



EUROPEAN UNION



Gender Transformation & Empowerment

ADVOCACY SKILLS TRAINING MANUAL



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Foreword

The training manual was developed in order to equip women and other stakeholders with skills to enhance their capabilities to understand and monitor the implementation of service delivery in their communities and to influence local governments for gender sensitive and participatory, planning, implementation and monitoring programmes.

The training manual further unpacks various concepts and contents discussed in the various modules under; understanding the role of women; gender analysis, advocacy, gender budgeting, budget cycle, social accountability, networking, monitoring and evaluation. We hope this manual will enhance knowledge and create awareness and most importantly give skills that will foster participation and monitoring process to influence change for gender responsiveness and social accountability.

RITA ACIRO LAKOR
Executive Director
(UWONET)

Objectives of the Advocacy Training

1. To strengthen and build the capacity of women local Councillors, women's groups and other stakeholders in advocacy so as to be more effective for effective service delivery.
2. To enable the women local Councillors, women's groups and other stakeholders to monitor the implementation of services.
3. To strengthen the foundation for continued future advocacy activities within the women.

1.0 Why do Women Need to Monitor the Service Delivery Process?

Generally in Uganda women are left out in the decision making processes as a result of patriarchy, customary practices, religious biases and social assumptions that women have nothing to offer or they are too busy with other gender roles of reproduction. In other instances women are simply not included because of traditional myths and taboos that discriminate against them.

Women local government Councillors and women's groups should take the opportunity to ensure that the implementation process acknowledges in women's and men's circumstances and needs. Women therefore must advocate for parity, fairness and justice in the context of gender relations and ensure that the implementers of different services in the district provide for preferential treatment or affirmative action in favour of women, this is to compensate for the historical discrimination they have been subjected to including the effects of the war to women and girls.

1.1 What do women have to do?

Women in need to carry out advocacy activities where they must emphasize that duty bearers:-

1. Recognises that both men and women are active players in the development planning process and therefore have to be included at all stages of project planning, implementation and monitoring and evaluation.
2. Takes into account the different interpretation of gender, the different roles, responsibilities and the kind of access women and men have to the development benefits, for example, in the provision of basic services like water, health and education at the primary, secondary and adult functional literacy levels.
3. Recognises the constraints faced by women in accessing development service such as health, , education and adult training opportunities.
4. Appreciate that women's productive work is often less visible and less valued than men's work and therefore ensure that women's concerns and needs are taken into account in all activities aimed at the revitalisation of the economy. These should include the provision of resources and services

MODULE

TWO

2

UNDERSTANDING ADVOCACY AND HOW TO GET STARTED

for the production of goods and services for consumption and trade.

Gender is the socio-cultural perception and differentiation of roles, attributes and responsibilities of women and men. It is the social meaning given to being either female or male in a given society. Gender may be defined as the economic, social, political and cultural attributes and opportunities associated with being male or female. These meanings and definitions vary from one society to another; they are time bound and changeable.

In most societies in Uganda women and men are looked at differently. For example men are largely seen as the leaders and their decision making is seen as forward looking. This has therefore led to having many men in key decision making positions, including service delivery and hence marginalised women's voices or even the articulation of their issues. Other areas of discrimination have occurred at a more personal level, such as the discrimination of widows or female headed households.

For the good governance, a gender analysis, which is the systematic assessment of the programme/policy framework, policies and practice on women and men respectively and on the social and economic relationships between the two, has been done. The analysis has been able to identify the differences between the two sexes regarding their:

- ✱ Conditions of life
- ✱ Needs
- ✱ Levels of participation
- ✱ Access to and control of resources, and
- ✱ Participation in development and decision making

The social accountability gender analysis enables the women advocates to examine the different roles attributed to women and men and highlights the unequal distribution of advantages and disadvantages for the two genders in society and even in specific thematic sectors, such as health, education and agriculture. As a starting point, the gender analysis of the good governance has revealed the underlying causes of the gender inequality, explores and highlights the relationships between women and men in society and the existing imbalances. It also provides disaggregated information and data according to

what women and men do, who participates, who benefits, who decides, and who loses. The analysis also highlights issues mentioned by women as matters of special interest and concern to them, and identifies ways and means to bring about a more balanced relationship between women and men, particularly in the implementation of the PR.

2.1 What is Advocacy?

It can be defined as a deliberate planned and sustained effort to advance an agenda for a change. Advocacy consists of organised efforts and actions that use the tools of democracy to establish and implement laws and policies so as to create a just and equitable society. These tools include; lobbying, negotiation, bargaining, mass mobilisation, civil action (including civil disobedience), court actions and holding of elections.

1. Advocacy deals with questioning political power or policy makers and asking them to provide answers to the question of who gets what, how much one gets and how soon?
2. Advocacy aims at changing social institutions by helping advocates to gain access and a voice in the decision making of such institutions by helping advocates to gain access and voice in the decision making of such institutions and to change the power relationships within and among those institutions.
3. Advocates try to persuade and influence decision makers or those with governmental, political and economic power, to adopt and implement public policies that will improve the lives of those people with less political power and fewer economic resources.
4. Advocacy resists the unequal power relations such as patriarchy and dictatorship. It questions the existing unequal power relations in society so as to ensure that the poor, the voiceless and those people that have been marginalised or historically left out of the decision making processes are heard and included.

2.2 In a nut shell advocacy addresses

1. Patterns of exclusion and discrimination in the social, political and
2. economic arenas.
3. Unpopular laws and policies that are not good for the people.
4. Abusive behaviour by institutions or individuals working in those institutions.
5. Harassment and threats to the lives and safety of advocates by the state
6. Disrespect for people's humanity and dignity.

7. Disrespect for a person's or community's identity-culture, race, ethnicity, symbols etc.

2.3 Types of advocacy

Confrontation/adversarial Advocacy:

This is when you tell a policy maker that you went wrong.

Tactics used under this advocacy method include; strikes, marches, protests and petitions etc.

Constructive Advocacy

Is when you tell a policy maker that I have this idea will it work and how can we work together. Tactics used include; meeting with policy makers, proposing strategies for change, conducting research and publicising, building alliances with the policy makers.

2.4 What do you need to Know before Doing Advocacy

2.4.1 Understand Power (Influence)

Power is the ability to create that desired change or effect, especially in situations of opposition. At the district or local government level, the people with power include the L.C. 5 or District Councils, Local Government personnel led by the Chief Administrative Officer (CAO), and various development partners, NGOs, private sector and public sector. An advocate must therefore understand that;

- ✱ Power can be limited, unlimited or shared. The people that do advocacy seek to share the power so that they are involved in the making of decisions that will affect people's lives.
- ✱ Power is always changing and it rarely given or yielded. Power must be won through resistance or struggle and thus the need to constantly engage those people with power.
- ✱ Not all power relies on threats, coercion or force, command or having huge amounts of money. Power can be got through taking strategic actions (such as advocacy) that engage public problem solving processes by being innovative and using people's knowledge, experience and stories.

Different Forms of Power

There are different forms of power that include:-

- a) **Political Power** - is the ability to control or exercise authority over people or institutions or the ability to influence institutions through which law and policies are made and implemented.
- b) **Economic Power** – is the ability to control the means and place of production, including working conditions and wages.
- c) **Social Power** – is the ability to control or influence people in hierarchical or patriarchal relationships in the family and other social contexts.

