

Increasing Youth Participation For Peaceful Elections

Training Curriculum August, 2020



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FOREWORD

This Handbook was developed after consultations with different young women and young men from Kampala, Kasese, Kabalole and Nungamo districts. Over the past years, it became clear that young people between 18-30 show very little interest in elections. Majority do not bother to register to vote, few of those who register show up to vote, and yet the youth have a big role to play to transform electoral processes. Some of the few that have stood as candidates and won a Parliamentary seat or a seat in District Councils have done an incredible job, raising issues of concern to society, challenging injustice, promoting inclusion and equitable development, and initiating programmes targeting the youth at community level. A few have moved on from the Youth Seat to winning an open constituency seat. However, majority of youth have tended to stand on the sidelines instead of contributing constructively to building Uganda.

Ugandans have watched in horror as in each election, young people are lured into violent street protests. Some have died, others have been injured, and many have been arrested by security agencies during such protests. And yet the youth can play a more constructive role in elections as voters, as candidates, as election monitors and observers and as peacebuilders promoting non-violent means of resolving conflicts.

It is for this reason that CoACT designed the Youth Action for Peace Programme (YAP) to mobilise and train young people to take up leadership as active citizens and effective

peacebuilders. This Handbook targets young women and young men between 18 and 26, at university or college and those already working. The Handbook will guide civil society organisations working to increase the participation of the youth in decision making and particularly in conflict early warning, and using non-violent means of resolving conflicts so they can participate effectively in electoral processes, and constructively contribute to nation building.

CoACT is grateful to the youth from the three districts that participated in the consultations that informed the development of this Handbook. We are grateful to the District Community Development Officers- Mr. John Turyatunga (Kabarole), Ms. Queen Gonda Asimwe (Kasese) and Mr. Chris Monday (Ntungamo) that mobilised the youth, coordinated the consultations and made invaluable input to the process.

This handbook is a resource for CoACT and partners working to build and mentor Uganda's youth into effective leaders. To the International Civil Society Action Network (ICAN) without whose support this programme would not have been possible, we thank you for believing in us and supporting our work.

Robinah Rubimbwa
Executive Director

About Coalition for Action on 1325 (CoACT)

CoACT is an Alliance of 45 member organizations of which 37 are local women's CBOs from across all regions of Uganda. Members of CoACT implement programmes that increase women's participation in decision making and peace building processes at all levels, promote gender equality and women empowerment. Some of the members provide psychosocial support to women affected by conflict and Gender Based Violence (GBV) while others train women in life skills that increase chances for economic empowerment.

CoACT aspires for a world where women and men live in peace and continually redefine peace. Our mission is to inspire women's leadership, amplify their voices and coordinate civil society action in building and sustaining peace in Uganda. At CoACT we facilitate Government institutions and CSOs to localize the implementation of Uganda's National Action Plan (NAP) on UN Security Council Resolution (UNSCR) 1325 through our Localization programme. We support young women and young men to participate in leadership, conflict prevention and resolution processes through the Youth Action for Peace (YAP) Programme. CoACT achieves this by building women's leadership, and deepening the understanding and appreciation of CSOs and government institutions for effective implementation of programmes and policies that bring about social justice, peace and security for all.

Youth, Peace and Security (YPS)

With over 77 percent of Uganda's population below the age of 25, Uganda has one of the world's youngest population¹. According to the National Youth Policy, Uganda's youth

population (18-30 years) is estimated to grow from approximately 3.7 million in 1991 to over 9 million by 2020 (53.4% females and 46.6% males). Of this population, the proportion of Ugandans under the age of 15 is 48.1%. Uganda has one of the highest unemployment rates in Sub-Saharan Africa in addition to low school completion rates, and feelings of being marginalized and manipulated by our leaders². According to the Youth Employment Report of the Uganda Bureau of Statistics (UBOS) in 2012, the number of youth in the labor force bracket were 4.4 million (51% female, 49% male) of whom 3.5 million (or 80%) live in rural areas. Unemployment accounts for many unproductive habits such as betting, playing pool all day long, drug and substance abuse, and crime particularly robbery and defilement. Unemployment has increased the number of young girls engaged in commercial sex which further increases their vulnerability. Such habits contribute to human insecurity in families and communities. Young people are often referred to as "leaders of tomorrow" and the need to inculcate in them a greater sense of responsibility and leadership is paramount.

UN Security Council Resolution 2250 on Youth, Peace and Security, passed in December 2015, recognizes the potential and positive contributions of youth to peace and security and provides the overall framework for youth participation in decision making including in peace building. The resolution calls on member states to support youth participation.

Uganda's youth continue to be absent from decision making. Often many of them are dismissed as amateurs, inexperienced, inefficient and naïve. Participation of youth in electoral processes is undermined by their apathy and

ignorance of the implication of their lack of participation. They do not bother to register as voters, few of them hold a membership card of a political party and although they may be aware of the link between good governance and employment, they do not seem to realise that they could influence decisions because of sheer numbers. Some of the reasons the youth give for their lack of participation

include the lack of money required to register as candidates, the normalised commercialized of politics coupled with vote buying which benefit those that have accumulated wealth³.

The youth, and particularly those that have a college education, are well positioned to influence decisions if they took advantage of their leadership potential. They have a critical role to play in peacebuilding especially during elections, in their communities and their institutions. Hitherto, there has been little deliberate effort to increase the participation of young men and young women in politics and governance including in peacebuilding. The UNSCR 2250 is the first international framework on youth, peace and security, and marks the beginning of the Youth Peace and Security Agenda (YPS). In countries affected by violence and conflict, young people tend to be perceived as either perpetrators or victims. The surge in terrorism in different parts of the world is closely linked with the role of young men and increasingly young women. But this is stereotyping of the youth. Failure to recognize the potential of the youth as peace builders,

political actors and decision makers, implies exclusion and encourages violent extremism.

It is against this background that CoACT designed the Youth Action for Peace (YAP) program to increase meaningful participation of young men and women in leadership and peacebuilding processes. This program has three components, namely- Kids for Peace (KIPs) that targets young people in primary schools and introducing them to peace education; the Youth Peace Academy (YOPA) that targets young women for training as the next generation of women leaders in peacebuilding, mediation and peace keeping; and, Youth in Electoral Processes (YEP) that targets young women and young men for increased participation in politics and electoral processes.

The program contributes to the implementation of Objective three of Uganda's National Youth Policy- Promoting youths' equitable participation in decision-making processes at all levels and priority area III on Youth participation and governance. The program also contributes to the implementation of Youth Peace and security agenda, the Sustainable Development Goals, specifically Goal 5 on gender equality and Goal 16 on Peace and Justice Strong Institutions. It also contributes to African Union's 2030 Agenda for achieving SDGs. At National level, the program contributes to Uganda's NDP III and vision 2040.

³ <https://parliamentwatch.org/young-citizens-participation-in-leadership-today-where-is-the-youth-powe>

² <https://www.iyfn.net.org/blog/turning-challenges-opportunities-ugandas-youth>

¹ Uganda Bureau of statistics (UBOS) 2014

The Training Handbook

The need to develop this resource arose out of the realization that majority of youth find challenges in engaging meaningfully, effectively and constructively in decision making, conflict prevention, resolution and electoral processes. This negatively impacts on their contribution to nation building. In this regard CoACT conducted a desk review and analysis as well as consultations with youth in 3 districts of Kasese, Kabarole and Ntungamo to find out the impediments to youth participation and the skills needed to improve their performance.

The output of the process is this Handbook. If used effectively, this Handbook should equip youth with needed competencies to strengthen their capacities as Nation builders. The handbook is anchored on the following objectives;

1. Increase participants' understanding and appreciation of the different modules in this handbook. The modules relate to youth participation in decision making, conflict prevention, resolution and youth participation in electoral processes.
2. Provide facilitators with a step by step process on effective delivery of the modules in this handbook.

The handbook includes the following modules;
 Module 1: Understanding Gender and Development
 Module 2: Introduction to Human Rights and Human Rights frameworks
 Module 3: Understanding Leadership
 Module 4: Introduction to Conflict, Violence and Peace
 Module 5: The Women Peace and Security and Youth Peace and Security
 Module 6: Youth as Nation Builder
 Module 7: Action Planning

The Handbook ends with a question to help participants develop ideas to implement important lessons learnt from the training.

This Handbook is meant for trainers/ facilitators and prospective youth intending to advance their knowledge and skills to effectively participate in decision making at all levels. We believe that the information in this handbook is useful for trainers and the youth that wish to undertake interventions to increase the participation of the youth in decision making.

Modul 1: Understanding Gender and Development

Overview of the Module

This module presents a precise definition and discussion of selected concepts central to Gender Equality thinking. The module gives clarity on the concepts and strategies to enhance appreciation of gender relations and how to address relations of inequality in different settings. The module is intended to generate and give meaning to key concepts of gender, their origin and evolution, and application in the day to day activities. The module is intended to help participants explore some of the key ideas and issues that shape and define the status of women, men, girls and boys in society.

Session 1: Conceptualization of Gender Gender

Gender is about the different roles, responsibilities, attributes, opportunities, and privileges that are socially nurtured for men and women; gender also looks at the different levels of status between women and men, boys and girls as well as their access to and control over resources and benefits in a given society. Gender further describes the characteristics of

men and women, boys and girls that are socially or culturally determined, as opposed to those that are biologically determined. Gender is seen as integral to problem solving: ignoring it makes it difficult, if not impossible to solve many societal problems. Gender is often misinterpreted as meaning what concerns women, but actually, gender concerns both men and women. African society is in the process of transformation, and gender necessarily plays an important part in this transformation. Since gender is an integral part of the transformation of African society, gender should therefore be an integral part of policy and strategy development for all our institutions and our country as a whole. It is not merely an addition of a few changes of wording or a few interesting projects, but a more comprehensive approach to development.

Sex

Sex refers to the biological differences between men and women. Sex differences God given, universal and unchangeable. However, the social meaning attached to a person's sex may differ depending on the communities they belong to.

Table showing a few differences between gender and Sex

Gender	Sex
Socially learnt behavior	Biologically determined and recognized at birth
Varies among cultures	The same within and among cultures
Keeps changing according to times, age, space, changes in technologies, social and economic transformation. For example, men engaging in care related occupations	Constant unless changed medically <ul style="list-style-type: none"> • Women conceive babies • Women have breasts • Men have beards

Gender roles

Gender roles are learned behaviors in a given society/community or other social groups that condition which activities, tasks and

responsibilities are perceived as male or female, and they define what is considered appropriate for men and women within the society. Gender roles are different from sex roles, which are

biologically determined. These different roles are influenced by historical, religious, economic, cultural and ethnic factors. What is important for the users of this guide is that cultures, societies, gender roles and relations change. During planning and budgeting processes, people should not be discriminated against on the basis of what we think they are and should do disregarding their inherent potentials and unique situations.

Gender Stereotypes

These are a set of characteristics that a particular group assigns to women and men, boys and girls. They are often incorrect, and usually place limitations on what an individual can do. Stereotypes stand in the way of an individual's perception of reality and social change. Women and men tend to internalize stereotypes as standards of behavior which no one can change. That is why women and men tend to be conditioned to conform to expectations and behave the way the stereotype prescribes. Stereotypes influence people's attitudes towards men and women, girls and boys, in different ways, positively and negatively, and have a strong influence in decision-making about distribution of valued resources amongst family members or employees in a given institution. Stereotypes affect both men and women, for they do not take into consideration the complex nature of a human being.

Exercise: Participants share how they have experienced gender roles in their families, and institutions and how these experiences have made them feel

Gender Needs

These are requirements that arise from people's positioning in society, determined by the socially constructed attributes. Gender needs are normally classified as either practical or strategic. There are practical gender needs and strategic gender needs. **Practical Gender Needs** are the immediate requirements for addressing an issue related to one's gender or the socially ascribed roles and responsibilities. For example, sanitary

pads are a practical gender need for women. If these were met, the lives of women and/or men would be improved without changing the existing gender division of labour or challenging women's subordinate position. **Strategic Gender Needs**, on the other hand, arise out of the analysis of women's situation relative to that of men. Examples of strategic gender needs include women's ownership of land, women's access to adequate health services, women's participation in decision making. If strategic gender needs are addressed, the existing relationship of unequal power between men and women is transformed. Interventions at this level challenge the existing gender division of labour and the gender stereotypes

Gender-Disaggregated Data: Is data that considers culturally defined gender roles and responsibilities for women and men, boys and girls. Gender disaggregated data involves applying a gender lens to sex-disaggregated data in order to understand the underlying causes of the differences between men and women in status, roles and responsibilities, access to and control over resources and participation among others. Gender disaggregated data is different from Sex-Disaggregated Data which is data that has been broken down by sex, or where sex is one of the variables in a study. It is important to note that such data needs to recognize sub-groups of women and men and can provide the starting place for analysis.

