuming and nonthreatening manner. If you make an error in judgment or do something that brings a negative result, be prepared to offer a sincere apology and learn from your mistake.

Kindness and consideration form the basis of good manners and good citizen-ship. Etiquette becomes the language of manners.

Etiquette is important because it implies polite behavior and helps to build relationships with people whether it is in the workplace or at a party. Etiquette is one way to show respect for other people and to request respect from other people.

APPENDIX

Hand out 1: How to conduct a gender budgeting.

Steps to promote gender budgeting during programme identification

1. The Community Development Officer (CDOs)/sector/departmental Heads should conduct a situational analysis and generate Gender Disaggregated Data (GDD) about the areas of focus. This is to assist in making informed decisions during programme. Understanding the situation at hand, the most important priority needs, concerns and issues that need attention, provide guidance identification of appropriate interventions. Possible sources of data can be the National Household surveys, Uganda Poverty Participatory Assessments (UPPAP), National Census Report, District/Sub-county development plans and Sub-County performance reports, village stakeholder consultations among others. Compile and share the generated data (GDD) with all the officials that are participating in the programme design.
2. Analyse the previous/on-going interventions to ascertain who is benefiting and the constraints that may hinder females and males from accessing the benefits of the interventions as well as the gender gaps.
3. Articulate or define the key gender issues for each of the core programme areas. At this stage the key questions that should be addressed include among others;

Sector/ Departmental Format for Gender Budgeting

Sector/ Departmental/ Programme/ Project	Data / Facts	Identified problems/ needs	Identified gender gaps / issues	Proposed interventions	Budget	Budget source

Gender budget performance measures

Gender budgeting performance measures have been developed to guide the formulation and implementation of gender sensitive budgets. In order to undertake a gender budgeting exercise, measure a budget that takes into consideration what the needs and interests of females and males are. Therefore a gender responsive plan and budget should have the following key elements:

a) Situation Analysis

A Situation analysis (facts and figures) about men and women, boys and girls including other disadvantaged groups, it should bring out the situation on current well being, needs/problems, constraints, interventions, hindrances to benefiting from the interventions, remedies.

b) Needs and Problem Identification

- ⇒ Women and men's needs and constraints faced defined
- ⇒ Special interventions to address gender issues proposed.
- ⇒ Gender gaps in benefits identified in the each sector
- ⇒ Interventions to address the gaps in benefits
- ⇒ Expected impact (outputs and outcomes) of the programmes on men and women, girls and boys for each sector.

c) Prioritization of Investments/ Interventions

- ⇒ Key gender issues for each of the PPAs defined.
- ⇒ Gender analysis of the proposed interventions.
- ⇒ Gender responsive and gender specific interventions put in place with adequate resources allocated.
- ⇒ Resources for the implementation of the gender responsive and gender specific interventions allocated.
- ⇒ Expected outputs and outcomes of the interventions on gender clearly defined.

d) Budget Allocations

- ⇒ Percentage of the sector budgets on gender related interventions.
- ⇒ Resources for the gender responsive and gender specific interventions earmarked,
- ⇒ Budget targets for promoting gender equality,
- ⇒ Likely impact of the budget on females and males clearly defined
- ⇒ Percentage share of salary expenditure that goes to females and males.
- ⇒ Representation and participation of all stakeholders especially the special interest groups (SIGs) in the planning and budget process.
- ⇒ The actual funds released to address the set gender related interventions.

e) Institutional Arrangement

- ⇒ A Sub County Gender Budget Taskforce (GBT) in place and participating in the planning and budget processes,
- ⇒ Gender- Disaggregated Beneficiary Assessment (GDBA) undertaken as part of the previous year performance.
- ⇒ A Gender-Aware Budget Statement produced as part of the Annual Budgets

HAND OUT 2: GENDER ACCOUNTABILITY

Promoting Gender Accountability in Local Governments

Adapted from ACFODE's Handbook on Good Governance and Gender Accountability (2012)

1. Gender disaggregated data

A very useful instrument that can provide all key actors in the accountability process- being citizens, providers and policymakers – with the necessary information to monitor service delivery are gender disaggregated data. In order to optimally allocate and manage scarce resources, information is needed that enables local governments to know who needs what resources, when and where.

2. Awareness on rights:

Making women more aware of their rights and developing capabilities including understandings of how institutions function and how to negotiate to promote change is necessary in promoting gender accountability.

3. Getting more women in public office is a strategy for social inclusion and gender sensitive public services.

Getting women into the mainstream of public office and the bureaucracy is a vital part of engendering local governance. Although the presence of women in public office does not in itself guarantee that the interests of other women will be represented, their presence has a symbolic and practical value: they serve as important role models, which may permit and inspire other women to involve themselves in local governance. Where no women are willing to contest include affirmative action to encourage them. For instance when parish committees are being formed, ensure that a policy is formulated to include at least three women on the committee.

4. Networking

For women in civil society networking with women politicians and grassroots women is very important to bridge the differences and to lobby for gender and women's issues.

5. Gender budgeting

A gender analysis of budgets can contribute to an increased transparency of government budgets, it can make visible what resources and services are allocated to what sectors, and who benefits. The process of gender budgeting involves three main stages including:

- a. Understanding the situation of men, women, boys and girls to identify their different gender-based needs.
- b. Analyzing the budget objectives to determine whether they are in line with the real situation of women and men, boys and girls and other marginalized groups.
- c. Analyzing expenditures and revenues to see whether they address the situation of women and men and or they are in line with the policy guidelines (assuming the policy objectives are gender sensitive).

The gender budgeting process may be extended to budget implementation, monitoring and evaluation to make sure that needs of women, men, boys and girls are not left out along the way.

Letter writing template

	[Originator Address] Address Line 2 Address Line 3 Address Line 4
	[Letter Date]
[Recipient Address] [Address Line 2] [Address Line 3] [Address Line 4]	
Attention: [Optional Name]	
Dear [Recipient's Name]:	
[Subject Line - Optional: Usually Bold, Sometimes Underlined]	
The Semi-Block style modified for personal letters is the same as the full block-style for business letters <u>except that</u> the Originator Address Block is flush on the upper right. Also, semi-block paragraphs are normally indented, while these are flush left, as per full-block style. This is paragraph 2 of the actual content of the letter. As stated elsewhere, ideally this should be three for four paragraphs long, and kept short enough that the letter can fit onto one page. This is paragraph 3 of the actual content of the letter. As stated elsewhere, ideally this should be three for four paragraphs long, and kept short enough that the letter can fit onto one page. Closing paragraph. Usually one or two sentences thanking the addressee for their time and attention and providing your contact information (See the templates later). Sincerely, [Name of Originator] [Title of Originator - Optional] Enclosures: [number – if required] cc: [Name receiving copy – if required] [Name receiving copy – if required]	

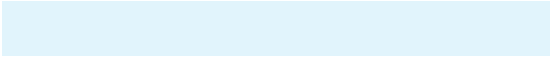
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Notes





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