Sources of Power

In order to effectively influence the effective service delivery or other power structures at the district level, the women Councillors and groups may use any of the five major sources of power that include:-

1. The power of the people or the citizen's power
2. The power of direct grassroots experience or grassroots linkages
3. The power of information and knowledge of their local communities and their own situation.
4. The power of constitutional guarantees or rights
5. The power or moral convictions or belief of what is right and just in their communities.

2.4.2 Know that Advocacy is Risky

The women Councillors and women's groups that will engage in advocacy activities must be prepared to face immediate threats and risks that come from the social change they are advocating for. Right from the start, the women must be made to understand that there are constant risks to one's life, family or even community or group, when involved in any form of struggle. People with power will not be willing to give it up and it is therefore important to prepare for that struggle. The women should know that usually people who prepare for risks are less intimidated by threats and even violence from those people with power.

2.4.3 Appreciate that Advocacy Must be People Centred

The women advocates in Agago, Kaabong, Kotido, Abim, Yumbe, Lamwo districts must realise that grassroots organising and mobilisation gives credibility, legitimacy and crucial bargaining power to policy advocacy. They should appreciate that the local people know what they need and want out from service delivery. Therefore their experiences and knowledge of the conflict they endured and the current situation within their communities needs to be heard and respected by decision makers. By helping the ordinary people to learn and participate in public life, women advocates will be able to build the people's confidence and facilitate their empowerment to believe that change in their lives is possible.

The women who will be involved in advocacy should therefore help to create opportunities for ordinary people to be able to:

- ✱ Define their own issues, objectives and strategies based on their needs and wants, for example, is their priority under the security, water, health, education or credit facilities to strengthen their agricultural production?
- ✱ Identify common issues within the group and communities that may be divided by gender, social class and other differences. What actually brings the women or the people in the community together?

- ✱ Participate in the entire advocacy effort, which may include providing leadership, strategy development, building relationships with experts and allies, meeting with government officials and other local leaders in the community and participating in discussions, protests or even demonstrations.
- ✱ Learn by doing, from both their successes and mistakes – by giving the local people a chance to get involved in advocacy, they will develop the necessary skills, discipline, and deep understanding of the difficult ways in which the political processes work and how the programme/policy is implemented.
- ✱ Remain connected- people doing advocacy must work hard to stay connected with and remain accountable to the local people whose interests they are serving. The women advocates always ask themselves.
 - i. Are we giving a voice to those people whose voices are not fully heard?
 - ii. Are we able to motivate people to become actively involved in the advocacy process?
 - iii. Are we taking time to learn from the people's experiences or from the affected groups?

2.4.4 Build Public Support for your Issue

In order to move the advocacy issues forward, the women Councillors and women's groups must be able to get public support. They must try and find ways of bringing the unconvinced to their point of view. The women need to share their opinions and interests with the community and the general public, and also work with like-minded people or organisations, including the local government structure or NGOs at the national level.

2.4.5 Build Free Spaces where you can have Safe Discussions

Having safe discussions requires that you develop a culture of listening; a sense of community responsibility and a culture of people's legitimate participation in public argument and problem solving in advocacy the women Councillors and women's groups must learn how to organise and share experiences with other people. They should raise those issues that would otherwise be avoided, collaborate and engage with people who are different from them in terms of views or opinions, generation or social class.

2.4.6 Actively Engage the Policy Makers and Policy Making Institutions

Real change can only happen when mass mobilisation and other forms of outside pressure exerted on the institutions that need to be changed within the implementation structures. The women advocates must know what they want and present it to the policy makers in the best possible manner.

2.4.7 Use real life stories to put your issues across

Stories provide a tremendous source of power to both the person telling the story and those listening. Stories help people to make connections between their day-to-day lives and other communities, issues or struggles. Story telling also assists people to create a culture of participation, active listening and

learning. By telling their stories or listening to those told by other people about the women advocates will be able to reflect on their own experiences so as to learn from both their successes and mistakes and be able to use the acquired knowledge in future advocacy activities.

2.4.8 Effective Leadership is very important for Advocacy

Advocacy requires leadership that is creative, innovative and supportive to all the people that are involved in the process. For successful advocacy of the implementation the women advocates must rely on a group of leaders that share amongst themselves the different responsibilities.

2.5 Effective Leadership for Advocacy

What is leadership?

Leadership is an active relationship involving continuous contact between the leader and the followers. It is a process that involves bringing together skills, and abilities that are required and are useful to fulfil a given mission. Leadership is achieving results through people and it occurs when there is an objective to be reached or a task to be carried out, and when more than one person is needed to do it. Leadership is about encouraging and inspiring individuals and teams to give of their best to achieve a desired result and it goes hand in hand with power. Leadership is exercised whenever a person influences the behaviour of another person or a group of people towards achieving a particular goal.

Who is a leader?

A leader is someone who draws people along; goes ahead of others, shows the way, takes initiative, makes a beginning or directs an action, thought or opinion. A leader understands how to get people to work together, by recognising their different abilities and putting them to the uses they are best suited for. She or he ensures that all the followers are given a sense of solidarity and responsibility.

Qualities of a good Leader

She or he ensures that all the followers are given a sense of solidarity and responsibility.

Leaders lead with a Vision

They provide direction to others by inspiring a shared vision and mobilising the people's support and resources to ensure that the group succeeds.

Leaders model the way

They understand that the best way to influence others is to make a way. They choose to be honest and share their values and principles with the people they are leading.

Leaders build teams or groups

They work with people with whom they develop their vision and plans.

Leaders empower others to act

They share with their team members' leadership roles and delegate work so as to build their confidence and self esteem.

Leaders are willing to listen

Effective leaders listen to others with empathy and listening makes people feel respected and appreciated.

Leaders encourage the heart

They believe in empowering their team members and working at their pace to achieve mutual progress. Effective leaders motivate their team members by celebrating their successes.

Leaders are unshakeable

Effective leaders do not fear to face challenges. They keep trying and they believe that one day they will be successful.

Leaders manage conflict

Effective leaders learn how to deal successfully with conflicts. They see conflict as an opportunity to examine and work out difficult situations before they become a barrier to the achievement of their goals.

Leaders take responsibility for their actions

Effective leaders are decisive and take responsibility for their actions. They are willing to be held accountable for the decisions they make and do not seek to blame others for their shortcomings or failures.

Leaders engage in personal development

Effective leaders know their strengths and their weaknesses and they constantly try to become better leaders. They build their capacity by reading books, acquiring skills and educating and training themselves and learning from others.

2.6 An Advocacy Strategy that Works for Grassroots Women

Strategy Development for Advocacy

In the development of an advocacy strategy, it is important to differentiate between “strategy” and “tactics”. Tactics are those specific actions in policy advocacy or building blocks that facilitate advocacy like circulating petitions, visiting policy makers, and staging protests or demonstrations. On the other hand a strategy is something larger or an overall map that guides the use of these tools towards clear goals. A strategy should be a realistic assessment of:

1. ***How do you get what you want and who is going to give it to you.***

What do you want? How are you going to find it out?