Gender Issues

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

Gender Blindness

Gender blindness describes a situation whereby an organization or institution develops objectives, plans and programmes

without recognizing or incorporating gender issues that might influence the functioning of that institution, the production of plans, the implementation of programmes and the outcomes of the programmes. Gender blindness is present when organizations/institutions function as if gender does not matter. Gender blindness often reinforces and is practiced by people who do not or refuse to consider gender as a factor in institutional settings.

Gender Gap

Refers to the extent of the differences and inequalities between men and women which are ascertainable through qualitative and quantitative data. Gender gaps may arise out of customary practices, religious biases, societal assumptions and myths or taboos. These result into one gender being discriminated against to the extent that one gender cannot get a fair share of opportunities and resources.

Gender sensitivity

Gender sensitivity is the ability to appreciate that gender differences exist between men and women arising from their different social positions and different gender roles; as well as the ability to recognize that those differences have implications for women and men's effective participation in institutional activities and benefiting from the proceeds. Gender sensitivity further deals with the analysis of how the gender differences arise in society. However, gender sensitivity does not always translate into actions.

Gender-responsiveness

Gender responsiveness is the ability to take appropriate action to address the gender inequalities so as to bring about equitable distribution of power and resources between men and women (by addressing practical and strategic gender needs). Gender responsiveness is therefore intended to be transformative.

Gender Equity

Gender Equity is about fairness and justice in the distribution of resources, benefits, and

responsibilities between men and women, girls and boys, in all spheres of life. Equity entails recognizing differences and uniqueness between men and women, boys and girls, and designing strategies to prevent the continuation of the inequitable conditions. Equity emphasizes fairness in process and outcome. Attainment of equity in institutions may require special interventions targeting the disadvantaged groups. The table below provides an example of an equity policy.

Gender Equality

Gender Equality means that the rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female. Equality does not mean that women and men will become the same⁴. It can be captured in three dimensions:

- Equality in capabilities, for instance, education and health levels;
- Opportunities to utilize capabilities to earn incomes and live to full potential;
- Agency, which is the ability of an individual or group to make effective choices and transform the choices into desired outcomes, such as:
 - Ability to earn and control the income, own and use assets.
 - Ability to make important household decisions, such as, the number of children.
 - Ability to exercise freedom of movement.
- Ability to have a voice in society and influence policy through participation and decision making.

Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen as a human rights issue and a precondition as well as an indicator of sustainable people-centered development⁴.

⁴ United Nations (CH rev. August 2001) Office of the Special Adviser on Gender Issues and the Advancement of Women

Gender equality doesn't simply or necessarily mean equal numbers of women and men or boys and girls in all activities, nor does it necessarily mean treating women and men or girls and boys exactly the same. It also means recognizing that women and men often have different needs and priorities, face different constraints, have different aspirations and contribute to development in different ways.

Exercise: Participants in groups, identify situations where gender cultures are displayed in their communities and how this tends to be reflected in their districts. They discuss whether gender roles play

Gender Mainstreaming

Gender mainstreaming is a conscious effort by a state or institution to take into account gender equality concerns in all policy, programme, administrative and financial activities as well as in all state or institutional structures and procedures. Mainstreaming gender necessitates that gender perspectives become part of the normal perspective of an institution without its having to resort to special vehicles, units or offices that isolate and marginalize these issues. Gender mainstreaming sometimes begins by focusing empowerment initiatives on women because of their previous disadvantage; in which case it becomes a process of normalizing women's presence together with men on equitable bases to wield power, control resources and set priorities in institutions. It involves assessment of planned actions, including legislation, policies or programmes, in any area and at all levels, for their implications on women and men (ECOSOC, 1997). Gender mainstreaming is a strategy that helps to ensure that the concerns of men and women are carefully and deliberately incorporated in the programming and implementation processes in order to eliminate inequalities.

Gender mainstreaming is also a strategy for attaining gender equality. It is about equality before the law, equality of opportunities that may include but not limited to rewards for

work done, access to institutional resources, information, promotions, space, education, power and decision making, among others. Policies, plans, budgets and programmes are entry points for addressing gender equality concerns; hence, the gender mainstreaming approach is applied. Gender mainstreaming has to take place at the policy, programme and project levels. Mainstreaming gender in an institution therefore entails engendering all its organizational aspects and levels, including: strategy, structure, systems and culture. Gender budgeting is part of gender mainstreaming.

For example: Gender Equity in Education – The Case of 1.5 extra points at Makerere University In 1990, Makerere University started a policy of giving female applicants extra 1.5 points. This policy was introduced after realizing that females had been few at 24% compared the male students. Every female student coming directly from high school, and applying for any undergraduate course is given a bonus of 1.5 points in order to increase the number of female students. By 2010, as a result of this policy, Makerere University had reached 50% enrollment for both female and male students.

Session 2. Gender Based Violence and Violence Against Women and Girls

Globally, one in 3 women have experienced physical or sexual violence at the hands of an intimate partner. An estimated 20 per cent of women have experienced sexual abuse before the age of 18. This violence has long term impacts on the health and welfare of women and children, with ripple effects in broader community and country. Gender equality is achieved when women and men, girls and boys, have equal rights, life prospects and opportunities, and the power to shape their own lives and contribute to society. The opposite of this- gender inequality, unequal power relations, and discrimination based on gender- is the root cause of gender-based violence. This violence is also a main obstacle to the achievement of

gender equality; unequal power relations are upheld through gender based violence.

Gender based violence occurs in homes, in schools including universities and colleges, and also at the work place. GBV is sometimes random, but often, particularly when the perpetrator knows the victim, GBV is repeated and systematic. While GBV cuts across economic wealth, culture, religion, and age, some groups are particularly vulnerable. These include women and girls in conflict situations, refugee women, women and men in prostitution, women with disability and elderly women.

Since GBV always has greater negative impact on women and girls, it is often used interchangeably with the term Violence against Women and Girls (VAWG). However, men are also increasingly becoming victims of GBV. Over time GBV has become an umbrella term for any harm that is perpetuated against a person's will that results from power inequalities that are based on gender.

Sometimes the term **Sexual and Gender-Based Violence (SGBV) will be used**. This refers to any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships. It includes denial of resources or access to services, physical abuse, emotional (psychological) abuse and sexual violence such as rape, defilement and sexual harassment. SGBV inflicts harm on women, girls, men and boys and is a severe violation of human rights. In situations of conflict and post conflict, SGBV increases often increases dramatically. Women's bodies become battlegrounds, with rape used as a tactic of war and terror to humiliate, dominate or disrupt social ties and ethnic identity.

Violence Against Women (VAWG), on the other hand, refers to any threat or act (physical, emotional, sexual, and economic) directed at a woman or girl that causes harm and is meant to keep her under the control of the perpetrator. VAWG can occur in the home (in private) or outside of the home (in public).

Forms of GBV

Physical Violence: Is the intentional use of physical force by one person against another with the potential for causing death, injury, or harm. Physical violence includes, but is not limited to, scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, poking, hair pulling, slapping, punching, hitting, burning, the use of restraints or one's body size or strength against another person, and the use, or threat to use a weapon such as a gun, knife, or object on another person.

Psychological Abuse: Is any act that damages the self-esteem, identity, or development of an individual. It includes, but is not limited to, humiliation, threats, loss of custody of children, forced isolation from family or friends, threatening to harm the individual or someone they care about, repeated yelling or degradation, inducing fear through intimidating words or gestures, controlling behavior, being evicted from your home, denial of wages, and the destruction of possessions.

Sexual Violence: Is when a person in a more powerful position (age, physical strength or status) uses force, intimidation, cruelty or emotional threats or pressure to force another person in a weaker position to carry out a sexual act or engages in undesired touching against her /his will. Abusive sexual contact occurs in a variety of situations, including within marriage, at the well, at the workplace, on the way to the market or school and in families, where parents or big brothers and uncles may sexually abuse children (incest).

Economic Violence: Is any act that harms an individual's economic well-being or using finances to control another. In our communities, women are often dependent on their husbands, fathers or brothers for their basic needs. This dependence often traps women in violent relationships. Examples of economic violence include withholding financial support, deprivation of necessities such as food, clothing, school fees, the denial of the right to work,

forced surrender of women's money to husbands or male friends, the grabbing of widow's or widower's property by relatives of a deceased spouse and orphaned children among others.

Root causes of GBV

The **imbalance of power between women and men** is the root of violence against women and girls and is manifested in many ways such as:

- Inequitable status,
- male control of women,
- male sexual entitlement,
- ideals of femininity that promote women's subordination to men and
- expectations of women to submit to male 'superiority',
- women having less power in relationships,
- Discriminatory laws,
- Social and cultural norms and practices that privilege men over women

Other Factors that DRIVE GBV:

- Alcohol and substance abuse,
- Normalizing wife beating,
- multiple sexual relationships including polygamy,
- Childhood abuse
- Experiencing violence as a child or adult, and,
- Poverty

Effects of GBV

Gender Based Violence is a significant barrier to the achievement of every development outcome. Sustainable Development Goal (SDG) 5 recognises that gender equality is the foundation for a "peaceful, prosperous and sustainable world" and that this includes a world free from gender based violence. The SDG explicitly calls for the elimination of all forms of violence against all women and girls in the public and private spheres. Among the adverse outcomes associated with Sexual violence are teenage pregnancies, rapid repeat pregnancies during adolescence, harmful abortions, and

sexually transmitted infections. GBV in general causes numerous mental health issues and a cycle of violence. In extreme cases, GBV leads to disability and death

Why it is important to address GBV

1. Prevention of GBV is crucial for poverty reduction and economic development, because violence prevents women from contributing to and benefiting from development by restricting their ability to act.
2. Tackling GBV is key to protect sexual and reproductive health and rights to reverse the spread of HIV/AIDs and other STIs
3. GBV is a security concern and a pre requisite for sustainable peace.

How to prevent Gender Based-Violence

1. A shift in focus from seeing women and other vulnerable groups as victims to seeing them as survivors, actors and agents of change with a strong focus on women's and girls' empowerment and agency.
2. Increasing women's political participation, influence and peace processes
3. Increasing women's economic empowerment which enhances women's bargaining power and ability to leave abusive relationships
4. Educating women and girls about citizenship and peace building
5. Addressing the drivers of GBV
6. Engaging men for gender equality
7. Supporting women and girls to break the silence about acts of GBV
8. Exposing Perpetrators of GBV
9. Increase public education / awareness programmes on GBV
10. Integrate the study of human rights in the school curriculum
11. Integrate the study of human rights in courses at colleges and universities

Module 2: Introduction to Human Rights and Human Rights frameworks

Module Overview

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. For youth to effectively participate in decision making, peace building and electoral processes, they ought to know their rights and responsibilities. By the end of the module, participants will be able to understand human rights in general and the important international, regional and national legal and normative frameworks (Declarations, Conventions, and Resolutions) that promote youth participation in decision making.

2.1 What are Human Rights?

Human rights are rights a person has simply because he or she is a human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights are those standards without which a human being cannot live in dignity. To violate someone's human rights is to treat that person as though she or he were not a human being. To advocate for human rights is to demand that the human dignity of all people be respected. In claiming these rights, everyone accepts the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied.

2.2 What are the basic characteristics of Human Rights?

The following are the basic characteristics of human rights:

- a) Inherent- Human Rights are inherent because they are not granted by any person or authority
- b) Fundamental- Human Rights are fundamental rights because without them, the life and dignity of an individual will be meaningless

- c) Inalienable- Human Rights are inalienable because they cannot rightfully be taken away from an individual, they cannot be given away or forfeited
- d) Indivisible- Human Rights cannot be divided. None of the Human Rights can be denied even when other rights have been enjoyed. Every human being has the right to enjoy ALL Human Rights.
- e) Universal- Human Rights are universal in application and they apply irrespective of one's origin, status, condition or place where one lives. Human rights are enforceable and are without national borders
- f) Interdependent- Human Rights are interdependent because the fulfilment or exercise of one cannot be enjoyed without the realisation of the other.

The Human Rights for all members of the Human Family were first articulated in the 1948 United Nation's Universal Declaration of Human Rights (UDHR).

Following the horrific experience of the Holocaust in which thousands of Jews were killed during World War II and the grinding poverty of much of the world's population, world leaders sought to create a document that would capture the hopes, aspirations and protections to which every person in world was entitled and ensure that the future of mankind would be different.

