



Gender Transformation & Empowerment

A CAPACITY ENHANCEMENT MANUAL FOR WOMEN LEADERS IN LOCAL COUNCIL *FROM NUMBERS TO INFLUENCE AND EFFECTIVENESS*



2013

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Foreword

The Government of Uganda has over the years implemented several laws, policies and initiatives aimed at strengthening the governance system in the country. One of such laws is the Local Government Cap 243 which provides for third of council composition to be comprised of women. This has enhanced and increased the number of women in Local Council.

However the increased in numbers of women in Local Council has not been equated to effectiveness. Stakeholders have noted that there exists major impediments to participation and influence of women leaders in spaces of decision making. These include; Women's multiple burdens where they play many roles in the home and this leaves them with very little or no time to pursue other interests such as politics. The low socio-economic status of women and lack of resources; Women's low self-esteem and self-confidence whereby they are very good campaigners, organizers and support mobilizers but lack of confidence sometimes prevents them from contesting elections and from participating in political life.

This manual is designed to provide practicable skills and knowledge to the women leaders in Council Business, prevention and response to Gender Based Violence, balancing private and family life, understanding gender and gender manifestation, lobbying and advocacy, enactment of by-laws and ordinances, formation and sustainability of caucuses, communication skills, local Government Budgeting Cycle.

The selected units are intended to enhance capacity and skill of the women leaders to effectively influence Council decision making for gender responsiveness and effective service delivery.

UWONET works to enhance human rights of vulnerable groups especially women and young people striving to achieve a Uganda society free of all forms of gender based discrimination and strives to increase networking in several districts and at national level to effectively engage institutions and governance structures for gender equality.

UNIT 1:

UNDERSTANDING GENDER

1.1 Learning objectives and overview

After delivering this unit, participants should be able to:–

- a. Explain, with examples and illustration what the term gender means;
- b. Describe the difference between “sex” and “gender”;
- c. Define key gender terms; and
- d. Understand different gender perspectives.

This unit focuses to explain and discuss gender concepts and terms. It provides explanations and discusses the definition of gender by making a distinction between the biological differences which determine sex, and the social construct which makes use of biological differences to justify the assignment of different roles to men and women. Knowledge of gender concepts and terms is essential for critical analysis of gender inequality, and for the formulation of laws, policies and programmes necessary for achieving equality between men and women. At the local council, this knowledge and exposure is fundamental to both the councilors and staff.

Key Methods

Buzz groups

Brainstorming

Lecture

Case studies

Step 1: Expectations of participants

The trainer can start by asking participants their expectations and noting them on 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

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.

1.2 Definition of gender

Using VIPP cards, Ask participants to explain attributes of good man/women according to their communities and also who a bad man/ women is according to their community setting. Group similar answers together and explain to the participants the meaning of gender

Gender

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

Difference between gender and sex

Gender	Sex
A social construct or a set of socially given attributes	A fact of human biology/Determined by birth
It is society-specific and varies between and within societies	Does not vary within and between different societies
It changes over time	Fixed and unchanging over time
Differentiates roles, responsibilities and obligations	Same for all women. Same for all men.
Is influenced by many factors including education, income level, religion, age, social class and others	Not influenced by economic and social factor

1.3 Understanding gender concepts

a. Gender Roles: Gender roles are learned behaviors in a given society which condition the type of activities, tasks and responsibilities that are perceived as male or female. Gender roles can be identified as productive, reproductive, and community roles.

b. Productive roles

Productive roles are the activities carried out by men and women in order to produce goods and services for buying and selling or for meeting the needs of the family. These activities generate income and assets. Productive roles are economically valued by society, and recorded in national accounting. Examples are fishing, farming and teaching.

c. Reproductive roles

Reproductive roles are activities carried out by men and women to ensure there placement of people in the community especially the community's work force. They are very important for keeping communities going but are invisible in national accounting. Examples are child bearing and child rearing.

d. Community Gender Roles

Community roles can be classified into community managing and community politics:-