Step 1: Definition of the Advocacy Issue

The first step in advocacy is to clearly identify and define the issue on which you want to do advocacy and have a solid understanding of the actual facts around the issue. This requires careful research which, if done well, will provide the starting point for developing the rest of your strategy. Research will also enable you to become a valuable resource on the issue and promote your credibility so as to develop alternative advocacy proposals. At this stage the women Councillors and groups will want to know.

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- ✱ Who are they?
- ✱ Why are they engaged in advocacy?
- ✱ How do they want to work together as a group?
- ✱ What perspectives and identities do they bring into the advocacy work?
- ✱ Do they represent someone beside themselves? If so, what is their accountability to those people?
- ✱ What are their sources of power?
- ✱ What are their sources of legitimacy and credibility? From the perspective of those they represent and from the decision makers' perspective?
- ✱ What risks do they face?
- ✱ What are they afraid of?

- ✱ What might happen if they take action?
- ✱ What are their values?
- ✱ Are these common to all members of the group?

What is the issue or the problem? And what do the women need to know about the issue?

In order to get a better understanding of the problem, the women advocates should create a full picture of their problem by sharing stories, experiences and information with others and ask themselves: -

- ✱ Who does the problem affect and how? The women need to be as concrete as possible?
- ✱ How intensely does the problem affect the local people's lives?
- ✱ Does the problem affect different people differently?
- ✱ What causes the problem?
- ✱ Who is responsible for addressing the problem?
- ✱ What are the possible solutions?
- ✱ What will the impact of these different solutions be on the entire affected group or subgroups in the community?

What is your vision of the desired change?

The women's shared vision of what they want for their community will help them "see" what they want to create, and, if they can see it, it will likely feel possible to achieve. When they get started on their advocacy efforts, their vision will be their guiding light-inspiring, motivating, and helping them to focus in case they reach a tuning point or experience a set back. The process of creating a vision can also be an effective way of identifying common ground and help to build cohesion in a diverse group or coalition, or motivate people who do not yet believe that change is possible. The women need to ask themselves:

- ✱ If the changes they want to happen, what will be different?
- ✱ Whose lives will be improved and how?
- ✱ If they created a world based on their values of a just, decent society, what will be different?
- ✱ Will the solutions they want help to create this world? How will this be done?
- ✱ Will the solutions they want help to create this world?
- ✱ How will this be done?
- ✱ What can they do now to begin to create this world on a smaller scale-possibly in their personal relationships, families, organisations, and/or civil society?

Step 2: Define the Advocacy Objectives

What are their goals and objectives?

The women advocates need to clearly define their objectives or piece of the vision that they will want to focus on. Based on their understanding of the issue, the women will then develop a clear goal or goals for their advocacy strategy. For example: increasing money for reproductive health. They must have measurable short-term objectives for reaching these goals, for example securing the support of key decision makers; getting stories in the local newspapers or local FM Radio, mobilizing “grass roots” support through a public demonstration and/or letter writing campaign to the key decision makers involved.

Is the advocacy issue important enough?

Small achievable steps that lead to visible concrete results will give the women’s groups and Councillors a sense of progress and momentum while they build confidence, skills and support.

Will the advocacy issue be an opportunity to build skills and facilitate grass roots empowerment?

When the women bring on board people and create opportunities for them to “learn by doing”, an advocacy effort will be able to:

1. Build the long term capacity and strengthen and sustain itself in the long run.
2. Begin to shift the power of who can be an “advocate” and who can participate in public argument and problem solving.
3. Broaden its grassroots base and increase its credibility and legitimacy both to the afflicted groups and to the key decision makers.

Step 3: Identifying the Target Audiences

Who can give audience to women advocates?

Advocacy efforts are a mix of actions that pressure, persuade, educate, and mobilise people and institutions that can make change happen. They may have to simultaneously focus multiple audiences, since they are likely not to know which combination of actions, tactics, and tools will lead to the change the women may want. Their advocacy efforts should therefore focus on two types of audiences.

1. The Decision Makers

Those that have the power or authority or influence – formal or informal-to make or to block change.

2. ***Pressure Makers***

Those that have the power to influence or pressure decision makers or other pressure groups and to raise public opinion of an issue.

The women advocates need to carry out careful analytical research so as to determine the answers to the questions below. They must also be able to categorise the various audiences, so as to determine whether they are focusing on the right ones.

How are the changes or decisions made?

In identifying the decision makers and pressure makers, the women advocates have to think about both the formal and non-formal ways in which changes are made or effected. The following questions will help the women to identify opportunities to participate in or exert pressure on the decision-making system.

For the Decision makers

- ✱ Who has the power and authority to make or block change?
- ✱ Who decides whether a problem is addressed or ignored?
- ✱ What are the duties of the different decision makers?
- ✱ For what can they be held accountable?
- ✱ What are their limitations?

For the Pressure Makers

- ✱ Who has influence with or connection to these decision makers? (Within civil society, the private sector, and the government or other development partners)
- ✱ Who influences public opinion on that particular issue?
- ✱ Who influences public opinion on that particular issue?
- ✱ Why are they influential?
- ✱ What are their sources of power?
- ✱ Are any of them so influential that they are informal decision makers?

Formal and informal decision making structures

- ✱ What are the formal policy making processes?
- ✱ What are the informal policy making processes?
- ✱ Where are the key decisions actually made and who makes them?

- ✱ What are the decision-making bodies? Departments of local government, district Council or other local government bodies, donors etc.
- ✱ How are they organised?
- ✱ What is the relationship among the different bodies and between the different levels?
- ✱ What are the particular perspective, circumstances and constraints, with which these policy makers have to work?

Decision making processes

- ✱ How does an issue become part of the problem-solving agenda?
- ✱ How are solutions considered, chosen, and implemented?
- ✱ What is the process of decision making and how much time can each stage take?
- ✱ Are there openings for public participation?
- ✱ Do decision makers make consultations with those affected when deciding among alternative solutions?
- ✱ If so, at what stages of the process and through what mechanism?
- ✱ Who has access to these mechanisms?
- ✱ Whose voices are sought out? Represented? Listened to?
- ✱ Or considered important.

Who are the key audiences?

The women advocates must identify the targeted policy makers and institutions because these are the critical actors that can help advance or harm their issue. They need to take time to study and discuss each audience and gather as much relevant information as possible about each of them.

- ✱ List all those people that have been identified when answering, “What is the problem?”, “What is at stake?”, and “How are changes made?” Why those audiences and institutions?”.
- ✱ Then divide the list into decision makers (formal and informal) and pressure makers.
- ✱ Add all those people whose support the women advocates need or whose opposition they need to neutralise.

Listing the Different Audiences

Audiences	Notes

Dividing the Different Audiences

Formal Decision Makers	Informal Decision Makers	Pressure Makers

For each audience how important is it? And Why is it Important?