The thirty articles of the Declaration together form a comprehensive statement covering economic, social, cultural, political and civil rights. The Declaration is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realisation of one's humanity). A Declaration, however, is not a treaty and lacks any enforcement provisions. Rather it is a statement of intent, a set of principles to which United Nations Member States like Uganda commit themselves in effort to provide all people a life of human dignity.

2.3 International and Regional Human Rights Instruments

1. The Universal Declaration of Human Rights (UDHR) of 1948

The Declaration was a result of the Devastating destruction of property and killings of human beings witnessed in World War II (1939-45). The Declaration has 30 articles which recognise the following key rights.

Article 1: All human beings are born free and equal in dignity and rights

Article 2. Every human being has the right to life, liberty and security of person

Article 4. No one shall be held in slavery, or servitude; slavery and slave trade shall be abolished

Article 5. No one shall be subjected to torture or to cruel inhuman or degrading treatment or punishment

Article 6. Everyone has the right to recognition everywhere as a person, before the law.

Article 8. All persons are equal before the law and are entitled without discrimination to equal protection, of the law.

Article 9. No one shall be subjected to arbitrary arrest, detention or exile

Article 10. Everyone has a right to a public hearing

Article 13. Everyone has a right to freedom of movement and residence within borders of each state.

Article 14. Everyone has the right to asylum

Article 15. Everyone has the right to nationality

Article 16. Everyone has the right to marriage and a family

Article 17. Everyone has the right to own property alone as well as in association with others

Article 18. Everyone has the right to freedom of thought and religion

Article 19. Everyone has the right to freedom of opinion and expression

Article 20. Everyone has the right to freedom of assembly and association

Article 21. (1) Everyone has the right to take part in government of his or her country directly or

through a representative (2) Everyone has the right of access to public service in his or her country.

Article 22. Everyone has the right to social security

Article 23. Everyone has the right to work, freedom of choice of employment, to just and favourable conditions of work, and, to protection against unemployment

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25 (1). Everyone has the right to a standard of living adequate for health and well-being of his / her family including food, clothing, and medical care

Article 25 (2) Motherhood and Childhood are entitled to special care

Article 26. Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages

The UDHR forms the basis of Constitutions of all member States of the United Nations. The Declaration considers the various categories of rights such as Civil and Political rights, economic and social rights and addresses everybody (holistic in nature).

2. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979

Introduction

The main objective of this convention is to protect women and girls from all forms of discrimination in social, political, economic, civil and cultural spheres of life. Uganda is a State Party to this Convention and ratified it in 1985, and domesticated it in the 1995 Constitution.

CEDAW defines discrimination against women as any distinction, exclusion, or restrictions made on the basis of sex which has the effect or purpose of impairing, nullifying the recognition, enjoyment, or exercise by women irrespective of their marital status, on the basis of equality of men and women, of human rights and

fundamental freedom in the political, cultural civil or any other forms.

The Convention also calls on State Parties to put in place policies and legislative measures prohibiting all forms of discrimination against women. CEDAW weaves together civil, political, economic and social rights that enable women to fully exercise their freedom of expression. It strives to remove economic, social and cultural impediments and aims for creation and strengthening of environments favourable to women's expression.

CEDAW consists of 30 Articles. Those with great emphasis on women empowerment are highlighted below.

Article 1

The term "discrimination against women" shall mean any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of men and women, of human rights and fundamental; freedoms in the political, economic, social, cultural and civil or any other field.

Article 2. State Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay, a policy of eliminating discrimination against women.

Article 3.

State parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women

CEDAW Article 5

States Parties shall take all appropriate measures:

a) To modify the social and cultural patterns of conduct of men and women, with a view

to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of trafficking in women and exploitation for prostitution of women.

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality.
2. States Parties shall grant women equal rights with men with respect to the nationality of their children

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure equal rights with men in the field of education.

Article 11

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment.

Article 12

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure access to health care services, including those related to family planning.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life.

Article 14

States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families

Article 15

States Parties shall accord to women equality with men before the law.

Article 16

States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations.

3. The Beijing Platform for Action (1995)

The Beijing Platform for Action has 12 critical areas of concern in which Governments, the international community and civil society, including non-governmental organizations and the private sector, are called upon to take strategic action as stipulated in Article 44 of the platform. These critical areas include:

- The persistent and increasing burden of poverty on women
- Inequalities and inadequacies in and unequal access to education and training
- Inequalities and inadequacies in and

unequal access to health care and related services

- Violence Against Women
- The effects of armed or other kinds of conflict on women, including those living under foreign occupation
- Inequality in economic structures and policies, in all forms of productive activities and in access to resources
- Inequality between men and women in the sharing of power and decision-making at all levels
- Insufficient mechanisms at all levels to promote the advancement of women
- Lack of respect for and inadequate promotion and protection of the human rights of women
- Stereotyping of women and inequality in women's access to and participation in all communication systems, especially in the media
- Gender inequalities in the management of natural resources and in the safeguarding of the environment
- Persistent discrimination against and violation of the rights of the girl

The Beijing Platform for Action categorizes rape in armed conflict as a war crime constituting a crime against humanity and an act of genocide which demands for the enforcement of international humanitarian law and international human rights instruments.

4. The Convention on the Rights of Persons with Disabilities (CRPD), 2008

The purpose of the convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

The convention defines persons with disability to include those with long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Basic principles of the Convention on the Rights of Persons with Disabilities

- Respect for inherent dignity, individual autonomy including the freedoms to make one's own choices, and independence of persons
- Non discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance for persons with disabilities as part of human diversity and humanity
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect of the evolving capacities of children with disabilities and respect of children with disabilities to preserve their identities

The obligations of the state and other stakeholders

- Promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination
- (Article. 4)
- Provide appropriate goods, services, equipment and facilities to meet the specific needs of persons with disabilities
- Provide accessible information to persons with disability about mobility aids, devices, technologies, support services and facilities
- Train professionals and staff working with disabilities
- Make available resources for the full realization of the rights of persons with disabilities

Article 6: Women with disabilities

States Parties recognize that women and girls with disabilities are subject to multiple-discrimination and should ensure the full and equal enjoyment by them of all human rights.

Article 7: Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with

disabilities of all human rights and fundamental freedoms on an equal basis with other children.

2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

Article 8: Awareness-raising

1. States Parties undertake to adopt immediate, effective and appropriate measures:

- a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
- b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
- c) To promote awareness of the capabilities and contributions of persons with disabilities.

2. Measures to this end include:

- (a) Initiating and maintaining effective public awareness campaigns
- (b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;
- (c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;
- (d) Promoting awareness-training programs regarding persons with disabilities and the rights of persons with disabilities.

Article 9: Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure persons with disabilities access, on an equal basis with others, to the physical environment, transportation, information and communication, including information and communications technologies and systems, and other facilities and services open or provided to the public, both in urban and in rural areas.

2. States Parties shall also take appropriate measures to:

- a) Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the Public;
- b) Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;
- c) Provide training for stakeholders on accessibility issues facing persons with disabilities;

Uganda signed and ratified the CRPD and its optional protocol on 25th September 2008. This was an outcome of extensive lobbying and advocacy by disability groups in the country. The National Council for Persons with Disabilities is the focal point for coordination and monitoring the implementation of the CRPD.

The Uganda Human Rights Commission monitors all international instruments including the CRPD is charged with independent monitoring as an independent government agency. The commission has activities aimed at building the capacities of DPOs in CRPD and CRPD implementation.

DPOs are involved and consulted in the process of developing the State report, which has just started. DPOs participate in consultative meetings on the CRPD report writing process.

The National Union of Disabled Persons in Uganda (NUDIPU) is spearheading the process of parallel report writing for CSOs. The process is at a point where there is a review of the CRPD reporting guidelines provided by the International Disability Alliance. This process is supported by the Disability Rights Fund.

Challenges

- Domestication of CRPD still remains a challenge.
- Data on disability still remains a challenge.

The convention has 50 articles and has been summarized in the principles above. In addition, Uganda has incorporated some articles into its Constitution under the bill of rights.

Regional and international obligations

- Ratify the pact on Security, Stability and Development in the Great Lakes Region
- Domesticate the protocol on the prevention and suppression of sexual violence against women and children
- Institute measures to stop child trafficking and child prostitution in the GLR

Role of the development partners and UN agencies

- Provide financial and technical assistance to strengthen legal, judiciary and medical response capacity to eradicate SGBV and end impunity
- Support the coordination, monitoring and evaluation of responses to SGBV at national, regional and international level
- Support and train Peace Keeping forces in handling SGBV and other related cases

The recommendations are comprehensive and CSOs can use the recommendations to initiate advocacy actions or design programs of interventions.

10. The African Charter on Human and Peoples Rights (ACHPR), 1981

The African Charter on Human and People's Rights (ACHPR) adopted by Heads of States on 27th June 1981 aims to promote and protect human and peoples' rights and freedoms in Africa. It entered into force on 21st October 1986. The Articles in the charter emanate from the international frameworks and are domesticated into national laws and policies, to which Uganda is a party.

Key Articles

- Every individual shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed in the present

Charter Equal protection and equality before the law (Article. 3)

- The right to the respect of dignity of a human being (Article. 5)
- The right to receive information, right to express and disseminate opinion (Article 9(1)(2))
- Right to health (Article 16)
- Right to education (Article. 17(1))
- Right of an adult woman and man to form a family (Article. 18)
- Right to economic, social and cultural development (Article. 22 (1)(2))

Rights and Duties of Every African Individual

- Every individual shall have duties towards his family and society, the State and other legally recognized communities and the international community (Article. 27 (1))
- Every individual shall have the duty to respect and consider his fellow beings without discrimination, and to maintain relations aimed at promoting, safeguarding and reinforcing mutual respect and tolerance (Article. 28)

11. The Solemn Declaration on Gender Equality in Africa (2004)

Head of states of government union meeting in Addis-Ababa, Ethiopia reaffirmed their commitment to the principle of gender equality as enshrined in Article 4(1) of the Constitutive Act of the African Union.

Areas on concern under the ACHPR include:

- Major challenges and obstacles to gender equality which still require concerted and collective efforts from all stakeholders working on gender and development.
- The status of women and the negative impacts on women issues such as the high incidence of HIV/AIDS among girls and women, conflict, poverty, harmful traditional practices, high population of refugee women and internally displaced women, violence

against women, women's exclusion from politics and decision making and literacy, limited access to girls' education

- Women and children bear the brunt of conflicts and internal displacements including rape and killings and they are largely excluded from conflict prevention, peace negotiation and peace building processes.

Key actions and agreements

- Accelerate the implementation of gender specific economic, social and legal measures aimed at combating the HIV/AIDS pandemic
- Ensure the full and effective participation and representation of women in peace processes as stipulated in UNSCR 1325(2000)
- Campaign against recruitment of child soldiers and abuse of girl children as wives and sex slaves
- Public campaigns against gender based violence and trafficking of women and girls
- Promote gender parity principle in all organs of African Union
- Promote and protect all human rights of women and girls
- Education of girls and literacy of women
- Establish an African Trust fund for women

12. The Kampala Declaration of Heads of States and Governments on SGBV (2011)

The International Conference of the Great Lakes Region (ICGLR) 4th ordinary summit of the Heads of State and Government and a Special Session on Sexual Gender Based Violence in the region was held in Kampala, Uganda from 15th - 16th December 2011 to strategize on how to prevent, end impunity and provide assistance to victims of Sexual Gender Based Violence.

The conference considered the report of Regional Inter-Ministerial Committee report on SGBV and the Declaration of First Ladies from the region highlighting efforts made by the member states, challenges and gaps on prevention, ending impunity and support for SGBV survivors. The output of the conference was signing of a

declaration committing the Member States to unite, to prevent, end impunity and provide support to the victims of SGBV.

Key issues:

- The declaration calls for action on SGBV by representatives of NGOs, women's groups, and United Nations agencies from countries in the Horn, Eastern and Southern Africa.
- The declaration recognizes that Gender Based Violence is a violation of basic human rights which results from an imbalance of power between women and men and is deeply entrenched in some cultural practices and intimate relationships.
- It acknowledges that Gender Based Violence is not a private issue but one that involves society as a whole and therefore calls for a holistic approach promoting preventive solutions.
- SGBV continues to manifest itself in peacetimes, during conflict and in post conflict situations despite the existing legal framework against SGBV.

Commitments:

- The declaration emphasizes prevention and eradication of Gender Based Violence in the region. Measures to be undertaken within 12 months include increased financial and technical support for judicial and security sectors, establishing direct responsible institutions and gender desks against SGBV and strengthening the existing ones and integrating SGBV in national planning frameworks and budgets.
- Declaring zero tolerance on SGBV crimes and impunity.
- Providing support to victims and survivors of SGBV through establishment of recovery centers that offer comprehensive services and strengthening income generating programs and initiatives.
- The government of Uganda committed to offer a regional SGBV training facility.
- Put in place a media strategy to facilitate sensitization on SGBV and expose atrocities committed.