- **Community Managing:** these are activities that are undertaken by members of a community to improve their lives. Community managing roles ensure the provision and maintenance of scarce resources for family needs. They are mainly done by women at the community level as part of their reproductive role. Examples are provision of water, education and healthcare.
- **Community politics:** these are activities organized by communities to improve their lives. They are carried out in the public domain, involve decision making and are prestigious in status. They may be organized at the political level, often within the framework of politics. They are normally done by men in the community. An example is a church executive role such as presiding elder.
- **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:** this 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.
- **Gender blind:** failing to take account of, or recognize the different roles, capabilities and needs of women and men.
It is often assumed for instance, that national budget will, in its functions, benefit women and men, boys and girls equally. A gender blind budget fails to acknowledge that there are

different roles, capabilities and needs of men and women which need to be taken into account in national budgets.

- **Gender bias:** failure to take account of or recognize the different roles, capabilities and needs of women and men which often result in favouring men over women. National budgets are often prepared in ways that ignore gender differences, and reinforce existing inequalities.
- **Gender perspective:** recognizing the different roles, capabilities and needs of women and men and taking account of them before embarking on an intervention, activity, project and programme.

In the preparation of national budgets, bringing a gender perspective to the budget is to ensure that budgets and economic policies address the needs of women and men, girls and boys of different backgrounds equitably, and attempt to close any social and economic gaps that exist between them. In terms of governance, using a gender perspective involves incorporating an understanding of how being a man or a woman defines capacities such as taking up positions as parliamentarians and assembly women.

- **Glass ceiling:** refers to the disproportionately large presence of groups of people, such as women, at lower levels in the workforce and their absence at higher levels.

The nursing and teaching professions are often examples of where the glass ceiling occurs. Women are employed in large numbers at the lower levels, but they are often noticeably absent at the decision-making level. This is, in part, a reflection of the family socialization and conditioning process, which defers the decision-making responsibility to the man in the family. In other words, the glass ceiling refers to the limitations that are placed on women with regard to certain professions, or promotion to certain positions across professions.

- **Affirmative action:** positive measures targeted at a particular group, and intended to offset disadvantages, or eliminate and prevent discrimination arising from socially defined roles and responsibilities assigned to men and women.
- **Gender Based Discrimination:** the unequal treatment met out of people on basis of age, sex etc.
- **Gender equality:** refers to the equal treatment of people, but in most societies there are groups that are discriminated against on the basis of age, disabilities and sex. Gender based discrimination in the workplace is illustrated by such practices as the division of labour, which

denies some people the opportunity to perform certain tasks they are capable of purely on the basis of the roles assigned by society. Access to and control over resources, which many women are denied, is a good indicator of gender based discrimination and exacerbates the numbers of women who are poorer than men.

- Gender based violence: is any act of violence which is committed against a person on the basis of their gender.
- While it is often taken to be synonymous with violence against women and girls, who are most often the targets of GBV, women, men, boys and girls can all be both the victims and the perpetrators of GBV. For example, in countries experiencing armed conflict, women and girls are sometimes targeted by combatants as a means of undermining the morale of their communities and breaking down social ties within and between families. However, men may also become targets of GBV, particularly as young men of fighting age are often assumed to be actual or potential combatants purely on the basis of their gender and age.
- Gender and Development: Promoting greater gender equality is about transforming women's and men's roles, identities and power relations to create a fairer society for all.
- Men are as affected by gender roles and expectations as women. There are situations where men's lives and opportunities are adversely affected by gender stereotypes, and where men and boys need targeted support. For instance, most men of combatant age are often the ones who get conscripted and, therefore, killed or injured during conflicts.
- Women's empowerment: is about people, both men and women. It is about building the capacity of people to participate in all aspects of the economy and social life and be able to control their own destinies.
- Women's empowerment implies that women must not only have equal capabilities such as in health and education; but also equal access to resources and opportunities such as land and employment. It also implies that they should be able to use these rights, capabilities, resources and opportunities to make strategic choices and decisions such as through leadership and participation in political institutions. They must also be able to live without fear of coercion and violence.