Being “important” means that an audience will be directly affected by the change or has the power and opportunity to make or block change. It may also mean that this audience is very influential with decision makers, pressure makers, or in raising public opinion. There are three main categories of audiences, that is:

- ✱ Very Important
- ✱ Somewhat important
- ✱ Not important

Ranking their Audiences’ Level of importance

	Formal decision makers	Informal Decision Makers	Pressure Makers
Very important			
Somewhat important			
Not important			

Evaluating their Audiences

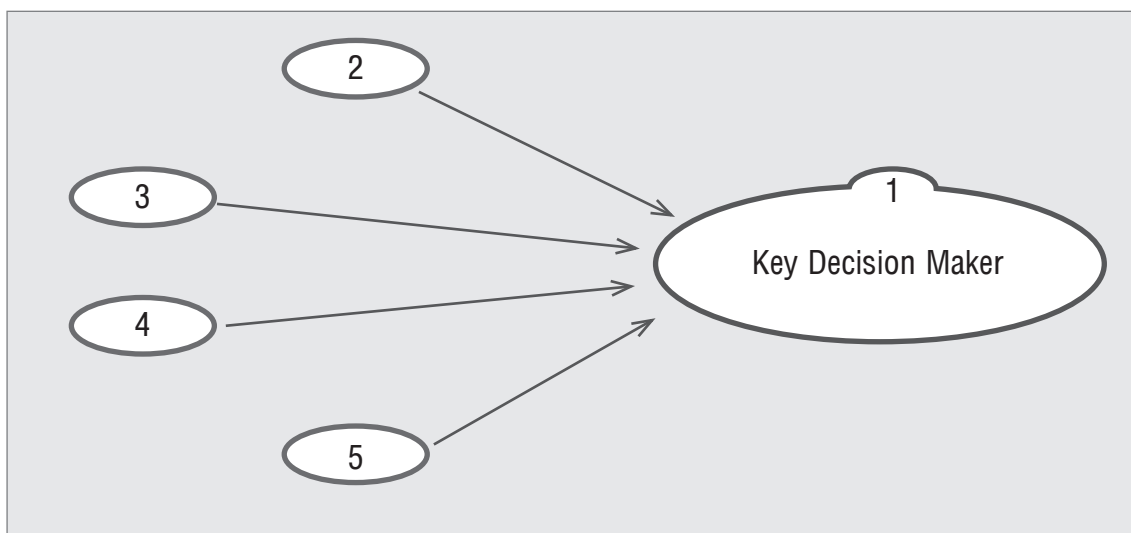
The women advocates must be able to evaluate the different audiences by answering the following questions:

- ✱ What do they know about each key audience?
- ✱ Are they strong supporters, moderate supporters, fence sitters (those who are committed, undecided, or easily swayed), moderate opponents and strong opponents.
- ✱ Gather and analyse information about each audience by asking the following questions:
 - ◆ Is the audience a decision maker? Or a pressure maker? Why?
 - ◆ What is the audience's stated position if any?
 - ◆ How do the women know that? Give examples, like the official's public statements on the issue, or the kind of coverage in the media.
 - ◆ Why does the audience support or oppose the issue being advocated for?
 - ◆ Who or what motivates the audience to act in the way they do? Think about the audience's value base, personal background, etc.
 - ◆ What prevents the audience from being involved?
 - ◆ Are there any splits or differences of opinion among the key decision makers? If so, how can the women take advantage of them?

	Very important formal decision makers	Very important Informal Decision Makers	Very Important Pressure Makers
Strong supporters			
Moderate supporters			
Fence sitters			
Moderate opponents			
Strong opponents			

Matching Pressure Makers with Decision Makers

In their advocacy, the women need to be very specific about who influences whom. Therefore they may have to write a decision maker's name in a circle; then look at their list of other decision makers and pressure makers. Which ones are influential to the decision maker? Add their names in circles surrounding the decision maker. Use as few or as many circles as they need and repeat this for each key decision maker.



Number 2, 3, 4 and 5 are the key pressure makers for the Decision Maker No. 1

Who are the other stakeholders in the Advocacy?

In any advocacy there are winners or beneficiaries and the losers of whatever issue is being advocated for. The women advocates must therefore decide on:

1. Who are the likely beneficiaries of whatever it is they are trying to achieve?
2. Should they and can they be recruited as allies or messengers?
3. Who are the likely losers?
4. What are likely to be the arguments of the opponents?
5. What are the counter arguments?

Step 4: Diagnosis of the problem or deciding what is possible

In advocacy, the women advocates must think strategically to leverage their sources of power against the seemingly more powerful sources. Like all planning processes, the women must think SMART (Specific, Manageable, Achievable, Realistic and Timely), and be focused on the right audiences.

1. What is the women's capacity to engage in advocacy? (In terms of people skills, confidence, willingness to take calculated risks, money, organisational infrastructure, etc).
2. Where is the women's group at the moment? (Identify the group's current capacity, sources of power and unique ways to complement – rather than compete with the work of other groups. This process will help the women identify their potential collaborators. As they scan the external

environment, the women will analyse the threats and opportunities that may influence the outcome of their advocacy actions.

Studying the Advantages, Challenges, Threat, Opportunities and the Next Steps (ACT ON)

Step 5: Developing the Action Plan

Advantages

Find out the advantage the women's group has;

- ◆ Who are their allies?
- ◆ What do they have in their group that they can build upon?
- ◆ In terms of resources or strengths?
- ◆ Are they able to protect their members?

Challenges

- ◆ What is missing?
- ◆ What do the women need to develop or improve in terms of people, skills, resources or other gaps or barriers? The women must be reminded that challenges can be handled and overcome and that challenges encourage creativity and action.

Threats

- ◆ What are the external obstacles or barriers?
- ◆ Are there other risks or repercussions the women advocates would face if they take certain types of action? Threats should not inhibit the women but be a source of encouragement.

Opportunities

- ◆ What can the women build upon?
- ◆ Who are their potential allies? Advocacy will offer the women advocates a sense of possibilities that can be acted upon.

Next Steps

- ◆ Where are the women advocates in the implementation cycle?
- ◆ Do the women have to conduct an evaluation, analysis and plan into the next action to take?

How do the woman advocates map out their Plan of Action

- ◆ What is being targeted: is it the change in the programme design or its implementation?
- ◆ What points of access or intervention do the women's groups have?

- ◆ At what point in the process do the women want to make their advocacy interventions?
- ◆ What is an effective way to move the strategy forward? What are some of the achievable short-term objectives which can get them started?
- ◆ How do they move each audience to make or not block their desired change?
- ◆ How will they protect their group members from the risks that come with advocacy?
- ◆ What is their work plan?
- ◆ Do they have what they need to get started?
- ◆ What is their back up plan?

Step 6: Developing the Message

What do the different audiences need to hear?

The advocacy issue should be put in a clear message that is carefully tailored for the audiences the women want to influence. They need to decide the essential message they want to deliver and shape it to the respective audiences they are targeting. Their message should normally contain two basic components: appealing to what is right and also appealing to their audience's self-interest:

Note that the message should be; clear, concise and compelling.

When developing an advocacy message; you need to focus on your audience, who they are, know your ally, what do you want from them, what specific message will make them act. The structure of your message should be problem, solution and action.

Step 7: Identifying the Messengers

From whom do the different audiences want to hear the message?

