



Gender Transformation & Empowerment

MODULES FOR ENHANCING WOMEN'S LEADERSHIP ROLES OF DISTRICT WOMEN COUNCILORS



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MODULES FOR ENHANCING WOMEN'S LEADERSHIP ROLES

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Introduction

Aim of the modules

The modules have been designed for the purpose of building the capacity of women leaders to effectively perform their roles and duties in lobby and advocacy, appreciation of gender and gender issues, comprehension of council procedures and caucusing.

Objectives of the Modules

1. To enhance women councilors roles and responsibilities in Local development as stipulated in the Constitution of Uganda and the Local Government Act
2. To provide knowledge to women councilors on the legal environment which supports women's participation in leadership
3. To provide women councilors with the skills and knowledge required to effect their mandate as stipulated within the Constitution of Uganda and the Local Government Act
4. To develop women's leadership and communication skills for enhancing social mobilization.
5. To create women leaders who are gender responsive in planning and implementation of district programmes and activities

Users of the modules

The modules are particularly targeted at district women councilors with an aim of enhancing their leadership roles and responsibilities for purposes of improving their participation in council and their respective communities.

Lay out of the modules

MODULE 1: ROLES AND RESPONSIBILITIES OF WOMEN COUNCILORS

MODULE 2: LEADERSHIP

MODULE 3: COMMUNICATION SKILLS

MODULE 4: BALANCING PERSONAL AND PUBLIC LIFE

MODULE 5: UNDERSTANDING GENDER AND GENDER DYNAMICS

MODULE 6: LOBBY AND ADVOCACY

MODULE 7: RULES OF PROCEDURE; MAKING MOTIONS & MEETING PROCEDURES

MODULE 8: CHAIRING COMMITTEE MEETINGS

MODULE 9: MONITORING AND EVALUATION

MODULE 10: CAUCUSES

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

MODULE

1

REPRESENTATION AT LOCAL GOVERNMENT LEVEL AND ROLES AND RESPONSIBILITIES OF WOMEN COUNCILORS

1.1 Scope/content of the module

The module covers the roles and responsibilities of women councilors and elaborates the importance of having women councilors in Local Councils; Challenges women councilors face in playing their roles and responsibilities as enshrined in the Constitution of Uganda and Local Government Act and solutions to the challenges.

1.2 Learning Objectives

By the end of the module, participants should be able to understand:

- ➞ Their roles and responsibilities as women councilors
- ➞ The operations of Local Government system and its linkages with women councilors.

1.2.1 Key methods

- ➞ Brainstorming
- ➞ Plenary discussions
- ➞ Group work

1.3 The Local Government System

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

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

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

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

1.3.1 Roles and Responsibilities of women councilors

The district council comprises of: the district chairperson, one councilor elected to represent an election area of the district, two youth councilors–1 representing females and the other representing male youth, 2 councilors representing persons with disabilities one of whom is female and women councilors forming 1/3 of council. In a plenary session ask participants what the roles of the female councilors are.

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

- Initiate and formulate policies for approval of the Council;
- Participate in overseeing the implementation of the Government and Council's policies
- Monitor and co-ordinate activities of non-governmental organizations in a District ;
- Maintain close contact with the electoral area and consult the people on issues to be discussed in council.
- Present people's views opinions and proposals to the Council.

- Attending Council sessions and Committee meetings.
- Meeting the people in the electoral area regularly
- Participate in monitoring the implementation of Council programmes and take remedial action where necessary;
- Recommend to Council any persons to be appointed members of District Service Commission, Local Government Public Accounts Committee, and District Land Board or any Boards, Commissions or Committees that may be created;
- Receive and solve problems or disputes forwarded by lower Local Government Councils;
- At the end of each year, consider and evaluate the performance of the Council against approved work plans and programmes.
- Carry out any other duty as may be authorized by Council or any law.

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

Some of the challenges faced by female councilors include;

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

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

MODULE

2

LEADERSHIP

2.1 Scope /content of module

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

2.2 Session objectives

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

- Appreciate their roles and responsibilities and how they can be effective in playing their roles
- Learn strategies and acquire knowledge on how to fulfill their roles as women councilors
- Understand the meaning of leadership and its importance
- Acquire knowledge on principles of effective leadership in Local councils and the qualities of a good leader

2.2.1 Key methods

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

a. Definition of the terms leader and leadership

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

b. Functions of a leader

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

Getting tasks done–Clarifying, coordinating, delegating, process observation, controlling, mobilizing, planning, initiating.

Group maintenance functions such as–encouraging, harmonizing, motivating, evaluation and guidance should also be highlighted.

c: Styles of leadership

Role play

Using role plays divide the participants into groups and ask them to act;

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

The facilitator should use the following questions to generate a discussion with the participants for each role play.

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

d. Characteristics of a good leader

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

Responses generated should include;

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

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

e. Challenges faced by women councilors in leadership

Group work

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

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

f. Means of addressing the identified challenges.