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

1.3 Why is it important for women councilors to be gender responsive?

1. 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.
2. Articulate and define the key gender issues for each of the core programme areas.
3. Analyse budget allocation and ensure all sections especially women and children equally benefit.

To ensure gender issues are mainstreamed in all plans and programmes before they are passed by council

Conclusion: Knowledge of gender concepts and terms is essential for critical analysis of gender inequality and promotion of human right. It enables law/policy makers to assess the budget allocation and distribution of services.

GUIDING QUESTIONS

1. What is gender
2. What is the difference between gender and sex
3. Why is it important to study gender
4. Explain the key concepts in gender

UNIT 2:

GENDER BASED VIOLENCE

2.1 Session objective

By the end of the session, the participants should be able to:

- Understand what GBV is, causes of GBV and the different forms of GBV as experiences by men and women in the community

Methodology

Buzz groups

Brainstorming

Lecture

Group work

Let the participants get into groups and discuss; what is GBV, who is a perpetrator and survivor, the most common form of GBV in their community,

2.2 What is Gender Based Violence?

Gender– based violence is an umbrella term for any harm that is perpetrated against person's will that is the result of power imbalances that exploit distinctions between males and females.

Gender –based violence is derived from unequal power relations between both sexes. Women are more likely to be sexually, emotionally and physically abused by their husbands, partners, or someone close to them.

2.3 Is gender based violence the same as violence against women?

Gender based violence and violence against women are often used interchangeably, The two concepts are different. Gender based violence relates with violence involving men and women while violence against women refers to various acts of violence against a woman or girl.

2.4 Differentiating a survivor from a perpetrator

Survivor refers to those people who have lived through GBV incident

A perpetrator is a person who commits an act of gender based violence. There might be one perpetrator or more than one.

2.5 Why don't most survivors seek for help?

Shame; inaccessibility of service; poor response or inappropriateness of service; fear of reprisals; safe to stay in relationship, potential loss of custody of children; no economic support; hopefulness about the violence stopping; family/cultural expectations partners threats.

2.6 Causes of Gender based violence

- Alcohol and substance abuse
- Poor communication
- Cultural practices
- Exposure to violence in child hood
- Obsessive urge to control others
- Poverty
- Ignorance
- HIV status
- Poor family relationships
- Misinterpretation of religious and cultural teachings
- Mental illness
- Unwillingness to control sexual urge

2.7 Forms of Gender based violence experienced by men and women

Buzz Group

In a group of two to three, let the participant discuss the different forms of GDV experienced by Men and women in their community.

According to WHO report, more than a million people lose their lives and many more suffer non – fatal injuries as a result of their lives and many more suffer non – fatal injuries as a result of self-inflicted, interpersonal and collective violence every year. There are various forms of violence and these include:

Domestic violence

Domestic violence is the most common form of violence, and the most difficult to deal with, since it is perpetrated under privacy of a home and family. Studies show that domestic violence contributes to 41% of violence related case in Uganda.

Domestic violence takes forms such as wife battering, child defilement, desertion, abusive language, marital rape, incest, child labor, sexual exploitation, intimidation, verbal abuse and subordination work and economic abuse among others.

Sexual Violence

This is any sexual act / attempt directed against a person's sexuality using unwanted sexual comments, advances, and acts to traffic, by any person regardless of the relationship to the survivor in any setting including but not limited to home and work (WHO, 2002).

Sexual violence includes incest and different types of rape attempted, gang ,date, marital and systematic sexual harassment, demands for sex in return for favor, sexual of children and mentally or physically disabled people, forced marriage, denial of the right to use contraceptives, forced abortion, violence against the sexual integrity of women including female Genital Mutilation, forced prostitution and trafficking.

Economic Violence

Economic Violence has been cited as a form of gender based violence that is perpetrated on women and men because of their dependence.