It is very important for the women advocates to understand that the same message can have a very different impact depending on who communicates it. People that are often referred to as "experts" will have greater credibility, which can largely be technical, while those people from the "grassroots" or others who are or will be directly affected by the policy in question can bring a more personal impact and credibility. The women advocates therefore, they must decide:

- ◆ Who are the most credible messengers for the various audiences they are targeting?
- ◆ How are they going to get them involved?
- ◆ What do these messengers need to have in order to convey effectively and confidently the necessary information?

Step 8: Identifying the Collaborators

Who else can help?

The formation of coalitions is one of the most effective components of an advocacy strategy. Coalitions will significantly broaden the women's credibility; increase their resources, and enhance their expertise. However the women advocates will need to be aware that managing a coalition of desperate groups and individuals can also be one of the greatest challenges. Therefore they need to ask themselves.

- ◆ Which other organisations and groups are concerned with the same issue (including those who may not normally be natural allies)?
- ◆ What are the advantages and disadvantages of forming alliances or coalitions with each of them?
- ◆ Can they work with them?
- ◆ How can they get them into an alliance on this issue?

Collaboration and Working with Others in Advocacy

Collaboration is working with individuals and groups that share a common focus or interest. Collaboration can be formal, informal, temporary or permanent. The women advocates must be made aware that different people collaborate because as human beings they need to work together so as to gain the strengths that is created with bigger numbers. By collaborating we are able to create lasting change.

In collaboration we;

- ◆ Access information that is often hard to find.
- ◆ Access decision makers and power holders.
- ◆ Learn from others' experience of what works and what does not.
- ◆ Build relationships that can be activated for future action.
- ◆ Connect to a larger like-minded community and combat isolation

Types of collaboration include:

- ◆ Networks;
- ◆ Coalitions
- ◆ Alliances
- ◆ Campaign Federation, etc.

Networks are temporary in nature and have informal structures. They exist for information sharing, ideas, support. The members of a network are independent and can do their work without interference from the network or the other members.

In coalitions there is shared decision making and sharing of resources with coordinated activities. Coalitions have formal and possibly permanent structures and the members strive to have joint action.

Advantages of Working in Coalitions

- ◆ There is strength in numbers
- ◆ There is strength in diversity
- ◆ You become better with a variety of ideas
- ◆ There is shared workload
- ◆ There is a sharing of resources.

Basic coalition structures

- ◆ Coalition structures need to be kept simple
- ◆ Structures, processes and rules should only be created when they are needed.
- ◆ Decide on who can join the coalition and the criteria to be met by the members.
- ◆ Determine how the individual members will be expected to participate.
- ◆ Decide how the coalition leaders are chosen and how they are accountable to the members?
- ◆ How are the decisions of the coalition made?
- ◆ When do members act as a group and when and how can they act alone?
- ◆ Decide on the consequences for violating the agreed upon positions.
- ◆ Decide on the consequences for violating the agreed upon positions.
- ◆ Decide on how communication will be managed with the coalition?

Why people fear working in collations

- ◆ The differences among the different members can be paralysing and discourage others from participating.
- ◆ Coalitions can at times be time and energy consuming.
- ◆ There is surrendering of control by the members over the agenda, strategic decision-making, tactics and resource allocation.
- ◆ There is often loss of organisational identity.

- ◆ There is increased work load on some of the members.
- ◆ The coalition may become too large or “bureaucratic” to function effectively.
- ◆ Members may end up competing with other coalition partners for resources, funding and public recognition.

What the women advocates need to consider before joining a Coalition

- ◆ Is the issue before the coalition priority to them?
- ◆ Will the coalition further their agenda?
- ◆ Does their organisation have the capacity to commit resources to the coalition?
- ◆ How will joining the coalition affect their relationship with their constituents and members?
- ◆ How will they remain accountable to their constituents or the people they serve?
- ◆ Can they achieve their goals without the other members of the coalition?
- ◆ Are they willing and able to work through their differences so that the coalition can function?
- ◆ Are the other coalition partners equally committed?
- ◆ What trade-offs are they making by joining or not joining the coalition?

How will women manage logistics in the coalition?

- ◆ Decide how often the coalition meets
- ◆ Where coalition meets
- ◆ Is the venue fixed or rotational?
- ◆ Who facilitates the meetings? Is it shared or rotated?
- ◆ How is the meeting agenda created? Are all members consulted and their views accommodated.

Building trusting relationships among members

- ◆ Right from the start, identify common interests or potential disagreements
- ◆ Share key information for strategy development
- ◆ Set a tone of open communication

As women build trust with each other, they must continuously ask

- ◆ Who are we? What do we represent?
- ◆ Why are we here?
- ◆ What is our agenda or need to join?
- ◆ What do we each bring to the coalition? In terms of perspective, resources, abilities and strengths.
- ◆ What are our limits?

Examples of successful coalitions

- ◆ Northern Ireland Women's Coalition
- ◆ Sixth Clan in Somalia
- ◆ Iraqi Constitutional Convention

Why they succeeded

Trust, patience, common vision, unified message, effective organising and strategic advocacy.

Step 9: Perfect the Women's Communication Skills

In advocacy effective communication is very important for purposes of managing conflicts within the coalition and also with other relevant audiences. In a coalition, women advocates must always ensure that all voices are heard and know the power dynamics within the coalition. They should also be aware of the loud mouths and ensure that the soft spoken are also heard and take time for conflict management and problem solving.

The importance of communication in advocacy

Communication is very important to exert pressure on the institutions that need to change. The women advocates pose critical questions:

- ◆ Whose voice will be heard?
- ◆ Whose interest will be served?
- ◆ What are the political and economic realities?
- ◆ What is possible and what is not?

In order to ensure effective communication the women advocates must ensure that.

- ◆ All voices are heard
- ◆ There is a "Safe Space" where everybody feels listened to.
- ◆ The members discuss the "undiscussables"
- ◆ There is time for conflict management and problem solving.
- ◆ Everybody listens well.

Challenges faced by Advocates in Effective Communication

- ◆ Different people have different styles of communication and the women advocates need to question:
- ◆ What argumentation strategies are being used by the different people?
- ◆ How well are advocates listening to each other and to the other stakeholders?

- ◆ How well is each responding to the arguments of the other?
- ◆ Are they able to find common ground amongst themselves and with their stakeholders?

Usually barriers to effective communication in advocacy include

- ◆ Language problems
- ◆ Poor interpersonal relationships
- ◆ Negative attitudes/feelings between receiver and sender
- ◆ Prejudices
- ◆ Different perceptions
- ◆ Cultural barriers
- ◆ Pre-judgment
- ◆ Lack of effective listening skills
- ◆ Filtering out unwanted information
- ◆ Being inattentive
- ◆ Having insufficient time

When communicating the women Councillors and women's groups must always remember that one's effectiveness will be determined by:

- ◆ Choosing the right words and putting them together intelligently
- ◆ How fast or how slow one speaks
- ◆ One's diction, clarity of speech and accuracy or pronunciations
- ◆ One's tone, rhythm and the loudness or feebleness of their voice

How can the women advocates improve their communication skills?