The government of Uganda has made progress in implementing decisions that were made during the summit. For instance, on decision 7 on declaring Zero Tolerance campaign on SGBV, the government has planned for a Zero Tolerance Campaign on SGBV during the 16 days of activism, on decision 11 on establishment of Recovery Centers, the Ministry of Gender has developed guidelines for establishment of safe shelters in 5 districts of Uganda. Since SGBV continues to manifest itself even in post conflict and peace situations, CSOs need to continue the fight against SGBV and monitor Uganda's compliance with Kampala Declaration on SGBV.

3.1.4 National Laws, Policies and Programs

1. The 1995 Constitution of the Republic of Uganda, 1995

The 1995 Constitution of the Republic of Uganda is the supreme law of the land that provides for the fundamental human rights for all its citizens. Specifically, Chapter four is dedicated for protection and promotion of fundamental and other human rights and freedoms with a number of specific Articles that spell out women's rights and these include:

Key Articles

Article 20(1) states that fundamental rights and freedoms of the individual are inherent and not granted by the State.

Article 21(1) states that all persons are equal before and under the law in all spheres of political, economic, social and cultural life and in every other respect and shall enjoy protection of the law.

Article 26(1) protects all persons from deprivation of property;

Articles 31(1) entitles women and men to equal rights during and after marriage;

Article 32(1) states that notwithstanding anything in this Constitution, the state shall take affirmative action in favor of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them.

Article 33(1) Women shall be accorded full and equal dignity of the person with men."

Article 33(4) Women shall have the right to equal treatment with men and that right shall include equal opportunities in political, economic and social activities.

Article 33(5) accords affirmative action to women for purposes of redressing the imbalances created by history, tradition or custom.

Article 33(6) states that laws, cultures, customs or traditions which are against the dignity, welfare or interest of women or which undermine their status, are prohibited by this Constitution". The Constitution is therefore an important advocacy instrument for promotion and protection of human rights.

3. The Uganda Gender Policy (2007)

At national level, Uganda developed the gender policy in 1997 and reviewed it in 2007. It is an integral part of the national development policies, a framework for redressing gender imbalances as well as a guide to all development practitioners. It aims at guiding all levels of planning, resource mobilization and implementation of development programs with a gender perspective. The emphasis on gender is based on the recognition that "gender" is a development concept useful in identifying and understanding the social roles and relations of women and men of all ages, and how these impact on development. According to the Policy, all institutions in Uganda are obliged to mainstream gender in their programs.

The objectives of the Uganda Gender Policy are to:

- Evolve a society that is both informed and conscious of gender and development issues and concerns.
- Enhance sustainable development through institutionalizing gender as a key concept in development work.
- Promote dialogue and advocacy

Key issues:

- The development of a National Gender Policy (NGP) in 1997, and its revision in 2007, confirms the Government of the Republic of Uganda's unequivocal commitment to take actions that will bring about more equal gender relations.
- The mandate of the policy is to ensure that all government policies and programmes in all areas and at all levels, are consistent with the long-term goal of eliminating gender inequalities. It forms an integral part of the national development policies.
- It is a framework for redressing gender imbalances as well as a guide to all development practitioners. The aim of this policy is to guide all levels of planning, resource allocation and implementation of development programmes with a gender perspective.
- The policy gives a clear mandate to the Ministry of Gender, Labour and Social Development and other Line Ministries to mainstream gender in all sectors.
- The policy provides that gender mainstreaming is an obligation. This policy makes gender responsiveness mandatory for development practitioners. In addition, it provides an appropriate entry point for those engendering programmes through gender analysis and planning skills among all relevant sectors, in order to build their capacity to identify, analyze and implement gender responsive programme interventions.

Roles and responsibilities of Civil Society Organizations

- Translate the UGP into organizational policies, projects and activities
- Collaborate with MGLSD and Local Governments on matters of gender mainstreaming
- Advocate for gender sensitive policy formulation and legislation
- Monitor the implementation of international instruments that promote gender equality and women's empowerment
- Participate in Sector Working Groups and local government planning and budgeting processes to advance gender equality
- Develop and implement programmes that address key UGP intervention areas.

The National Gender Policy has enabled Uganda to translate the constitutional provisions into action including increased enrolment in the Universal Primary Education (UPE) with emphasis on girl child education, affirmative action in public institutions (Universities and institutions of higher education), reservation of a seat for a woman member of parliament and at least one third of the local council seats being reserved for women so as to engage them in decision making. Other supportive laws, policies namely Local Government Act, National Women's council Act have been put in place to operationalize the policy provisions.

4. Equal Opportunities Commission Act (2007)

The Act is in line with Article 32 (3) and (4) of the Constitution of Uganda to eliminate discrimination and inequalities against individuals or groups on grounds of sex, gender, age, color, race, ethnic origin, tribe, birth, creed, health status, disability, social and economic standing or political opinion. According to the Act, equal opportunities means having the same treatment or consideration in the enjoyment of rights and freedoms, attainment of access to social services, education, employment, and physical environment or participation in social, cultural and political activities regardless of sex, age, race, colour, ethnic origin, tribe, birth,

creed, religion, health status, social or economic standing.

The functions of the Commission

- To monitor, evaluate and ensure that policies, laws, plans, programs, activities traditions, cultures, usages of customs of organs of the state, statutory bodies, public bodies and authorities, private business enterprises, nongovernmental organizations, and social and cultural communities comply with the provisions of equal opportunities and affirmative action in favor of marginalized groups.
- Investigate or inquire into complaints made by individuals or groups on any act, circumstance, conduct, omission or program which amounts to discrimination.
- Examine any law, proposed law, policy, culture, tradition, custom or plans which are likely to have effect of nullifying or impairing equal opportunities of a person persons and treatment in employment or enjoyment of human rights.
- Develop, conduct and manage information and educational programs to facilitate and promote public awareness, understanding and acceptance of equal opportunities.
- Undertake research and organize, coordinate and promote workshops and seminars, conferences and public discussions on equal opportunities and treatment.
- Consider recommendations, suggestions and requests concerning the promotion of equal opportunities
- Monitor Uganda's compliance with relevant provisions of international and regional commitments

6. Domestic Violence Act (2010)

According to the Act, domestic violence constitutes any act or omission of a perpetrator which harms, endangers the health, safety or general wellbeing of the victim. Domestic violence takes different forms which includes physical, economic, emotional and sexual abuse. This form of violence also encompasses harassment, coercion and threats.

Key Provisions

The Act prohibits domestic violence and criminalizes the practice. It provides that consent of a victim shall not be a defence to a charge of domestic violence. The Act provides for the protection and relief of victims of domestic violence; remedies for the punishment of perpetrators of domestic violence; provide for procedures and guidelines to be followed by courts in relation to protection and compensation of victims of domestic violence; provides for the jurisdiction of courts including the issue of protection orders and enforcement of orders made by the court. It also provides for empowering the family and children's court to handle cases of domestic violence and for the protection and relief of victims.

Uganda has made progress as far as the DVA is concerned. The DVA Regulations are in place to facilitate implementation of the Act. The DVA coalition with guidance from Uganda Law Reform Commission translated the Act into 8 local languages. Efforts to simplify the DVA are ongoing. The MGLSD is developing guidelines for establishment of safety shelters in Gulu, Masaka, Lira, Mbarara and Moroto for GBV survivors. In addition, the MGLSD has trained duty bearers (police, health workers, social workers, prosecutors and magistrates) in 30 districts in the use of DVA.

At the community level however, pre-existing difficulties preventing survivors of GBV from accessing justice have not yet been addressed. Local council, clan and opinion leaders try to reconcile parties faced with domestic violence since such cases are still considered a private matter. Other challenges in the use of the Act which need to be addressed relate to stigma, lack of confidence in the justice system, delays, corruption and the lack of awareness on the provisions of the DV Act.

7. Female Genital Mutilation (FGM) Act (2010)

The Act defines FGM as all procedures involving partial or total removal of the external female genitalia. It criminalizes discrimination against

females that have not undergone FGM. Persons who carry out FGM on self or on others, procure, aid, induce, threaten or fail to report the practice are guilty of committing FGM and are liable to imprisonment, a fine or both.

8. The Anti-Trafficking in Human Persons Act (2009)

In October 2009, Uganda enacted the Anti-Trafficking in Persons Act. The law prohibits trafficking in persons and body parts and creates a framework for prosecution and punishment of outlined offenses.

9. The National Disability Policy

According to Uganda Population and Housing Census (2002), one in every 25 persons has a disability and hence making it a development concern. Some of the disabilities include difficulty in seeing, hearing, speech, moving and learning. The underlying causes of disability include but not limited to communicable diseases, congenital abnormalities and injuries. The situation has been exacerbated by poverty, illiteracy and varying degrees of negative attitudes. The Government is mandated to promote and protect the rights of persons with disabilities and the Constitution of the Republic of Uganda stipulates the need to empower and provide equal opportunities to PWDs. Government has focused on provision of health services, community based rehabilitation, vocational training, Universal Primary Education as key measures to empower PWDs. This policy on disability will contribute to the improvement of the quality of life of People with Disabilities (PWDs) through expanding the scope of interventions.

The interventions will necessitate PWDs themselves to participate in designing, managing, monitoring and evaluating initiatives that are meant to improve their well-being. It will also ensure that the central government, local authorities, CSOs, parents and caregivers involve PWDs. Disability issues transcend all sectors. Therefore, the Public sector, Ministries, Local Governments, CSOs, NGOs and other

actors should use this policy as a framework to guide planning, resource allocation and implementation of interventions of PWDs. Generally, PWDs are vulnerable by virtue of their impairment and negative societal attitudes arising from fear, ignorance, superstitions, neglect and lack of awareness. As a result, PWDs have inadequate access to services, information, resources as well as limited participation in the socio-economic development process. Consequently, the majority depend on their families and communities for survival.

Nevertheless, PWDs are often of low priority in society. They receive less education, skills training and medical attention, which reduces their employment opportunities and may even result in secondary disabilities and sometimes early death. Consequently, this discrimination and neglect erodes PWDs self-esteem and confidence to the extent that they cannot voice their needs. The major concerns of PWDs are poverty, education and skills, employment, conflicts and emergencies, social security, health, HIV/AIDs and accessibility. Gender and age in disability exacerbates their situation in accessing services.

11. The Children's Act (1997) Chapter 59

The Children's Act is an Act to reform and consolidate the law relating to children; to provide for the care, protection and maintenance of children; provide for local authority support; to establish a family and children's court; to make provision for children charged with offences and for other connected purposes.

Key Articles:

- Article 2 defines a child as a person below the age of eighteen years.
- Article 4 provides that children have a right to stay with their parents or guardians.
- Article 5 provides that it's the duty of a parent, guardian or any person having custody of a child to maintain that child and, in particular, that duty gives a child the right to education and guidance, immunization,

adequate diet, clothing, shelter and medical attention.

- Article 5 (2) provides that any person having custody of a child shall protect the child from discrimination, violence, abuse and neglect.
- Article 8 is against engaging children in harmful employment as it may hamper their health, education or mental, physical or moral development.
- Article 9 provides for rights of children with disabilities to assess the impairment as early as possible as to the extent and nature of their disabilities; offer appropriate treatment; and provide facilities for their rehabilitation and equal opportunities to education.
- Article 10 (1) it is the general duty of every local government council from the village to the district level to safeguard and promote the welfare of children within its area; and to designate one of its members to be the person responsible for the welfare of children.
 - Article 11 provides that it's the duty of any member of the community to report infringement of child's rights.
 - Article 86 addresses child upbringing in case of separation, divorce and nullity cases. Joint consultation between the parents in bringing up the child where the circumstances permit and wherever possible is done.

Protection and promotion of the rights of children is a responsibility of different stakeholders.

12. The Penal Code (Amendment Act) 2007

liable to life imprisonment". This law also provides for the offence of aggravated defilement, which makes one on conviction by the High Court liable to suffer death. Aggravated defilement according to the Act is where the victim of defilement is below 14 years, the offender is infected with HIV, the offender is a parent or guardian or a person in authority over which the offence is committed, where the victim is disabled and the offender is a serial offender.

13. The Uganda National Youth Policy (2016) is premised on the need to address a range of challenges that the youth face in the development process as well as harness their potential to contribute to national development. It provides the basis for holistic integration and inclusion of the youth in national development while appreciating the current impact of globalization and its associated advantage and disadvantages. It also reflects Government's commitment to meet needs, interests and aspirations of the youth in line with NDP II, the Constitution of Uganda, and, regional and international obligations that the country ascribes to.