- Women and girls suffer the most humiliations and violation cases where men can give or withhold financial support.
- Deprivation of necessities such as food and basics like clothing, school fees for girl and boy children is one of the common forms.
- The denial of the right work.
- Forced surrender of women's money to husbands or male friends.

2.8 Tips for non-violent conflict resolution

If you are feeling very angry, remove yourself from the situation until you feel calm enough to discuss the issue peacefully.

- Seek advice about your relationship from people who have relationships that you admire.
- Avoid taking too much alcohol because it can encourage violence.
- listen to your partner and try to be patient.
- visit a counselor to discuss difficult issues.

Violence against women or men is a global problem affecting millions of women, men, boys and girls of all cultures, religions, socio-economic strata, educational levels and other diversity.

GUIDING QUESTIONS

1. What is Gender Based Violence?
2. Mention the main form of Gender Based Violence in your community?
3. What are the major causes of Gender based Violence in your Community?

2.9 Domestic Violence Act and the different duty bearers

Police offices duty after a reported case of GBV.

These roles and responsibilities are adopted from the Domestic Violence Act and the Ugandan constitution Article 21 (3).

- The police man or woman must show empathy to the survivors. This will help the victim feel more comfortable, relaxed and feel safe.
- Where the facility is available, take the victim to an office, and offer him or her seat. Give him/her some few minutes to gain momentum before taking his or her statement.
- The complaint of the survivor should be taken in writing (statement) and referred immediately to the crime section of the police station.
- Investigation should be carried out by the crime and investigation section of the police station by investigating police officer. Where the victim is in need of medical attention or examination, the victim should be referred for medical treatment.
- Whether or not the victim indicates interest in charge of matter to court, she or he should be advised on the importance of collecting evidences of sexual assault or physical assault in the form of pictures, medical / forensic reports are taken immediately. This is because all physical evidence such as semen, vaginal tear, blood, and other injuries disappear with time. Thus it is important that such evidence is taken soon after the incident.
- A file should be opened for proper documentation of statements taken, photographs taken, hospital reports and all steps taken by the police in the course of investigating the matter. Where it is obvious that the victim has been displaced and is in need of shelter, due to evident fear of going back home to the abuser, police should contact any of the referral centers listed below.
- The suspect should either be arrested or an official police letter of invitation sent to him / her to respond to the allegations by writing his or her own statement.
- If detained at the police station, the suspects should be charged to court within 24hours.
- The investigating police officer should ensure that the case file and all supporting documents are transferred to court on time.
- The investigating police officer should also make himself or herself available to meet with the victims' lawyer for pre-trial preparations.

Community development officer's response after GBV report

Community development officers play a very big role in the prevention and response to gender based violence in the community. The DV ACT 2010 looks at CDOs as community supporting group as it mandates them to;

- Offers counseling to the survivors of gender based violence.
- Listens to the complaints and reconciles the two parties where need avails.
- Advise survivor to seek legal support.
- Refer survivor to the health center or hospital for medical support.
- Inform the client of her rights to apply for relief.
- Convey the importance of filling a police complaint to the survivor.
- Ask about the client's safety.
- Refer the client to non – governmental organizations social agencies for further help.

Health workers

- Actively screen clients.
- Respond to immediate health and psychological needs.
- Provides services free of cost.
- Collect forensic evidence.
- Provide testimony.
- Provide referrals.
- Confidentially collect document, analyze health data and data on the quality of service.

UNIT 3:

LOBBING AND ADVOCACY

3.1 Session objectives

The module aims at enabling participants to:

- Gain an understanding of lobbying and advocacy.
- Describe the process of lobbying and advocacy.
- Identify the barriers to effective lobbying and advocacy.
- Have the skills and knowledge to undertake effective advocacy and evaluate results.
- Lobbying and advocacy as a tool for resource mobilization.

3.2 Content and scope of Unit

The module delves into the meaning of lobbying and advocacy explains the process of lobbying and tips for successful advocacy and lobbying. It outlines the barriers that can hinder effective lobbying and advocacy.