- ◆ Plan the message properly. Make sure it is not confusing to the audience.
- ◆ Use 'No Minimal' information approach. Give to your audience all the information they require to make a change.
- ◆ Listen with empathy. Put yourself in the shoes of that other person and listen with compassion.
- ◆ Use simple, understanding language.
- ◆ Apply the 'No Loudness Theory', people pay attention when they are not interrupted with noise.
- ◆ Encourage feedback. Let other people share their feelings with you.
- ◆ Seek clarification and ensure that people have understood clearly the goal or objectives, tasks and responsibilities clearly from the leader.
- ◆ Pay attention to what is being said.

- ◆ Give realistic deadlines.
- ◆ Never criticise, condemn or complain.
- ◆ Express appreciation at every opportunity.

Step 10: Message Delivery

Message delivery is very important because as an advocate, one has to ensure that the message is properly heard. Very often an advocacy strategy will use a combination of tactics since one can reinforce another. Within a coalition, specific tactics might be taken on by various coalition members based on their respective areas of expertise, experiences and style.

Decide on:

What specific tactics are best for delivering the messages?

- ◆ Direct lobbying of policy makers?
- ◆ Media?
- ◆ Mobilising the “grassroots?”
- ◆ Direct action (e.g. demonstrations, protest marches, pickets)?
- ◆ Litigation?

Step 11: External Environment: what are the opportunities and Challenges?

In a policy advocacy strategy, there is need to weigh the risks of various tactics against the realities of the political system in which it has to work. Moreover, a variety of societal conditions and circumstances can influence the success of a strategy, (and thus tactics selected) such as: the degree of support and/or independence of the media, the level of public knowledge and interest in the proposed change, the state of the economy, an election year, a war, natural calamities such as an earthquake, a drought or a flood and donor interest and support. Advocates should therefore ask;

- ◆ What are the realities of the political context for doing advocacy?
- ◆ What are the political possibilities, limits and risks involved?
- ◆ What events in society at large are taking place which may affect the tactics and effectiveness of the strategy?

Step 12: Putting Together a Timetable of Action: What will be done and When?

Have clearly set time frames for all the advocacy activities so that the women know;

- ◆ When should the set objectives be achieved?

- ◆ When do certain tasks need to be completed?
- ◆ Who will do what and when?

Assessing the Women's Advocacy Potential

1. Resources

What have the women got?

- ◆ Information
- ◆ Human resources
- ◆ Funds
- ◆ Connections
- ◆ Leverage
- ◆ Legitimacy

2. Gaps: What capacities do they need to develop?

1. What is lacking in the required resources?
2. How can they be obtained?

3. Personal Assessment: How do they feel personally about this task?

This is a personal reflective exercise and does need to be part of a written strategy. As advocates, it is important for the women to know:

1. What their personal interest and motivation is in doing this particular advocacy work.
2. What is their attitude towards the programmes implementation?
3. What is their confidence in the political system in which they have to work?
4. Are they comfortable with the people they have work with?

Step 13: Evaluation

The evaluation of the advocacy programme or plan is intended to help the women to tell whether the strategy is working. The women need to have an ongoing assessment, based on their specific objectives and an evaluation of their tactics, to allow flexibility to adapt and change as and when required. The women advocates need to develop indicators' of success early enough to help them make their eventual assessment of their advocacy strategy. The question below will help the women evaluate their advocacy strategy:

- ◆ How will they measure their "success?"
- ◆ What has changed in the short term?
- ◆ What has changed in the long term?"

MODULE

THREE

3

GENDER BUDGETING

3.0 A budget

A budget is the most comprehensive statement of a government's social and economic plan and priorities. In tracking where the money comes from and where it goes, budgets determine how public funds are raised, how they are used and who benefits from them. Therefore, implementing commitments towards gender equality requires intentional measures to incorporate a gender perspective in planning and budgeting frameworks and concrete investment in addressing gender gaps.

3.1.1 Gender budgeting

Gender budgeting is a method of analysis used to highlight differences in public spending on men and women. It looks not only at funding levels for the various ministries, but also of spending priorities within ministries. By permitting better-targeted and more efficient use of government resources, advocates argue, gender budgeting benefits, men and women alike. To-date, three African countries – South Africa, Tanzania and Uganda – have analysed their budgets for greater impact. It began with Australia in 1984 and spread to Canada and South Africa in 1994 respectively.

3.1.2 Gender-Responsive Budgeting (GRB)

Is it government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfilment of women's rights? It entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims at analysing the gender differentiated impact of revenue-raising policies and the allocation of domestic resource and official development assistance.

3.1.3 Five steps to Gender Budgeting

1. An analysis of the situation for women and men and girls and boys (and the different groups) in a given sector.
2. An assessment of the extent to which the sector's policy addresses the gender issues and gaps described in the first step. This step should include an assessment of the relevant

legislation, policies, programmes and schemes. It includes an analysis of both the written policy as well as the implicit policy reflected in government activities. It should examine the extent to which the above meet the socio-economic and other rights of women.

3. An assessment of the adequacy of budget allocations to implement the gender sensitive policies and programmes identified in step 2 above.
4. Monitoring whether the money was spent as planned, what was delivered and to whom? This involves checking both financially and the physical deliverables (disaggregated by sex)
5. An assessment of the impact of the policy/programme/scheme and the extent to which the situation described in step 1 has been changed, in the direction of greater gender equality.

3.2 Gender budgeting analysis tools

3.2.1 Gender-aware policy appraisal

It examines position of women and men, boys and girls in each area of economic and social life addressed by the budget, taking into account age, ethnic group, location, and class, whether government policy adequately addresses inequalities which have been identified, whether resources are being allocated in ways that are likely to reduce inequalities.

3.2.2 Gender-disaggregated beneficiary assessments

This is a tool which allows the voice of the citizen to be heard. Potential and actual beneficiaries of a government programme are asked, using a variety of techniques, their views as to whether existing forms of public service delivery meet their needs as they perceive them. These responses are analysed in order to assess the extent to which government's current budget meets the priorities of women and men.

3.2.3 Gender-disaggregated public expenditure incidence analysis

This tool can be used to provide an assessment of the distribution of government expenditure of a given programme between men and women and boys and girls.

For example, gender-disaggregated public expenditure incidence analysis could be used to compare expenditure on public schools in different localities to the number of boys and girls enrolled. It could also compare expenditure on public schools in different localities to the number of boys and girls enrolled. It could also compare expenditures in different areas with the levels of gender specific needs revealed in surveys.

The tool requires considerable amounts of quantitative data in order to estimate both the unit cost of providing a particular government service and the utilization of public expenditures by

households or individuals disaggregated by gender. In respect of the cost of service provision, data must usually be obtained from government agencies. Data to estimate programme utilisation can often be derived from a variety of sources including household surveys conducted by the national statistical agency.

3.2.4 Gender-disaggregated tax incidence analysis

This technique examines the taxation component of revenue. It looks at both direct and indirect taxes and calculates how much taxation is paid by different individuals or households. It requires data on income and expenditure patterns, which can typically be obtained from household surveys and from revenue collection agencies. A limitation of the analysis is that it usually assumes equal sharing of income within households, whereas many studies have shown this does not often occur.