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

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

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

MODULE

3

COMMUNICATION SKILLS

3.1 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)

3.2 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

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?

3.3 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.

3.4 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.

3.5 Using new tools of communication to enhance leadership roles of councilors

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

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

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

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

3.5.1 Importance of social media

- Allows quick response to issues from citizens.
- Instant messaging.
- Source of information.
- Meet people–face book
- Debating platform
- SMS chat
- One of the new tools, cheap and effective methods for communication is the use of SMS. Anyone with a mobile phone can use SMS texting to communicate. As a woman leader you will belong to different groups and will need to communicate with them from time to time. SMS chat is an effective way of communicating within a group. It can be used to send information on any activity or to send a message to a group. For it to be effective one needs to be part of a chat group. A demonstration on how to join a chat group and to use SMS to communicate is shown below.

Using a practical demonstration by opening an email address and sending a message and the same procedure for face book the trainer should show participants how to communicate among themselves and with the electorate using email and face book. She/he should also illustrate how to use SMS chat to communicate among councilors and with the electorate. An illustration of how to use SMS chat is

on page...of the handbook. Finally the trainer should illustrate to participants how to conduct research using internet. Go to google and type a topic of interest to the participants. It should be one which rhymes with their roles and responsibilities and show them the information they can download and use in council to influence decision making without having to go to a library.

3.6 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.

3.6.1 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

3.6.2 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
7. Be concise. Be brief. Use short words and sentences. Where appropriate, support these with short, easy-to-understand examples, which help demonstrate your message.

3.6.3 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.

3.7 Structure the speech

The following guideline could be used:

a) Opening:

- ☞ Start with an “ear-opener” – a personal story or a joke linking you to the audience. This will help you to get their attention and sympathies.
- ☞ – Then, introduce the target audience to your subject (e.g. “today I want to talk to you about how and why council should allocate more resources to improve education in 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.

MODULE

4

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.

4.1 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

4.2 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.

4.3 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.

4.4 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.

4.5 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.

MODULE

5

UNDERSTANDING GENDER AND GENDER DYNAMICS

5.1 Objective of the module

Equip women councilors with key gender concepts for application in their work and to familiarize them with key national, regional and international commitments to achieving gender equality.

5.2 Scope and Content of module

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

5.2.1 Session Objectives:

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

- Understand the concepts of gender and gender analysis, mainstreaming, gender budgeting, gender auditing and gender accountability
- Gain knowledge on approaches to gender mainstreaming and responsiveness in Local Governments
- Gain knowledge on the existing frameworks for gender accountability in Local Governments

5.2.2 Key Methods

- i. Buzz groups
- ii. Brainstorming
- iii. Lecture
- iv. Case studies

5.3 Gender and development concepts

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

Definition of sex

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

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

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

Definition of gender

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

Gender

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

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

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

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

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

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

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

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

Gender Accountability refers to showing justification, in a gender perspective, for course(s) of actions at individual, institutional/ organizational and governmental levels.

It relates to being answerable and responsible for actions and decisions (policy formulation, planning & budgeting, public expenditure/ resource allocation, legislation, roles assignment and governance).

Gender mainstreaming refers to deliberate efforts to integrate strategies and actions that address gender inequalities into policies, plans, programmes/projects, institutions, and laws.

The ultimate goal of gender mainstreaming is equal participation in and benefit from development initiatives for both women and men.

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

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

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

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

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.

Articulate and define the key gender issues for each of the core programme areas.

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.

MODULE

6

LOBBY AND ADVOCACY

6.1 Content and scope of module

The module delves into the meaning of lobbying and advocacy explains the process of lobbying and Steps for conducting effective lobby and advocacy as well as outlines the barriers that can hinder effective lobbying and advocacy.

6.2 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

6.2.1 Methodology

- i. Group work
- ii. Buzz groups
- iii. Brainstorming
- iv. Lecture
- v. Question and answer

6.3 The meaning of Lobbying

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

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

6.4 Exploring the meaning of advocacy

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

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

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

Group work:

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

Answer the following questions.

- i. What was the strategy that the women used and why do you think they chose that?
- ii. Why were the women successful?
- iii. Based on the case study and the brain storming exercise you had in the plenary, what is your definition of advocacy?
- iv. What steps were used in the story (building blocks)
- v. 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.

6.5 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.

6.6 Advocacy principles and context of application.

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

Expected answers would range around issues of;

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

6.6.1 The process of advocacy

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

Criteria for choosing the most important issues

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

- i. How strongly felt is it?
- ii. How widely felt is it?
- iii. Are there real benefits in the solution?
- iv. How urgent is it?
- v. Is it non divisive?
- vi. What chance of success does it have?
- vii. How much money is required for the campaign?
- viii. Does it have a clear target?
- ix. Does it give people a sense of their own power?
- x. Does it alter power relations?
- xi. Is it consistent with your vision?
- xii. Does it have a convenient time frame?
- xiii. Is it a respected issue?
- xiv. Is it easy to explain?
- xv. Does it involve leadership?
- xvi. Who really benefits; is it their greatest need?
- xvii. How does it improve on other situations?