3.3 Methodology

Group work

Buzz groups

Brainstorming

Lecture

Question and answer

3.4 Definition of key concepts

In a brainstorming session, ask participants what they understand by lobbying and note down their responses.

Lobbying: 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.

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

Advocacy: 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.

3.5 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

Personal experiences regarding advocacy

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

As the councilors to share stories of lobbying and advocacy that they have ever done before. Take note of steps taken, enabling factors, and areas of weakness.

3.6 Tips for successful advocacy

As person with an advocacy agenda, you need to know the following

1. Define your advocacy issues and identify your allies. Need to 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

For identification of allies, you need to know;

- Who they are?
 - 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?
2. Need to know that advocacy is people centered and number influence advocacy.
 3. Advocacy is risky. Those who engage in the process should be ready to face the immediate risk that come from the social changes they are advocating for.
 - What risks do they face?
 - What are they afraid of?
 4. need to know the power source in advocacy
 - 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?
 5. Build Public Support for your advocacy Issue
 - What is the problem
 - Who is responsible for the problem
 - Impact of the problem
 - Strategies for redressing the problem

GUIDING QUESTIONS

1. What is lobbying and advocacy
2. Please share your experience of lobbying and advocacy
3. What make lobbying and advocacy successful

UNIT 4:

ORGANIZATION OF COUNCIL AND RULES OF PROCEDURE

4.1 Objective of the unit

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

4.2 Scope and Content of module

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

4.3 Learning objective

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

- Understand the general organization of council and rules of procedure.
- Understand what an ordinance is, its importance and the process of making an ordinance
- Have knowledge in moving motions and the contents of a motion

4.4 Methodology

- Group work
- Plenary sessions
- Brainstorming
- Role plays
- Question and answer

4.5 Session 1: Understanding the council procedure

Group work on the procedure of council

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

- Discuss the procedure of council
- They should 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 in form 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.

4.6 Session 2: How to move 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. Refer to page...of the Handbook on “Enhancing the Roles of District Women Councilors” for more details.

MODEL OF A MOTION

THE..... BILL 20.....
..... DISTRICT LOCAL GOVERNMENT
..... BILL 20.....
DRAFT BILL 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.

4.6: Ordinances

Using a question and answer approach, ask participants what an ordinance is and note down there 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 Bye-Laws is as follows:

- a. An infringement of a Bye-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.

GUIDING QUESTIONS

1. How do move motions in Council
2. Please demonstrate your district Council proceeding

UNIT 5:

CHAIRING COUNCIL MEETINGS

5.1 Content and scope

The module discusses the different types of meetings in council and Skills for chairing effective meetings.

5.2 Session objectives

By the end of the session participants should have acquired skills for effectively chairing meetings.

5.3 Methodology

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.

5.4 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.

5.5 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 is 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

5.6 How to involve all participants

- 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.

5.7 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.

5.8 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.

GUIDING QUESTIONS

1. How can you effectively chair Council Committee
2. How do you deal with difficult people while communicating of chairing meetings

UNIT 6:

CAUCUSES

6.1 Scope and content of module

This module defines what a caucus is, the importance of women caucuses, the goals of a women's caucus and what and who defines them, how women's caucuses become successful, tracking effectiveness caucuses, Action planning for women caucuses/ case studies on successful women caucuses and Challenges and solutions

6.2 Session objectives

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

- Understand the meaning of women's caucus, its importance and how it should function
- Understand what it takes to maintain a functional women's caucus and how to make it successful.

6.3 Methodology

Group work

Brainstorming

Plenary sessions

6.4 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.

6.5 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 sensitizes budgets, plans and programme so as to ensure that men, women, boys and girls benefit equally and equitably from public resources.

6.6 Why should women leaders caucus?

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.

6.7 Core principles of Successful caucuses;

- 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.

GUIDING QUESTIONS

1. What is a caucus
2. What do women leaders need to form caucuses
3. What are the core principles of a successful caucuses
4. Tips for successful caucuses

UNIT 7:

COMMUNICATION SKILLS

7.1 Content/scope of the module

The module covers the meaning of Communication, the importance of communication for women councilors, effective communication, confidence building, using information technology to enhance effectiveness as women councilors and Ability to communicate (public speaking).