3.2.5 Gender-disaggregated analysis of the impact of the budget on time use

This is a method of analysing the relationship between the national budget and the way time is used in households. It examines the extent to which budgets rely on unpaid work such as caring for young people, the aged and those who are ill, collecting fuel and water, cooking, cleaning and so on. The analysis is dependent on having available time use studies. Time use studies have rarely been conducted at the national level in developing countries, but are sometimes available in the form of case studies. A national time use study would need to be done by the national statistical agency, but the subsequent analysis can be conducted both inside and outside government.

3.2.6 Gender-aware medium term economic policy Framework

This incorporates gender into the economic models on which medium term economic frameworks are based, with the aim of affecting future budgets. Some of the ways in which gender can be integrated into models is by: disaggregating variables where gender is applicable, incorporating both national income accounts and household income accounts reflecting unpaid work and changing underlying assumptions about the social and institutional set up in society, as well as about how the economy works.

Medium term economic modelling is done at two levels. At the more general level, there is modelling of the total economy which involves variables such as growth rates, budget deficits, inflation, interest and employment.

3.2.7 *Gender-aware budget statement*

This is a statement or report, from each government portfolio on its audit of policies, programs and related budgets. In the process of developing such a statement, the tools or methods discussed above are utilized. A gender-aware budget statement is an accountability report by government in relation to its gender equity objectives. Much of the rest of this document will focus on how to develop a gender sensitive budget statement.

Some key indicators for a gender-aware equality:-

- ◆ Share of expenditure targeted to gender equality
- ◆ Women's participation in the public-sector employment relative to men.
- ◆ The share of prioritized expenditures towards women.
- ◆ Share of expenditure devoted to official gender units.
- ◆ Share of expenditure devoted to women's priority income gender balance in business support
- ◆ Gender balance in public sector contracts
- ◆ Gender balance in decision making bodies, forums and committees.
- ◆ Gender balance in training

The budget cycle has the following stages;

4.0 Formulation

The executive branch normally formulates the annual budget behind closed doors. In some cases, the executive may release a discussion document or an overview of the budget in advance, but generally the legislature and civil society have little direct access to this stage of the process. Nevertheless, because the budget is rarely constructed from scratch, major parts of the budget may be anticipated by stakeholders outside the executive. This creates an opportunity for analysis and advocacy at the formulation stage.

During the development of the budget, civil society groups can release analyses on issues known to be under consideration, or that they believe ought to be priorities, with the hope of influencing the budget being formulated. There also might be opportunities for CSOs to establish informal lines of communication with executive branch officials. In countries where the legislative process has little impact on the budget, CSOs may have to concentrate on the formulation stage, as that is when the key decisions are made. Key Budget Documents: Pre-Budget Statement, Executive's Budget Proposal.

4.1 Enactment

It is during this phase of the budget cycle that civil society groups often have the most potential for input. Since interest in the budget is typically at its high point when the executive presents its budget to the legislature, this creates opportunities for civil society groups to get media coverage and other attention for their budget analyses. Further, in countries where the legislature plays a more active role in the budget process, CSOs are frequently asked to serve as expert witnesses at hearings and to comment on budget proposals in other ways, as well. Their analyses and testimony can influence the debate and highlight important issues about the impact of budget proposals on the poor and most vulnerable in society. **Key Documents: Enacted Budget, Citizens Budget.**

4.2 Execution (Implementation, monitoring and control)

Implementation of the budget is, of course an executive function. Unless the executive issues public reports regularly on the status of expenditure during the year, CSOs have limited ability to monitor the flow of funds. But CSOs do have an interest in an effective oversight system that promotes adherence to the budget and reduces mismanagement or corruption. Groups may advocate reforms to strengthen budgetary control. Similarly, they may engage in some monitoring activities in an independent oversight role. For instance, CSOs can focus on whether amounts for specific projects, such as a school or a road, have been used for the intended purpose. They also can assess whether the government funds allocated for these purposes are being used effectively and have reached the intended beneficiaries. **Key Budget Documents: In0year, Mid-year and Year-End Reports**

4.3 Auditing and Legislative Assessment

This budget stage presents a valuable opportunity for budget groups to obtain information on the effectiveness of particular budget initiatives, as well as to advance accountability by assessing whether the legislature and executive branches respond appropriately to the findings of audit reports. This may be one area where applied budget organisations have not sufficiently exploited the potential opportunities. When available in a timely manner, audit reports often document a litany of poor expenditure practices, leakages and procurement irregularities. CSOs should attempt to spread such information widely and use it to advance reforms. **Key Budget Documents: Audit Report**

Though ultimately seeking to play a meaningful role at each stage in the cycle, CSOs have different strengths, which allow them to have greater influence at some stages than at others. In other words, an organisation with significant analytical skills may have greater influence at the formulation or approval stages, while those with strong advocacy skills and close community connections might play a greater role during the execution and monitoring stages. Therefore, CSOs seeking to maximise their impact on the budget process and its outcomes should identify and join with other organisations that share their goals and can complement their strengths.

4.4 Access to Information

In addition for key allies and partners, to be effective throughout the budget process civil society needs timely access to different types of information at each stage in the cycle. For example, to play a meaningful role in the approval stage at a minimum, CSOs need access to complete information about the executive's budget proposal and could be even more effective with information about how current programmes are operating (data on execution) and how

effective programmes have been in the past (audit information). On the other hand, CSOs seeking to improve budget execution would need detailed information on the approved budget, ongoing data from periodic reporting on the current year budget, and information from prior audits of the agencies or departments administering the programmes.

In addition to translating policy goals and priorities into action, a country's budget system and processes are also crucial in determining the degree to which it has an open, participatory and accountable system of governing. Unfortunately, in many countries, the general absence of publicly available information on budget issues particularly in accessible forms using straightforward language has seriously hindered the efforts of national and local organisations to participate in the discussion on the distribution of public resources.

It is important to note that there may be activities related to several stages of the cycle happening at the same time, and what happens in one stage can influence decisions made in the others. For example, while the executive is formulating the budget proposal for the coming year-making decisions about what programmes to invest public funds in and at what level-the various ministries and departments are executing the budget for the current year. Both the execution and auditing can provide critical information to the executive as it develops its next budget. Thus each stage in the budget cycle is important and provides civil society organisations (CSOs) with opportunities to influence the outcomes.

District Budget Cycle

It includes the following main stages; budget conference, identification of sector priorities, review of costed sectoral priorities, preparation of the final budget, return to the executive committee for review, approval and presentation of the budget to the Council to approval.

The women should be involved at all stages in order to influence resource allocation. The process should be participatory including all stakeholders; this increases transparency and accountability.

In simple terms it means “answerability”. It is about holding people to account for their impacts on the lives of people and the environment. It involves the rights of those impacted and the obligations of those with power. Thus, accountability can be defined as the obligation of power – holders to account for or take responsibility of their actions.

Thus, social accountability can be defined as “the duty to provide an account or reckoning of those actions for which one is held responsible. Thus, accountability involves two responsibilities or duties. The responsibility to undertake certain actions (or forbear from taking action) and the responsibility to provide an account of those actions.

It can be initiated by government, private sector or civil society organisations. The rapid growth in number, influence and effectiveness of Non-Government Organisations (NGOs) in recent years has produced greater demands for NGO accountability to its stakeholders and to the society as a whole. Thus, Social Accountability is very crucial to organisations in general and the government.