Exercise: Group work

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

1. List 3–4 issues which need a solution from your community. What is it that the councilors want to see change and the kind of change they want to make.

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

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

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

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

As a person with an advocacy agenda, you:

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

6.7 Strategy development:

This includes;

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

MODULE

7

ORGANIZATION OF COUNCIL AND RULES OF PROCEDURE

7.1 Module Objective

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

7.2 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.

7.3 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

7.4 Methodology

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

7.5 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 inform of role–plays, narrative, poem etc

Discuss and draw lessons from what they have illustrated

Using a question and answer approach, discuss the following;

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

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

7.6 Session 2: MOTIONS

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

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

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

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

ROLE PLAY

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

7.7 Session 3: 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.

MODULE

8

CHAIRING COUNCIL MEETINGS

8.1 Content and scope

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

8.2 Session objectives

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

8.2.1 Methodology

- Brainstorming
- Plenary sessions
- Role plays

8.3 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.

8.4 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.

8.5 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

8.6 How to involve all people

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

- Make sure members who are expressing minority or unpopular views do not get shut down by other colleagues.
- It is always important to get feedback from those who attended the meeting on how it went.

8.7 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.

8.8 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.

MODULE

9

MONITORING AND EVALUATION

9.1 Content and scope

This module discusses the meaning of monitoring and evaluation, why women councilors should get involved in conducting effective monitoring and evaluation, activities and programs that women councilors should monitor and evaluate in Local Government including tips for conducting effective monitoring and evaluation

9.2 Session objectives

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

- ➞ Understand the meaning of monitoring and evaluation
- ➞ Appreciate the importance of monitoring and evaluation especially of government programs and its links with good governance.
- ➞ Acquire tips for conducting effective monitoring and evaluation

9.2.1 Methodology

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

9.3 Understanding monitoring

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

Monitoring refers to the day to day follow up of implementation of programme activities to find out if things are going on as planned. Simply put it is the routine tracking of priority information about programme and its intended outcomes.

The same approach could be used to define Evaluation.

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

9.4 Why should women councilors get involved in monitoring and evaluating government programmes and projects

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

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

9.5 Conducting effective Monitoring and Evaluation

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

- Are inputs being availed as planned?
- Are the activities being implemented as planned?
- Are the activities being implemented at the right time?
- Are the intended outputs and targets being met?
- What changes or omissions have happened and why?

➡ What corrective or remedial actions can be taken to achieve the intended effects?

9.6 Tips for conducting effective monitoring and evaluation

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

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

MODULE

10

CAUCUSES

10.1 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

10.2 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.

10.2.1 Methodology

- Group work
- Brainstorming
- Plenary sessions

10.3 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.

10.3.1 Success of a caucus

For a caucus to be successful, its members must:

- Be committed to make it work and should be guided by a clear purpose.
- 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;

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

10.4 Why should women 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.

10.5 Success of the caucus is hinged on;

- 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.

- 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.
- 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.
- 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.

APPENDIX

Case study 1:

Case/scenario for Lobby and Advocacy

Hand out 1: How to conduct a gender budgeting.

Steps to promote gender budgeting during programme identification

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

Sector/ Departmental Format for Gender Budgeting

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

Gender budget performance measures

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

a) SITUATION ANALYSIS

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

b) NEEDS AND PROBLEM IDENTIFICATION

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

c) PRIORITISATION OF INVESTMENTS/ INTERVENTIONS

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

d) BUDGET ALLOCATIONS

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

e) INSTITUTIONAL ARRANGEMENT

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

Hand out 2: GENDER ACCOUNTABILITY

PROMOTING GENDER ACCOUNTABILITY IN LOCAL GOVERNMENTS

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

1. Gender disaggregated data

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

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

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

4. Networking

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

5. Gender budgeting

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

Understanding the situation of men, women, boys and girls to identify their different needs–gender needs;

Analyzing the budget objectives to determine whether they are in line with the real situation of women and men, boys and girls and other marginalized groups;

Analyzing expenditures and revenues to see whether they address the situation of women and men and or they are in line with the policy guidelines (assuming the policy objectives are gender sensitive).

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

REFERENCE MATERIALS

ACFODE (2012): Good Governance and Gender Accountability; Curriculum for training civil society organizations.

Akina mama wa Afrika; Leadership development for women councilors' project (2005–2007) training manual

ACFODE, UWONET, CEDOVIP, FOWODE 2010: Modules for building capacities of district alliances

NDI (2005) Candidate training manual for women

Women's Democracy Group Handbook on "Enhancing the Roles of District Women Councilors in Leadership (2013)

WDN–Uganda Chapter materials on women caucuses and chairing committee meetings

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