The policy has the following objectives;

1. To improve youth accessibility to quality services
2. To enhance the productivity and employability of youth for sustainable livelihood
3. To promote equitable participation of youth in decision-making processes that impact their them at all levels
4. To promote effective coordination and programming of youth interventions at all levels.

The Policy 2016 has the following priority areas;

Sustainable livelihoods, Employment promotion and Enterprise development:

The Government of Uganda prioritises youth employment as a driver for wealth creation and poverty eradication. The policy shall emphasize both wage and self-employment.

Skills training and entrepreneurship development:

Government acknowledges the mismatch between the knowledge acquired from formal education and the skills required in the labour market. Policy acknowledges that skills training and entrepreneurial development among youth propel and accelerate socio-economic development.

Youth participation and governance: Good governance and civic responsibility are basic ingredients for national development. The policy recognises that participation of young people in the democratic socio-economic and political development of Uganda would promote ownership in the efforts to improve their wellbeing and increase demand for accountability in service delivery.

The National Action Plan for Youth details strategies, activities, target groups, time frame and the budget lines. The Ministry of Gender, Labor and Social Development as a coordinating body for youth programme in partnership with NGPOs and CSOs, the private sector and youth organizations. Government believes partnerships with different organizations would key in achieving the policy's objectives.

Plenary discussion on what the youth are doing to implement interventions that increase their participation in decision making and national development

Module 3: Understanding Leadership

Module Overview

This module focuses on increasing the knowledge and skills of participants in leadership. Leadership is a special responsibility and one must be willing and committed to taking on and discharging this responsibility. Everyone is a leader wherever they are placed. Some people do play the leadership role no matter what assignment they are undertaking while others. This module defines leadership, and presents ideal qualities of a leader as well as the skills a leader needs to do job successfully. By the end of this module, participants will be able to understand the concept of leadership and leadership skills and be inspired to take up leadership in various ways and influence their peers and communities.

Who is a leader?

A leader is someone who sets direction for others, guides and inspires them to complete tasks to achieve set objectives

What is leadership?

Many scholars have defined leadership differently but the essence is the same.

1. Warren Bennis has this to say: To an extent, leadership is like beauty: it's hard to define, but you know it when you see it." The world's leadership guru Peter Druker states: Leadership is lifting a person's vision to a higher standard, the building of a personality beyond its normal limitations
2. Leadership is the process of moving a group of people in the same direction through non-coercive means. John Kotter of Harvard Business School
3. The ability to capture the attention of people. Richard Cyert
4. Anyone who can gather followers in a particular situation. Warren Bennis
5. Leadership is social influence- By their IDEAS and DEEDS, leaders show the way and influence the behaviour of others by Peter

Drucker

Generally, there is no universally accepted definition of leadership. Each one of us has an idea about what leadership is even though we may not define the concept. For some, leadership is motivation, for others it equals results and it can also represent inspiration. Leaders inspire and motivate others to take needed action to achieve the desired results. **It is a process by which a person influences and directs others in an organised manner to accomplish an objective.**

Leaders lead by applying their attributes, such as beliefs, values, ethics, character, knowledge and skills. Public leadership is demanding because of the enormous and complex responsibilities involved. A public leader is expected to be upright, consistent, responsible, and accountable for results, in order to effectively offer valuable services to others. The basis of good leadership is integrity and selfless service. A leader works towards building others, mentoring them, leading them in the best way possible. A leader influences others to willingly work to achieve set goals and ensures mentoring and grooming for growth of the organisation or country or constituency.

Essential Qualities of a leader

In order to understand leadership, we are going to base ourselves on common elements that we can all agree on. These include:

A Visionary. Visualising what can be, concentrating on the big picture and sharing and selling the vision to the team. Leading means having a vision and sharing it with others. It is only when you get to inspire others with your vision and style that it becomes possible to direct the efforts and dedication of the entire team towards a common goal. The vision must be bold and ambitious. A leader aims high.

An Energiser. A leader is enthusiastic about what can be achieved and engages the hearts

(emotions), minds (cognition), and hands and feet (actions) of the people they lead. This enthusiasm is contagious and if the leader is enthusiastic, the team will be enthusiastic as well.

A Positive Thinker

Positive thinking is a mental and emotional attitude that sees the glass as half-full rather than half-empty. Such an attitude always sees a silver lining in every cloud. A positive person anticipates happiness, health and success, and believes he or she can overcome any obstacle and difficulty. This is mind power and is one of the strongest and most useful power one possesses. In most instances, predominant thoughts influence behaviour and attitude and control actions and reactions. With a positive attitude we experience pleasant and happy feelings. This brings brightness to the eyes, more energy, and happiness. Our whole being broadcasts good will, happiness and success. Even our health is affected in a beneficial way. We walk tall, our voice is more powerful, and our body language shows joy and confidence.

Responsible- A leader is in control, is accountable and committed to excellence.

Service to others. Whether in the group, team or community, a leader is at the service of the team, and does not exist to be served. Group members must have and feel the support of their leader.

Consultative. A leader is an effective listener, a lateral thinker, and problem-solver, involving his / or her team at every stage.

Inclusive: A leader keeps an open door policy and is prepared to listen to all views and learn from others

Honest. A leader is honest in word and deed and maintains integrity at all times.

Tolerant. A leader is approachable and

understanding and works well with others

Respect. A leader respects others and maintains self-respect.

Principled. A leader is ethical, is just and morally upright

Fair. A leader is just, fair minded, rational and non-discriminatory

Educated and Knowledgeable. A leader has command of the subject and engages in life-long learning

Compassionate. A leader is considerate, has empathy and cares about the welfare of the team. A leader must be able to put themselves in the place of others and understand their concerns in order to provide appropriate support

Creative. Good leaders are able to create an environment that will encourage all members of their team to develop their skills and imagination, so that they can contribute to a common goal. If you want to lead successfully, respect the creativity of others and learn from the people around you. Their ideas together with your ideas will build an incredible organisation.

A Risk taker. A leader is not afraid of taking risks. They are confident enough to make a decision, and if they make a mistake, the leader must have the courage to rectify, assume their guilt and take the right path, without blaming it on the team. Good leaders know how to get ahead of their time, they see opportunities where others can't and know how to spread the enthusiasm for their vision to try to make it real. Good risk management is also important to help you avoid things going wrong, and manage when they do.

Self Esteem. A leader has high self-esteem and believes in their ability to make good decisions, and knows they are a great addition to this world. A good leader recognizes their

personal weaknesses but believes they have a lot of strengths which shape who they are. On the other hand, Low self-esteem is characterized by a lack of confidence and feelings of inadequacy. People with low self-esteem often feel unlovable, awkward, or incompetent. For many youth, their self-esteem can often fluctuate. Studies indicate that for many, self-esteem drops as one advances in youthful age. Self-Esteem develops through life stages of childhood, adolescence and adulthood.

Discussion Question:
How does self-esteem manifest itself in Childhood, Adolescence and Adulthood?

Factors that affect self-esteem

Factors that may affect self-esteem include relationships with and attitudes towards Parents, Friends, Teachers, mentors and coaches as well as one’s successes, and Affection

Activity: Take a Self-Esteem assessment

Section 1	Yes	No
1. Are you easily hurt by criticism?		
2. Are you very shy or overly aggressive?		
3. Do you try to hide your feelings from others?		
4. Do you try to blame your mistakes on others?		
5. Do you find excuses for refusing to change		
6. Do you avoid new experiences?		
7. Do you fear close relationships?		
1. Do you continually wish you could change your physical appearance?		
9. Are you too modest about personal successes?		
10. Are you glad when others fail?		
Total (Count all ‘Yes s’ and ‘No s’)		
Section 2		
1. Do you accept constructive criticism?		
2. Are you at ease meeting new people?		
3. Are you honest and open about your feelings?		
4. Do you value your closest relationships?		
5. Do you notice and accept changes as they happen?		
6. Can you laugh at and learn from your mistakes?		
7. Do you look for and tackle new challenges?		
8. Are you confident about your physical appearance?		
9. Do you give yourself credit when credit is due?		
10. Are you happy when others succeed?		
Total (Count all ‘Yes s’ and ‘No s’)		

RESULTS: Add up the yes, then the no answers in each section

Section 1– The More Yes Answers You Have, The Lower Your Self Esteem

Section 2 – The More Yes Answers, The Higher Your Self Esteem

People with low self-esteem may:

1. Tend to see the negative side of things and other people
2. Feel helpless and full of self-doubt
3. Feel ineffective, worthless, incompetent, unloved
4. Hold back, afraid to try new things

Ways to Improve your Self Esteem

- Know your strengths and weaknesses and work to transform your weaknesses to strengths
- Set ambitious but realistic goals and work towards them
- Don’t be too hard on yourself. Give yourself credit when you achieve something, however small
- Respect your values
- Accept and acknowledge compliments
- Look beyond your own concerns and instead look at the concerns of others
- Don’t focus too much on appearances

Skills that a leader needs

1) Strategic Thinking Skills: Perhaps the most important skill a leader needs and what really distinguishes leaders from managers is to be able to think strategically. This means, in simple terms, having an idea or vision of where you want to be and working hard to achieve it.

The best strategic thinkers see the big picture, and are not distracted by side issues or minor details. All their decisions are likely to be broadly based on their answer to the question ‘does this take me closer to where I want to be?’. Strategic thinkers are able to create a compelling vision,

and must also be able to communicate the vision effectively to their followers, which is partly why communication skills are also vital to leaders. 5.

Planning and Delivery While it is important to be personally organized and motivated as a leader, it is perhaps even more important to plan and deliver for the organization. These areas are key management skills, but the best leaders will also be able to turn their hand to these. The best vision in the world is no good without the plan to turn it into reality. Alongside strategic thinking, therefore, a leader needs good organizing and action planning skills both essential for delivery of your vision and strategy

2). People Management Skills Without followers, there are no leaders. Leaders need skills in working with others on a one-to-one and group basis. They also need a range of tools in their armoury to deal with a wide range of situations. Many of these skills are also vital for managers, and you can find out more about these in the section on Management Skills. In particular, leaders are expected to motivate and encourage their followers, both directly and by Creating a Motivational Environment.

Delegating Skills

One of the first skills that new leaders need to master is how to delegate. This is a difficult skill for many people but, done well, delegation can give team members responsibility and a taste of leadership themselves, and help them to remain motivated. There are further challenges to delegating work within a team, including balancing workloads, and ensuring that everyone is given opportunities to help them develop. Leaders and managers both need to understand how to build and manage a team. They need to know how to recruit effectively, and bring people ‘on board’ through induction processes. They also need to understand the importance of performance management, both on a regular basis, and to manage poor performance.

Change Management and Innovation Skills.

Change management may seem like an odd companion to people management and communication, but leadership is often particularly important at times of change. A leader needs to understand change management in order to lead an organization through the process. For example, change management requires the creation and communication of a compelling vision. It also requires the change to be driven forward firmly, and leadership to make it 'stick' if the organization is not to revert within a very short period.

Communication Skills

While communication skills are important for everyone, leaders and managers perhaps need them even more. These skills are general interpersonal skills, not specific to leadership, but successful leaders tend to show high levels of skill when communicating. Good leaders tend to be extremely good listeners, able to listen actively and elicit information by asking good questions. They are also likely to show high levels of assertiveness, which enables them to make their point without aggression, but firmly. They know how to build rapport quickly and effectively, to develop good, strong relationships with others, whether peers or subordinates. These skills come together to build charisma, that quality of 'brightness' which makes people want to follow a leader.

Public Relations Skills

It is important for a leader to master public relations (PR). This entails the ability to interact with diverse groups of people or individuals well, learning from others and keeping a good public image.

- i) To develop good public relations, a leader needs
- ii) The ability to develop ideas,
- iii) Ability to persuade others
- iv) Ability to get along constructively with others
- v) Ability to negotiate with others

- vi) Sharing information with those that need it
- vii) Ability to think quickly and make decisions in a crisis
- viii) Capacity to analyse, interpret and evaluate information before using it
- ix) Planning and coordinating work with others
- x) Capacity to think creatively and to solve problems

Decision making Skills

The ability to make sensible decisions in a timely manner is an important skill every leader needs. A leader must make decisions in a deliberate and strategic way because he/she influences others. A leader must consider when to make decisions, individually and when to consult others and also be able to effectively to determine who to consult. This is because once a decision has been made, the leader bears responsibility for the outcome.

The following factors can be helpful when making decisions:

- What exactly is the issue that needs to be solved?
- What results do we want?
- What are the causes?
- What are the possible solutions?
- Which is the best solution and why?
- What actions do we need to take?