5.1 Social Accountability tools for NGOs and Government

Social Audit

This is a tool or mechanism which demonstrates the impact of the activity of the organisation, and at the same time involves the stakeholders and creates conducive environment for the empowerment. It is a process that enables an organisation to assess and demonstrate its social, economic and environmental benefits. It is a way of measuring the extent to which an organisation lives up the shared values and objectives it has committed itself to.

Participatory Budgeting

It is broadly defined as a mechanism or process through which citizens participate directly in the different phases of the budget formation, decision making, and monitoring of budget execution. Public budgeting can be instrumental in increasing public expenditure transparency and in improving budget targeting. Since it is a useful vehicle to promote civic engagement and social learning, public budgeting has been referred to as an effective “School of Citizenship”.

Independent Budget Analysis (IBA)

Work has taken many forms. A common characteristic of IBA work is that it services to demystify the often highly technical language of official budgets and to open up to public scrutiny the often opaque budgetary process. Budget analysis is closely linked with the process of budget formulation, as it is aimed at generating debate on the national budget and at influencing the budget that is ultimately approved. Typically, IBA work focuses on one or more of the following issues:

- ◆ Improving information sharing and public understanding of the budget.
- ◆ Targeting of funds for vulnerable groups, including women and children
- ◆ Initiating on the sector specific implications of budget allocations.
- ◆ Influencing revenue policies.
- ◆ Tracking revenues and expenditures

The Public Expenditure Tracking Survey (PETS)

This is a quantitative survey of the supply side of public services. The unit of observation typically a service facility and/or local government rather than a household or an enterprise. The survey collects information on facility characteristics, financial flows, outputs (services delivered), accountability arrangements, etc. PETS, as quantitative exercises separate form, but complementary to qualitative surveys on the perception of consumers on service delivery, have been found to be very influential in highlighting the use and abuse of public money.

Citizen Report Cards (CRCs)

Are participatory surveys that solicit user feed back on the performance of public services. CRCs can significantly enhance public accountability through the extensive media coverage and civil society advocacy that accompanies the process. Citizen Report Cards are used in situations where demand side data such as, user perceptions on quality and satisfaction with public services is absent. By systematically gathering and disseminating public feedback, CRCs serve as a “surrogate for competition” for state-owned monopolies that lack the incentive to be as responsive as private enterprises to their client’s needs. They are a useful medium through which citizens can credibly and collectively “signal” to agencies about their performance and advocate for change.

The Community Score Card (CSC) process is a community based monitoring tool that is a hybrid of the techniques of social audit and citizen report cards. Like the citizen report card, the CC process is an instrument to exact social and public accountability and responsiveness from service providers. By linking service providers to the community, citizens are empowered to provide immediate feed back to service provider. The CSC process uses the “community” as its unit of analysis, and is focused on monitoring at the local/facility levels.

It facilitates community monitoring and performance evaluation of services, projects and even government administrative units (like district assemblies) since it is a grass root process, it is also more likely to be of use in a rural setting. The CSC solicits user perceptions on quality, efficiency and transparency. This includes: tracking inputs or expenditure (e.g. availability of drugs), monitoring the quality of services/projects, generating benchmark performance criteria that can be used in resource allocation and budget decisions, comparing performance across facilities/districts, generating direct feedback mechanisms between providers and users, building local capacity, and strengthening citizen voice and community empowerment.

A citizen's charter is a document that informs citizens about the service entitlements they have as users of a public service, the standard they can expect for a service (time and quality), remedies available for non-adherence to standards, and the procedures, costs and charges of a service. Separate charters are usually designed to distinct services and/or organisations and agencies. Sometimes, citizens' obligations or acts that are subject to fines are also listed. The citizen's charter aims to improve the quality of services by publishing standards which users can expect for each service they receive from the Government. The charters entitle users to an explanation (and in some cases compensation) if the standards are not met. If citizens are well informed about their rights as clients of public services and about existing complain mechanisms to voice grievances, they can exert considerable pressure on service providers to improve their performance. The charters also play an important role for other social accountability mechanisms. The standards which service providers commit themselves to are useful yardsticks for monitoring and evaluation of service delivery.

Public hearings

These are formal meetings at the community level where local officials and citizens have the opportunity to exchange information and opinions on community affairs. A typical example would be public hearings of community budgets. These meetings are open to the general public and are therefore an important tool for citizens to raise their concerns in front of elected officials and bureaucrats on the one hand and an important feed back mechanism for the officials to gain a better understanding of the citizens' experiences and views on the other hand. Public hearings are often one element in a social audit initiative.

Citizens' juries

These are a group of selected members of a community that make recommendations or action proposals to decision-makers on complex issues after a period of investigation on the matter. Citizens' juries are one of several deliberative participatory instruments that have been used to supplement conventional democratic processes in both developed and developing countries. The goal is to improve the quality of decision-making and increase the likelihood that policy formulation and implementation will be more legitimate, effective, efficient and sustainable.

A network provides a structure that gives members the opportunity to cooperate, collaborate, share experiences, expertise and resources and pull their power together to bring about change. The key idea about a network is in the notion of a team.

TEAM:	T: Together	E: Everyone	A: Achieves	M: More
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6.0 Steps to networking

1. Think positive and smile. If you are happy it will be evident, so focus on how you will feel by finding a new friend, customer, employer, employee, investor or partner.
2. Know your goal. Be clear about what you want from each event and interaction. Decide how many new people you will meet, which specific prospects you will talk with, and what outcomes you desire from each interaction.
3. Have a message strategy. In meeting people you need to make a connection, determine their interests, and establish rapport before delivering your branding statement. This is true whether you are meeting for personal, professional or business reasons. Remember that people choose to be with (do business with and hire) people they like. Learn about them before responding with your carefully prepared, sincere description of your value.
4. Manage your time. You can talk with existing friends any time, so treat a networking even as your (and their) opportunity to discover new relationships. Acknowledge your friends and then devote time to being with people you do not already know. Find time in food or beverage lines to meet new people engaging in conversation when the opportunity arises.
5. Hold the sales pitch. If you meet someone interesting who seems interested in you, exchange cards and agree to talk in depth after the event. Networking time is for meeting new people, not for long-winded sales presentations or stories about your personal crises.

6. Be respectful. Refrain from speaking during official programme announcements or presentations, and turn off any cell phones or beepers before you arrive.
7. Make it a team activity. Invite others your organisation to join at the event to maximise coverage, especially with large audiences. They will appreciate meeting people, too.
8. Get involved. Volunteer to sponsor or help organise an event if appropriate. You gain added opportunity to show case your business and develop connections with people.

About UWONET

Uganda Women's Network-UWONET, is an advocacy and lobby network comprising of 16 national women's organizations, institutions and 9 individuals. It was established in 1993 to provide space for collective engagement of organizations advocating for women's rights especially the eradication of gender based discrimination.

Vision

A Ugandan society free of all forms of gender based discrimination

Mission

To coordinate collective action among members and other stakeholders through networking, capacity building, resource mobilization, policy research and advocacy for the attainment of gender equality in Uganda

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