7.2 Session objectives

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

- Understand the meaning of communication, types of communication, avenues for communication between councilors and the electorate and the importance of communication.
- Gain practical skills on confidence building and public speaking.
- Understand the importance of using new tools of communication like the internet to enhance their leadership, types of communication tools they can use and practical tips on how to use internet and SMS to enhance communication and local governance.

7.3 Key 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;

1. The target audience
2. Key message.
3. 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 write this on flipchart and display on the wall. Remember there can be many understandings to it.

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 see happening? What are the possible ways in which communication can be misunderstood? (Obstacles to 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 and the group receiving the message?

7.4 Communication Barriers

Solution or advice

Orders

Threats

Moralizing or lecturing Criticism or ridicule

Praise or sympathy

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

7.5 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.

7.6 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.

7.8 What does it take to be an effective public speaker?

- Be prepared and do research on the topic you intend to speak about.
- When communicating 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

7.9 Getting prepared: Guidelines for Thinking Ahead:

Remind the participants of the following:

1. Who are you speaking to?
2. What do you wish to communicate?
3. How can you best convey your message?
4. When? Timing is important here.

5. Where? What is the physical context of the communication in mind?

6. Why? In order to convert hearers into listeners, you need to know why they should listen to you

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

7.10 The public speaker—Tips to keep in mind

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.

7.11 Structure of 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 Oli 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 8:

BALANCING PERSONAL AND PUBLIC LIFE

This session is aimed at enabling women councilors cope with day to day affairs, consultations for remedial measures and be in position to resolve conflicts at personal, family and community level.

8.1 Session objectives

By the end of the session, participants should be able to:

- Analyze causes and varieties of stress
- Examine the different techniques of coping and managing stress
- Learn ways of managing their roles as councilors and providers for their families

8.2 Key Methods

Brainstorming

Plenary

Lecture.

Question and answer

Ask participants what stress is and what causes it.

Write down the responses on a flip chart.

8.3 Symptoms of stress include:

- Physical
- Emotional
- behavioral

To supplement on their submissions, stress is caused by;

Causes of stress	Management of stress
Working conditions	Express your feelings by sharing with colleagues about your worries and burdens
Work overload	
Job insecurity	
Conflict of roles	Seek clarification if in doubt about roles 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	

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

8.4 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.

8.5 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 9:

THE LOCAL GOVERNMENT BUDGET CYCLE

9.1 Session Objective

By the end of the session, the participants will be able to;

- To Understand Budget making processes
- Foras for citizen participation
- Relevancy for citizen participation in the budget development processes

9.2 The budget cycle has the following stages;

Step 1: Situational analysis

This first stage involves analysing the situation of women, men, boys and girls. At the sectorial level, this will involve analysing the situation of the different sub groups in each sector as well. For example, this may mean looking at statistics on the status of maternal mortality, infant mortality; and literacy rates, as well as opinion surveys on gender targeted service delivery. This makes it possible to identify the key issues that need to be addressed, such as access to services and quality of services.

Step 2: Gender analysis

In the second stage, an analysis is done to assess the gender responsiveness of policies. Does the policy address gender issues described in the situational analysis? Are there any policies to address the key issues? If so, are they adequate to address the issues satisfactorily and ensure the desired results?

Step 3: Budget allocation

An assessment is made of budget allocations. If there are adequate gender sensitive policies, resources must be allocated for their implementation. Are resources allocated for these gender-sensitive policies? Are these resource allocations adequate?

Step 4: Monitoring spending and service delivery

Step four involves monitoring spending and service delivery. It is not enough to design policies to address gender inequalities. Resources must be allocated through the budget for their implementation. However, it is still not enough to allocate resources. The resources must be disbursed and the programmes carried out by the various Ministries Departments and Agencies (MDAs). It is, therefore, important to carry out checks to verify that funds are being disbursed and spent as planned and approved by Parliament. It is also important to monitor the physical deliverables.