Once a decision has been taken and communicated, a leader monitors and evaluates the implementation of the decision. The leader must document and learn lessons for the future.

Discussion questions

Why is it important to delegate responsibility? A leader needs to delegate roles in order to find time for other responsibilities. For example, an Executive Director needs to have time to attend partner's meetings, to meet the press, to engage the BOARD OF Directors etc. Delegation is important for team building as it gives the person delegated to an opportunity to increase their skills.

To whom do you delegate?

A leader must choose from the team the most suitable person for the delegated role. It is important that every team member is delegated at some point or other. This enables everyone to feel included.

What do you delegate?

A leader must carefully determine what to delegate. Some tasks will always require the attention of the leader in person and may not be delegated. Discuss examples.

What do you do after you delegate?

A leader must monitor what he/she has delegated to ensure it is implemented successfully because the leader is still accountable even after delegation.

Negotiation and conflict resolution skills

The ability to negotiate and resolve conflicts is an important skill for a leader, because it enhances unity in a community. Negotiation is the process of getting the best terms once the other party / side starts to act on their interests. Conflict resolution is a range of processes aimed at alleviating or eliminating sources of conflict. The conflict resolution process will generally include negotiation, mediation and diplomacy for well-being of an organisation or community.

Time Management Skills

Time management is another important skill for leader. A self-respecting leader doesn't keep others waiting. It is important that a leader is the model for punctuality. The leader has several tools at his / her disposal to keep track of all responsibilities while at the same time keeping time, and responding to others in a timely manner. The tools include a watch / wall clock, use of a diary or e-diary, marking the calendar for reminders, setting alerts on the smart phone and or computer.

Module 4: Introduction to Conflict, Violence and Peace

Module Overview

This module focuses on three important areas; Conflict, Violence and Peace. Uganda has gone through many turbulent years since independence. As of today in 2020, many communities in Uganda experience conflicts at family level, at community level, and in our institutions. Current conflicts include land conflicts, conflicts over water, firewood, or pasture, politics inspired conflicts, religious conflicts, inter-ethnic conflicts, election related conflicts, gender based violence, and many others. Peace is key to fostering sustainable development. The Youth have a role to play to mitigate the negative impacts of conflicts. They can help resolve conflicts peacefully. They can nip in the bud conflicts before they turn violent. This module introduces participants to the concept of peace and helps increase awareness, knowledge and understanding of how we can achieve peace as a nation with the involvement and participation of Uganda's Youth.

What are the major causes of conflict?

Conflict can arise between individuals or groups because of:

- Misunderstanding
- Poor communication
- Frustration
- Stress
- Feeling marginalised

Between communities and countries, conflicts are sometimes caused by ownership or lack of ownership of, and access or lack of access to resources (jobs, oil, land, money, minerals, forests, water etc).

What is conflict Prevention?

Conflict prevention refers to a variety of activities, strategies and processes within the

field of peacebuilding that are deployed to pre-empt and subsequently neutralise potential triggers to widespread violent conflict.

What is the effect of conflict?

Conflict can cause individuals, groups, communities members to become frustrated if they feel there's no solution in sight, or if they feel that their opinions go unrecognized by other group members. As a result, members become stressed, which adversely affects their professional and personal lives.

What is Violence?

Violence is a response to conflict, an intense response to conflict. Direct violence where two or more groups of individuals with different identities see each other as a threat to their identity or interests. These identity conflicts are central to many forms of violence including the hate crimes, inter-ethnic conflicts, and genocide. The violence may be physical, verbal or emotional.

Cultural violence refers to:

Prevailing attitudes, beliefs and messages taught from childhood that surround us in daily life about the power and necessity of violence. Such attitudes make direct or structural violence look or feel "right" or at least not wrong. Violence (direct and structural) is legitimized, normalized and made acceptable in society.

Structural violence is an insidious form of violence that is built into the fabric of social, political and economic structures of society such as:

- Patriarchal structures in which males dominate females play a role in intimate partner violence;
- Cultural narratives that denigrate and

marginalize other identity groups are predisposing conditions for direct violence

Structural violence is a problem in and of itself, killing people just as surely as direct violence. Structural violence kills people slowly by depriving them of their basic needs. Life spans are curtailed when people are socially dominated, and politically oppressed and economically exploited. Structural violence is a global problem, reflected in vast disparities in wealth and health both within and outside societies or citizens of the same nation.

Galtung (1969) proposed that one way to define structural violence was to count the number of avoidable deaths. For example, if people die from severe weather conditions when shelter is available in other parts of the world then structural violence is taking place. Structural violence also occurs when death is caused by scarcities in food, inadequate nutrition, lack of health care among others. It is a violence that is endemic to economic systems that produce concentration of wealth for some while exploiting others, political systems that give access to some and oppress others, and social systems that support and glorify others while they marginalise and diminish the power of others.

Difference between direct violence and structural violence

Direct violence	Structural violence
Kills people directly	Kills people indirectly
Kills quickly	Kills slowly
Dramatic	Common place
Personal	Impersonal
Cuts insult to well being	Chronic insult to well being
Intermittent	Continuous
Intentional and immoral	Unintentional and moral

What is peace?

Peace is when people are able to resolve their conflicts without violence and can work together to improve the quality of their lives

Peace is about **Power**: Everyone has the power to shape political decisions and the Government is accountable to the people

Income and Assets- everyone has an equal opportunity to work and make a living regardless of gender, ethnicity or any other form of identity
Fairness, equality and Justice- Everyone is equal before the law, the systems for justice are trusted, and fair and effective laws protect people's rights.

Safety- Everyone lives in safety without fear of threats or violence and no form of violence is tolerated in law or practice

What is Peacebuilding?

Peacebuilding is about:

- Dealing with the reasons why people fight in the first place
- Supporting societies to manage their differences and conflicts without resorting to violence.
- Aims to prevent the outbreak, escalation, continuation and recurrence of violence, so can take place before, during and after conflicts.
- A long-term and collaborative process, as it involves changes in attitudes, behaviours and norms.

Peacebuilding seeks to address the underlying causes of conflict, helping people to resolve their differences peacefully and laying the foundations to prevent future violence. It is:

- A process that aims to resolve injustice in nonviolent ways and to transform the cultural & structural conditions that generate deadly or destructive conflict.
- The creation and nurturing of constructive relationships across ethnic, religious, class, and racial boundaries.
- The development of constructive personal,

group, and political relationships across ethnic, religious, class, national, and racial boundaries. It aims to resolve injustice in nonviolent ways and to transform the structural conditions that generate deadly conflict.

- Efforts to assist countries and regions in their transitions from war to peace and aims to reduce a country's risk of lapsing or relapsing into conflict by strengthening national capacities for conflict management, and laying the foundations for sustainable peace

Peacebuilding is more than an instrumentalist method to secure peace. The need for peacebuilding in post-conflict societies grew out of the realization that signing agreements to bring fighting to an end is a necessary but insufficient step toward true and enduring peace. Peacebuilders seek to resolve social inequities and transform structural conditions that generate deadly conflict.

What contributes to Peace?

To understand peacebuilding, we need to appreciate the factors that contribute to peace, the absence of which can potentially lead to conflict. Peace is when:

- everyone lives in safety, without fear or threat of violence, and no form of violence is tolerated in law or in practice
- everyone is equal before the law, the systems for justice are trusted, and fair and effective laws protect people's rights
- everyone is able to participate in shaping political decisions and the government is accountable to the people
- everyone has fair and equal access to the basic needs for their wellbeing – such as food, clean water, shelter, education, healthcare and a decent living environment
- everyone has an equal opportunity to work and make a living, regardless of gender, ethnicity or any other aspect of identity

What does Peacebuilding involve?

Peacebuilding approaches and methods are varied and diverse, but they all ultimately work to ensure that people are safe from harm, have access to law and justice, are included in the political decisions that affect them, have access to better economic opportunities, and enjoy better livelihoods.

Some of the ways in which this can be achieved are through:

- engaging in various forms of diplomacy
- Strengthening democracy and inclusive politics (e.g. electoral frameworks, active citizenship initiatives, etc.)
- Improving justice systems (e.g. anti-corruption initiatives, constitutional reforms, access to justice initiatives, truth commissions, etc.)
- working to improve general security
- working together with business and trade to create sustainable jobs or improve their employment practices
- improving infrastructure and urban and rural planning
- including peace education in curricula
- creating free and inclusive media
- improving healthcare
- making development programmes in conflict areas more sensitive to conflict dynamics

Importantly, peacebuilding is done collaboratively, at local, national, regional and international levels. Individuals, communities, civil society organisations, governments, regional bodies and the private sector all play a role in building peace.

Why do we need peacebuilding?

The number of violent conflicts has increased dramatically since 2010. The world urgently needs to respond differently. Violence affects everyone. Wars prevent communities from developing, stop children going to school and make it harder for people to access healthcare. Poverty then drives more conflict, and the cycle continues.

- Around a quarter of the world's population live in countries affected by conflict and violence.
- Over 68 million people alive today have been forced to flee their homes. This is the highest it's been since the end of the second world war. Uganda alone is host to over 1.4 million refugees in 2020
- Conflicts drive 80% of all humanitarian needs.
- By 2030, it is predicted that half of the world's poorest people will be living in conflict-affected places.

We need to think differently – it's time we stopped picking up the pieces and started putting an end to the cycles of violence. It's time we invested more in peacebuilding.

What does peacebuilding involve?

- Peacebuilding is a long-term process of encouraging people to talk, repairing relationships, and reforming institutions.
- For positive change to last, everyone affected by the destructive conflict has to be involved in the process of building peace.
- It is patient, persistent work to find creative solutions to conflict in order to build sustainable peace.
- Transforming relationships is key to putting an end to violence. That means understanding and dealing with why people are fighting in the first place, and finding ways of moving things forward. This is true whether the conflict is within communities, between societies, or between the state and ordinary people.

Peace is built when we break down stereotypes and when different groups work together. Peacebuilding ensures that the people directly impacted by conflict are leading initiatives to respond to the violence and are able to make a change. It is important to work side-by-side with the people affected by conflict – providing connections, developing skills and equipping them to take part in peace processes. It is about enabling people from regions of conflict to meetings with policymakers, so policies can be informed by those experiencing the impact of violence. All this means that their voices are heard, they lead initiatives and their insight drives action working together to find different responses.

Practical Exercise

Participants in groups by district examine politics related conflicts and violence in Uganda. They identify the root causes of such conflicts / violence. They answer the following questions Look at politics-related conflicts in your district.

- **How are the conflicts manifested?**
- **Who is largely affected by these conflicts?**
- **How are they affected?**
- **Design a Peacebuilding process to address these conflicts**

Module 5: Women Peace and Security and Youth Peace and Security

Module Overview

The purpose of this module is to raise awareness about the importance of these Resolutions; to build participant capacities for their implementation; and to promote their sustainable implementation at the national and local levels. The module is a practical tool to support and facilitate the implementation of the women, peace, and security agenda and the Youth Peace and Security Agenda.

Women, Peace and Security (WPS).

In October 2000, the UN Security Council unanimously adopted resolution 1325- a turning point in understanding and recognizing the role of women and girls in addressing the issues of peace and security. Security Council Resolution (SCR) 1325 is the most comprehensive work to date on linking the issues of gender equality with peace and security and has been further substantiated through eight other additional Security Council resolutions that now make up the Women, Peace and Security Agenda.

Understanding the gendered nature of conflict

Since the year 2000, global understanding of the gendered nature of conflict and peacebuilding has grown substantially. Not only do we now know that conflicts are experienced differently by women and girls than by men and boys, but also that their roles in conflict and peacebuilding are varied and complex. Women and girls have long been targets of war, regularly subjected to sexual and gender-based violence and enslavement as part of the strategy of combatants. Often left to manage home life when men go off to war, in many countries, women have also been active in protecting their homes and communities. Women may act as peacebuilders, including through women’s organisations and by using

their influence in families and communities. They may also be agents of violence, acting as supporters or combatants in the armed groups. Finally, they may move between these roles, depending on the situation they find themselves in and the opportunities they are given.

In recent decades, as war has morphed from inter-state conflicts between competing armies to include violent armed insurgencies and violent extremist groups, the impact on women has become even more troubling. Despite decades of effort by the women’s movements to focus attention on the gendered impact of conflict, the increase in UN peacekeeping and peacebuilding operations during the 1990s saw the continued application of narrowly-focused military responses, with little attention paid to addressing the particular needs of women in conflict-affected contexts. Women also continued to be overlooked for peacekeeping operations and excluded from subsequent peace processes. In response to ongoing gender-blind international responses to conflict, the women’s movement ramped up its efforts to force governments to act. In 2000, this lobbying came to a head, with the UN Security Council leveraging the political momentum of the new millennium to officially acknowledge women’s exclusion from peace-making and peacebuilding and to call for action.

UN Security Council Resolution 1325 (2000)

UNSCR 1325 and four pillars of WPS The Women, Peace and Security (“WPS”) agenda was formally initiated by the landmark UN Security Council Resolution 1325 (2000), which was adopted on 31 October 2000.⁴ UNSCR 1325 affirmed the important role of women in the prevention and resolution of conflicts and in peace-building initiatives.

The WPS agenda rests on four pillars:

Prevention	Prevention of conflict and all forms of violence against women and girls in conflict and post-conflict situations. It calls on stakeholders to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, in situations of armed conflict. Calls for the involvement of women in preventing and resolving conflicts through peacebuilding initiatives and in formal mediation processes.
Participation	Increasing women’s participation and representation in all decision-making levels and governance processes including security sector
Protection	Women and girls are protected from all forms of sexual and gender-based violence and their rights are protected and promoted in conflict situations
Post Conflict Relief and Recovery	Specific relief needs of women are met and their capacities to act as agents in relief and recovery are strengthened in conflict and post-conflict situations

Other Resolutions on Women, Peace and security

SCR 1820: (2008) Resolution 1820 recognizes that conflict-related sexual violence is a tactic of warfare, and calls for the training of troops on preventing and responding to sexual violence, deployment of more women to peace operations, and enforcement of zero-tolerance policies for peacekeepers with regards to acts of sexual exploitation or abuse.

SCR 1888 (2009) focuses on strengthening the implementation of Resolution 1820 by calling for leadership to address conflict-related sexual violence, deployment of teams (military and gender experts) to critical conflict areas, and improved monitoring and reporting on conflict trends and perpetrators of sexual violence.

SCR 1889 (2009) addresses obstacles to women’s participation in peace processes and

calls for development of global indicators to track the implementation of Resolution 1325, and improving international and national responses to the needs of women in conflict and post-conflict settings.

SCR 1960 (2010) calls for an end to sexual violence in armed conflict, particularly against women and girls, and provides measures aimed at ending impunity for perpetrators of sexual violence, including through sanctions and reporting mechanism.

SCR 2106 (2013) provides operational guidance on addressing sexual violence and calls for the further deployment of Women Protection Advisers.

SCR 2122 (2013) calls on all parties to facilitate peace talks with equal and full participation of women in decision-making and peace making and increasing resources for women in conflict

zones. Resolution 2122 also acknowledges the critical contributions of women's civil society organizations.

SCR 2242 (2015) reaffirms commitment to Resolution 1325 and highlights the role of women in countering violent extremism and addresses the differential impact of terrorism on the human rights of women and girls.

SCR 2242 (2015) addresses women's role in countering violent extremism and terrorism

SCR 2493 (2019) urges member states to reaffirm the importance of women to achieving sustainable peace and security through dialogue, mediation, consultations and political negotiations to bridge differences and to end conflicts.

SCR 2493 (2019) Urges member states to create a safe and enabling environment for including formal and informal community leaders, women peace builders, political actors and those who protect and promote human rights to carry out their work independently and without undue interference including in situations of armed conflict, and to address threats, harassment and violence and hate speech against them.

Regional WPS Frameworks Uganda has ratified

1. The Goma Declaration (2008)

The Goma Declaration (2008) of the States of the Great Lakes Region recognizes that sexual violence is a threat to regional peace and security, a major propagator of HIV/AIDS and thus a threat to economic development.

Key provisions and recommendations of the declaration

At the national level/ government

- Fund projects related to the prevention of SGBV and assistance to survivors,

strengthening of institutions working on SGBV.

- Strengthen the judicial systems through training the judiciary in SGBV issues, revising discriminatory laws, simplifying procedures for lodging complaints, providing free legal services to victims, fighting corruption and the trivialization of sexual violence cases.
- Provide specialized and professional training for police, prosecutors and judiciary staff
- Establish protection mechanism for victims and witnesses who are willing to testify in courts against alleged perpetrators
- Strengthen medical structures and services in support of SGBV Survivors
- Decentralize services at the grassroots level for SGBV Victims and their families
- Ensure training for all actors in relation to specific needs of minors/young girls and boys
- Train police, army, prisons, medical workers and social workers in trauma management
- Systematic data collection to strengthen the evidence based on the extent of SGBV and experience of women, girls and young boys
- Conduct public awareness on the rights of women, men, girls and boys and their responsibilities
- Include the prevention of SGBV in the curricula of schools and other learning institution
- Strengthen or set up child protection units at all military or police station
- International Conference on the Great Lakes Region (ICGLR) Pact on Security, Stability and Development in the Great Lakes Region of 2006
- The Intergovernmental Authority on Development's (IGAD) Declaration on the Enhancement of Women's Participation and Representation in Decision Making of 2009
- International Conference Protocol for the Prevention and the Punishment of the Crime of Genocide, War Crimes and Crimes against Humanity and All forms of Discrimination (2006)

- Protocol on the Prevention and Suppression of Sexual Violence against Women and Children (2006)
- The Goma Declaration on Eradicating Sexual Violence and Ending Impunity in the Great Lakes Region (2008)
- Kampala Declaration on Sexual and Gender-Based Violence (2011)

Uganda's National Action Plans (NAPs) on Women Peace and Security

Uganda is among the 83 Countries that have domesticated Resolution 1325 with National Action Plans (NAPs)² on women, peace and security.

The Government of Uganda was the second in Africa (after Ivory Coast, also known as Côte d'Ivoire) to launch a National Action Plan-NAP (2008) to operationalize the UN Security Council Resolution 1325 and 1820 & the Goma Declaration. NAP 1 ended in 2010. In 2011, the government started implementing NAP II (2011-2015). NAP I and II focused on addressing Gender Based Violence and largely prioritized the following areas;

- The Legal and policy frame work
- Improving access to health facilities, medical treatment and psychosocial support services for GBV survivors.

As a result of implementing NAP I&II, the government of Uganda learnt lessons. For example, NAP I&II focused largely on addressing GBV with little attention to conflict prevention and conflict resolution at all levels, the need to disseminate NAP widely so stakeholders and key actors can understand and thus implement their roles among others. These lessons have informed the process of developing NAP III. NAP III has the following outcomes

- i) Increased Meaningful Participation of

Women in Preventing and resolving all forms of Conflict

- ii) More Women Occupying Leadership & Management Positions and Exercising Meaningful Influence over Decision-Making at all Levels, including in the Security Sector
- iii) Increased initiatives for Prevention and Mitigation of Conflicts including those related to Natural and Human-Made Disasters
- iv) Effective Systems and Structures that Create an Enabling Environment across Government and Civil Society for the Successful implementation of NAP III

Session 2: Youth Peace and Security (YPS)

Introduction

In 2015, the United Nations Security Council passed **Resolution 2250** opening the way for the **Youth Peace and Security (YPS) agenda**. Resolution 2250 was the first Security Council resolution on youth, peace and security, highlighting the positive role youth and youth led organisations plan in sustaining peace. The Youth, Peace and Security agenda has gained momentum in recent years and marks a shift in the understanding of who young people are and their role for peace and security. This resolution has been further substantiated through the second resolution is now supported

In countries affected by conflict and violence, young people are commonly perceived as either perpetrators or victims. Turmoil and instability – including in recent years with the Arab Spring – are often explained by countries having large youth populations. The surge in terrorism and violent extremism in the past 15 years also tends to be linked to the role of young men, and increasingly young women. In reality, the role of young people in relation to peace and security is poorly understood and much more complex than these stereotypes suggest.

5 As of December 2019

Resolutions on Youth, Peace and Security

Resolution 2250 (2015) was the first Security Council resolution on youth, peace and security, highlighting the positive role youth and youth led organisations play in sustaining peace. Resolution 2250 was the first Security Council resolution on youth, peace and security, which recognized the role of youth in sustaining peace. The Secretary-General was requested to carry out a Progress Study on youth's positive contribution to peace processes and conflict resolution. The progress study served as a basis for resolution 2419 (2018)

SCR 2419 (2018) is the second resolution by the United Nations Security Council on youth, peace and security and was unanimously adopted reaffirming the important role that youth and youth-led civil society can play in peacebuilding and sustaining peace. It recognizes the positive role young people can play in negotiating and implementing peace agreements and conflict prevention. The resolution urges stakeholders to take young people's views into account and facilitate their equal and full participation in peace and decision making processes at all levels.

At National Level, the National Youth Policy (2016) is premised on the need to address a range of challenges that the youth face in the development process as well as harness their potential to contribute to national development. It provides a basis for holistic integration and inclusion of the youth in Uganda's development while appreciating the current impact of globalisation and its associated advantage and disadvantages. The policy also reflects Government's preparedness to meet needs, interests and aspirations of the youth in line with NDP II, the Constitution of Uganda, regional and international obligations that the country ascribes to.

What have the Youth done in Peace and Security?

The Youth, Peace and Security agenda has gained momentum in recent years and marks a shift in the understanding of who young people are and their role for peace and security. Young people have shown incredible resilience and talent in countering conflict and violence.

Examples of youth in peacebuilding:

Young Women for Peace and Leadership (YWPL)

The Young Women for Peace and Leadership (YWPL) in Bangladesh work to improve the gender-sensitivity of the humanitarian emergency response to the influx of 1.3 million Rohingya refugees. They have provided gender-sensitive, age-appropriate fundamental literacy and numeracy classes to 180 Rohingya refugees and host community women and girls in Cox's Bazar, Bangladesh. Both Rohingya refugees and Bangladeshi women and girls regularly face marginalization and discrimination, and many of them lack access to education and other basic services. Learning to read and write means they can now sign their names on legal documents, read important signs within the refugee camps, access information distributed by government, civil society, and UN agencies, and further pursue their rights and economic opportunities. The literacy and numeracy classes conducted by the YWPL members directly addressed the increasing tensions between the Rohingya refugee population and host communities in Cox's Bazar, as the young women worked to create positive dialogues between the two communities.

Indonesia: Preventing Violent Extremism and Responding to Crises

In Indonesia, Young Women for Peace and Leadership (YWPL) members from communities in Poso, Central Sulawesi, and Lamongan, East Java (often described as hotbeds of

radicalization) advocate for inclusive and gender sensitive measures to prevent violent extremism. They engage key national authorities such as the Ministry of Women's Empowerment and Child Protection and the National Agency for Combating Terrorism. In their local communities, the young women have held advocacy meetings with district-level leaders. They have also organized community discussions on de-radicalization attended by over 70 key stakeholders including the village secretary, village head, local police, youth, religious leaders, and other local actors. This group also organized a campaign called "Peace Goes to School", under which they held community workshops for local students on peacebuilding, economic empowerment, and de-radicalization. In the aftermath of an earthquake in Palu, Central Sulawesi in September 2018, the YWPL members were among the first responders on the ground, providing relief services and fundraising for support to the victims. In response to the global novel coronavirus (COVID-19) pandemic, these young people have mobilized to deliver food and medicine packages to those most vulnerable in remote and rural communities. By securing local buy-in and distinguishing themselves as significant actors in their local communities, the YWPL members in Indonesia are creating space to meaningfully participate in building sustainable peace and development.

South Sudan: Theatre for Dialogue

Responding to the huge gap in literacy rates of women and men in South Sudan, the YWPL programme places emphasis on gender-sensitive literacy education as the first step towards empowerment. After the outbreak of war in 2016, many YWPL members were relocated to the Rhino Refugee Camps in Uganda. Following months of no formal education in the refugee camps, the YWPL decided it was time for them to teach literacy and numeracy. They conducted monthly literacy and numeracy trainings to other young women and girls in these camps to ensure

they continued their education – including peacebuilding education. The young women peacebuilders also used community theatre to build a culture of peace and promote non-violent conflict resolution. They performed skits on water-related quarrels, resource conflicts, and community issues that were often observed or experienced. With each kit, the young women presented creative solutions to the problems they showcased. The theatre performances were well received, as they identified and resolved many local, everyday problems faced by members of the community. This creative and collaborative approach to peacebuilding brought more dialogue and understanding.

Exercise

In groups, discuss some of the situations of conflict in your district that provide an opportunity for you as young people to conduct peace building work.

Module 6: Youth as Nation Builders

The Government of Uganda recognises the important role the youth play in national development. The youth population represents an exceptional potential with energy, talent and creativity. The youth Policy targets all persons aged between 18-30- 22.5% of the population -need to channel the youth in constructive ways. Your needs, your desires, and ambitions if channeled in positive ways can lead to enormous progress.