Step 5: Assessing outcomes

Money must be spent for the intended purpose and must have the intended effects. Therefore, an examination is made of the impact of the policy and expenditures to assess whether it has promoted the gender equality commitments. For example, did increased resource allocation for health delivery result in reduced maternal mortality and infant mortality? In other words, have the desired impacts on the targeted groups been achieved?

GUIDING QUESTIONS

1. What are the stage in the Local Government Budget

UNIT 10:

ORDINANCE AND BY-LAWS

10.1 Scope and content

The participants should be able to understand the following at the end of the session;

- What is an ordinance
- What is the difference between ordinance and by-laws
- Principles of developing ordinances and by-laws
- Process of developing an ordinance and by-law

10.2 definition of ordinance

Under the Local Governments Act, an Ordinance means a law made by a district or city council. An Ordinance may be made for a whole district or for a part of the district which makes it. An Ordinance of a district or city council should not contradict the Constitution and any law made by Parliament.

Note: The powers of Local Governments to make laws are derived from the Constitution of the Republic of Uganda, 1995.

These powers were operationalized by the Local Governments Act, Cap. 243. The Local Governments Act empowers Local Governments to make laws (not inconsistent with the Constitution and any other national laws) in the areas which have been decentralized. Decentralized areas are provided for in the Schedules to the Local Governments Act and include education, health, water, roads, land, agriculture, licensing, trade, children, women, sports, culture etc. diction 2000 of the Laws of Uganda.

The Uganda Law Reform Commission (hereinafter called the Commission) during consultations with Local Governments and Non-Government Organizations identified a gap in law making by most Local Governments.

The Commission therefore initiated a programme to provide guidelines for making Ordinances and Bye-Laws by Local Governments.

It is important for the lawmakers to understand the various concepts of law including definition, sources, divisions, hierarchy, and the purpose of law.

10.3 Difference between ordinance and By-laws

Ordinance	By-law
Made district council or city council	Made by village/parish council
May prescribe fines of not more than 20 currency points	May prescribe penalties of community service

10.4 Principles for Making Ordinances

When making laws the council should be guided by the following principles.

The Ordinance or Bye-law should:–

- a. Address local issues and not individual concerns;
- b. Not duplicate or conflict with 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.

10.5 Guiding steps for Making Ordinances

- a. A councilor introducing a Bill for an Ordinance should be afforded reasonable assistance by the council's department whose area of operation is affected by the Bill
- b. The public should be consulted during the process of drafting a Bill and should have access to the draft Bill and the passed Ordinance;
- c. An Ordinance should not be made in respect of any matter or issue for which adequate provision is made under existing national laws except for ease of reference; in which case the Ordinance shall reproduce the provisions of that article or law in its entirety;
- d. An Ordinance may be made to apply to the whole district or any part of the district or to a particular section or profession of the people;
- e. An Ordinance may prescribe fees, charges, or fines.

- f. An Ordinance may create offences for breach of its two currency points or imprisonment for a period not more than six months or both; (h) A Bill for an Ordinance must be certified by the Minister responsible for Local Government with advice from the Attorney General so that it is not inconsistent with any existing national laws;
- g. Before becoming a law, an Ordinance must be reconsidered by the council. This enables the council to consider and modify the proposed Ordinance taking into account the Ministers comments
- h. The district chairperson must sign a passed and certified Ordinance for it to become law;
- i. An Ordinance must be published in the Uganda Gazette and local newspaper before it is enforced; and
- j. A district or city council does not have power to make an Ordinance establishing a court or providing for how a court should operate

The Bill should contain; the title, arrangement of clauses, long title, an ordaining clause, short title, commencement clause, an interpretation part, section heading, supplement number, Ordinance number and, the provisions of the Bill detailed in paragraphs. Here below is a detailed explanation of the contents of a Bill:–

(a) The title

The title is the heading of a Bill such as the “Bride Price Bill, No. Of 2008”.

(b) Arrangement of clauses (table of contents)

This contains parts and sections of a Bill.

(c) Long title

This summarizes the subject matter, purpose and objectives of the Ordinance in general terms.

10.6 Stages of introducing Bills for Ordinances

STEP 1: Constitution of law committee

The Committee is composed of 7 members including; the CAO as the Chairman, the Clerk to Council as the Secretary, a Legal Officer, and a Coordinator of Community based services and 3 Co–op members, who might include a magistrate, State Attorney or Head of Department from the relevant field.

STEP 2: Problem identification

The Law Committee, with the help of the technical officers, will identify the problem that needs to be addressed by legal means, through interactions and consultations with the people affected.

The committee will also consider how the problem is being dealt with or tackled by the people affected.

STEP 3: Audits of existing laws

The Committee will carry out an audit of the existing Laws for the purpose of establishing whether there are Laws in place to deal with the problem identified to avoid duplication and conflict with the existing law.

The Audit will also help propose a way forward in case there is no Law/ Ordinance to solve the identified problem.

STEP 4: Stakeholder's consultation

The Committee will then carryout consultations with the concerned stakeholders, organizations and relevant authorities on whether or not the Law will be successfully implemented. The Committee then writes a report to council with their findings, guiding principles, lead institution and the impact the law will have. Council then, sends the report to the department responsible.

STEP 5: Preparation of draft Bill

The department responsible will consult with the CAO and prepare a summary of what the Bill should address, and later sends it back to the Committee, who with the department responsible, prepare a Draft Bill. Then the Secretary (Clerk to Council) presents the Bill to the Council.

STEP 6: Presentation of the Bill for council debate

When the Committee is satisfied with the Draft Bill, a motion is prepared containing the main issues and rationale of the Bill, which the Secretary forwards with the Bill to council for debate.

If the motion is passed by majority vote, council publishes the Bill 14 days before commencement of its debate.

STEP 7: Public dissemination of the Bill

This is an important step because, it allows the public to contribute and participate in the Law making process.

The Dissemination is done through, newspapers, pinning up copies in places of worship, markets, public noticeboards and on the outer office door of the District Council.

STEP 8: Council debate of the Bill

After the 14 days of publishing and distributing the Bill to the councilors, the Council shall start debating the Bill.

STEP 9: Adoption of the Bill by Council

When the Bill is passed and adopted by council, it is forwarded to the Attorney General through the Minister of Local Government for certification. But, if the Minister, on the advice of the Attorney General is of the view that the Bill conflicts with the other Laws, within 90 days, it will be returned with comments for modification.

STEP 10: Signing of the Bill

After Certifying the Ordinance, five copies shall be signed by the Chairperson, making it a Law and distributed;

GUIDING QUESTIONS

1. What is an ordinance
2. What is the difference between an ordinance and By-law
3. What are the stages in enacting an ordinance and By-Law
4. How do you introduce a Bill in Council

UNIT 11:

NETWORKING

11.1 Scope and content

The session should enable the participants to understand;

- a. What is networking
- b. Steps in networking
- c. Tips for networking

11.2 What is networking?

A network provides a structure that gives members the opportunity to co-operate, 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 team:

TEAM : T: Together E: Everyone A: Achieves M: More

A network provides a structure that gives members the opportunity to co-operate, 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 team:

11.3 Steps to networking

Step one: Think positively 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.

Step two: 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.

Step three: 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.

Step Four: Manage your time. You can talk with existing friends any time, so treat a networking event 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.

Step Five: 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.

Step Six: Be respectful. Refrain from speaking during official program announcements or presentations, and turn off any cell phones or beepers before you arrive.

Step Seven: Make it a team activity. Invite others from your organization to join you at the event to maximize Coverage, especially with large audiences. They will appreciate meeting people, too.

Step Eight: Get involved. Volunteer to sponsor or help organize an event if appropriate. You gain added Opportunity to showcase your business and develop connections with people.

GUIDING QUESTIONS

1. What is networking
2. Please share your experience of networking

With support from:



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