Youth share of unemployment in Uganda is estimated at 22.5%. Young People a great **role** in **nation-building**. They have the power to help a country develop and move towards progress. They are responsible for bringing social reform within a country. They can help move a country out of conflict into peace. The **youth** of a country determine the future of a **nation**.

The youth of any country is a great asset. They are indeed the future of the country and represent it at every level. The intelligence and work of the youth will take the country on the pathway of success. As every citizen is equally responsible, the youth is too for they are the building blocks of a country. The youth can bring social reform and improvement in society.

The youth has the power to build a nation for they have the perspective which the older generations lack. Their zeal and enthusiasm must be channeled properly to help a nation prosper and flourish. They tend to underplayed themselves in the field of the politics, but they are a strong force in social movements. Youths are problem solvers. The youth need to aware of their power and the role they have to play in nation-building for they are change agents. They are the evolver of social, economic, political and cultural transformation and the driving force for change.

The youths are important for bringing peace to a nation for they play a vital role in the

constructive process of building social cohesion, economic prosperity and political stability in an inclusive and democratic way. Young people can be essential in bringing different groups together, whether tribes, ethnicities or races, because such barriers do not exist where the youth are concerned.

How Youth Contribute to Nation Building

Youth as Citizens

Citizenship, is a **relationship between an individual and a State** to which the individual owes allegiance and in turn is entitled to its protection. Citizenship and implies not only rights as well as responsibilities.

Who is a citizen of Uganda? Every person born in Uganda, one of whose parents or grandparents is or was a member of any of the indigenous communities existing and residing within the borders of Uganda as at the first day of February, 1926 and set out in the third schedule of the constitution. (Article 10a of the constitution)

1. Every person born in or outside Uganda one of whose parents or grandparents was at the time of birth of that person, a citizen of Uganda by birth.
2. A child of not more than five years of age found in Uganda whose parents are not known is presumed to be Ugandan
3. A child under the age of eighteen years neither of whose parents is a citizen of Uganda, who is adopted by a citizen of Uganda upon registration shall be a citizen of Uganda
4. A person who successfully applies for and is registered as a citizen of Uganda

In Uganda, one can have a dual citizenship. This means the simultaneous possession of two citizenships of which one is Uganda.

Duties of a citizen of Uganda

It is the duty of every citizen of Uganda-

1. To respect the national anthem, flag, coat of arms and currency;
2. to respect the rights and freedoms of others;
3. to protect children and vulnerable persons against any form of abuse, harassment or ill-treatment
4. To protect and preserve public property;
5. To defend Uganda and to render national service when necessary;
6. To co-operate with lawful agencies in the maintenance of law and order;
7. To pay taxes;
8. To register for electoral and other lawful purposes;
9. To combat corruption and misuse or wastage of public property; and
10. To create and protect a clean and healthy environment.

Documents a Citizen of Uganda should have and entitled to include; National Identity Card, Passport and Birth Certificate among others.

Youth in Governance— Through political awareness and public enlightenment campaigns, policy advocacy, and active involvement in the electoral process, Uganda's youth can influence decisions, policies and programmes to promote good governance. Engaging in policy making can transform national identity, belonging and purpose in powerfully engaging ways, both for young people and adults. Given opportunities to be elected to office, serve in governmental roles and conduct official business, youth can become substantive nation-builders whose roles ensure relevance, effectiveness and sustainability. Good governance and civic responsibility are basic ingredients for national development. Participation of the youth in democratic and political processes promotes ownership in their efforts to improve their well-being and demand for accountability in service delivery

Youth-Led social development Programs— Youth-led action focused on

nation-building can include social, cultural and political engagement that helps people of all ages learn, grow and become active citizens. Youth-led programs must start with awareness raising and education so that the youth can deliberately move from being passive recipients of adult-led programs to self-led. This can support long-term commitment and significant outcomes.

Youth as Advocates— Youth is age of discovery and dreams. Youths are fighters. They fight problems which countries and the world face today. They need good values to handle conflicts in a non-violent and constructive way. The voice of the youth as advocates can shift opinions, attitudes and cultures, when their needs and concerns are not addressed. Rallying their families, peers and communities, youth can lead awareness and promotion campaigns, develop research projects, teach nation building, evaluate existing initiatives and effort, and demand their involvement in decision-making. The youth should be "active drivers" rather than "passive recipients" of development processes.

Youth as role models

You can be role models by leading exemplary lives, serving serves as an example—inspiring children and teenagers how to live with integrity, optimism, hope, determination, and compassion. These play an essential part in a child's positive development. Teenagers select role models, whether good or bad, to emulate. As they strive to develop a sense of identity and purpose, role models become important in helping teenagers identify the behaviours, attitudes and qualities they need to succeed in life. The youth of Uganda could be this role model to millions of teenagers and adolescents.

Youth as Peacebuilders.

The youth can help reconcile hostile communities. Example of Nigerian youth after the Biafra war. They mobilised from across ethnicities and started supplying food and other essential commodities across ethnic

and religious barriers. Not only are the youth commonly the victims of various forms of violence perpetrated by these groups, they are also victims of the collateral damages of the phenomenon, such as displacement and loss of livelihoods; psychological strain and trauma; and the spread of intolerance and intimidation in spaces of interaction and recreation. Democracy and good governance can only be nurtured and sustained in an environment of peace, security and stability. Where these are lacking, it is not only democracy and good governance that suffer, but also social progress, making the future of the youth seriously compromised. Through their organising, implementing community oriented initiatives, the youth can build bridges of understanding across ethnic groups, across political affiliations and religious divide and contribute to peace in their communities and nationally.

Youth Countering Violent Extremism

Given their vulnerability, the youth has the greater responsibility to promote peace, security, stability and national unity. The youth world-wide have been significantly affected by violent extremism. In some cases, their search for meaning and a path in life has been manipulated and usurped by opportunists to entice them into extremist behaviour and violence. Young people may be vulnerable to the lure of “money today”, sense of belonging and a promise of glory, but the vast majority of young people aspire to build a better future for themselves and their families, and can see the appeals of opportunists and extremists for the empty illusions and blatant lies they are. Young people represent promise and potential, not peril or problems. They must learn to shun opportunists, they must engage in community and governance decision making structures and become active citizens.

Youth Participation in Electoral Processes in Uganda

Youth as Voters- Know the need to Register as

a Voter

All Registered Ugandans are eligible to Vote. All citizens over 18 years are eligible to register as Voters. The Electoral Commission has offices in all districts of Uganda, where registration takes place. Registration is done at the district headquarters by the Commissions’ District Registrars. The Commission also registers people at its head office in Kampala. Eligible voters can register from either their place of residence or place of origin. However, Eligible voters should not register more than once. It is a crime to register more than once! If you are over 18 and you are not registered as a voter, you have chosen to disenfranchise yourself.

The Electoral Commission uses the Photo-bearing register. This means that only people whose photos have been taken by the Commission can be sure that they have been registered. Therefore, it is very important during display periods to go to the Voter Roll/Register display centers where you registered from and Check to see that you are on the register. If you are not launch your query through the display officer with the details of your registration. There is also an online link <http://www.ec.or.ug/register> which you can use to check for your registration details.

Youth as Candidates

The constitution of Uganda, Article 72 (4) states that any person is free to stand for an election as a candidate, independent of a political organization or political party.

President: Qualifications for candidates (Presidential Elections Act 2000)

A person is not qualified for election as President unless that person is:

1. A citizen of Uganda by birth;
2. At least eighteen years and above;
3. Has completed a minimum formal education of Advanced Level standard or its equivalent; and

4. Is a registered voter.
5. A person is not qualified for election as a President if that person
6. Is of unsound mind;
7. Is holding or acting in an office the functions of which involve a responsibility for or in connection with the conduct of an election;
8. Is a traditional or cultural leader as defined in clause (6) of Article 246 of the Constitution
9. Has been adjudged or otherwise declared bankrupt under any law in force in Uganda and has not been discharged;
10. Is under a sentence of death or a sentence of imprisonment exceeding nine months imposed by any competent court without the option of a fine;
11. Has within the seven years immediately preceding the election, been convicted by a competent court of a crime involving dishonesty or moral turpitude; and
12. Has within the seven years immediately preceding the election, been convicted by a competent court for contravention of any law relating to elections conducted by the Commission.

Note: A public officer or a person employed in any government department or agency of the government or an employee of a local government or anybody in which the Government has controlling interest who wishes to stand for election as President shall resign his or her office before nomination day. Evidence of resignation shall be presented to the Returning Officer together with the Nomination Paper.

Member of Parliament: Qualifications for candidates (The Parliamentary Elections Act, 2005)

A person is qualified to be a Member of Parliament if that person:

1. is a citizen of Uganda;
2. is a registered voter; and
3. has completed a minimum formal education of Advanced Level standard or its equivalent.

A person is not qualified for election as a Member of Parliament if that person:

1. Is of unsound mind;
2. Is holding or acting in an office the functions of which involve a responsibility for or in connection with the conduct of an election;
3. Is a traditional or cultural leader as defined in clause 6 of Article 246, the Constitution of the Republic of Uganda;
4. Has been adjudged or otherwise declared bankrupt under any law in force in Uganda and has not been discharged; or
5. Is under a sentence of death or a sentence of imprisonment exceeding nine months imposed by any competent court without the option of a fine;
6. Has, within the seven years immediately preceding the election, been convicted by a competent court of a crime involving dishonesty or moral turpitude; or
7. Has, within the seven years immediately preceding the election, been convicted by a competent court for contravention of any law relating to elections conducted by the Commission.

District chairperson- Qualifications for candidates (Local Government Act, 1997 as amended).

There shall be a district chairperson who shall—

1. be the political head of the district; and
2. be elected by universal adult suffrage through a secret ballot.

A person is not qualified to be elected district chairperson unless he or she is—

1. qualified to be elected a member of Parliament;
2. at least thirty years and not more than seventy-five years of age; and
3. a person ordinarily resident in the district

Local Government Councilors- Qualifications for candidates (Local Government Act, 1997 as amended).

A person is qualified to be a member of a district or city council other than the chairperson if that person—

- (a) is a citizen of Uganda;
- (b) is a registered voter.

A person shall not be elected a local government councilor if that person—

1. is of unsound mind;
2. is acting in or holding an office the functions of which involve a responsibility for or in connection with the conduct of an election under this Act;
3. is a traditional or cultural leader as defined in article 246(6) of the Constitution;
4. is under sentence of death or imprisonment exceeding six months without the option of a fine; or (e) is employed by that local government council.

There are also opportunities for youth participation electoral process in the National Youth Council structure, Women council structure and Youth and women structures of various political parties.

Multi-Party Politics

A multi-party system is a political system in which multiple political parties across the political spectrum run for national election, and all have the capacity to gain control of government offices, separately or in coalition. In Uganda, a referendum on restoring multi-party politics was held in Uganda on 28 July 2005. Political parties had been banned from competing in elections for nearly 20 years in order to curb sectarian tensions.

Some of the listed political parties in Uganda include the following: Alliance for National Transformation, Conservative Party, Democratic Party, Federal Democratic Party, Forum for

Democratic Change, Justice Forum, Labour Party, National Democrats Forum, National Resistance Movement, National Unity Platform, People's Development Party, Uganda People's Congress and Uganda Socialist Green Party among others. Membership to political parties vary as they have different constitutions.

Political Parties are the main gatekeepers for candidates to participate in elections. Parties therefore have great influence over the degree of young people's political participation at local, regional, and national levels. Parties determine which candidates are nominated and elected and which issues achieve national prominence. They decide who will be placed on their candidate lists and at which position. However, it is also important to note one can choose to run/contest as an independent. This implies that the candidate does not align his/ her candidature to any political party.

Membership to Political Parties

Different political parties have different criteria on how can be a member. For example, in National Resistance Movement- Membership to NRM is open to all Ugandans, irrespective of ethnic identity, sex, tribe, creed or religion, birth, economic status, race and disability or other sectional division, who are prepared to abide by its Constitution, Code of Conduct, Rules, Regulations and Bye-laws as may from time to time be made. People interested in joining NRM are encouraged Contact the secretary to the nearest Cell (village) or any other Branch Executive Committee member for registration, upon completion of registration an oath of allegiance to NRM will be made and then a membership card issued. It is important to know membership requirements for different political parties from respective offices and existing members.

Exercise:

In groups discuss why many youths 18 and above do not bother to register to vote.

Discuss why many young people who are registered,

Please Note.

1. It is your right to vote if you are 18 and above.
2. If you do not vote, someone else votes for you.
3. You give away your power to decide and choose who your leader will be for the next five years
4. If you neglect to register to vote, you have no reason to complain if people who are not good leaders are voted into power
5. The youth between 18-26 are the majority of voters in Uganda. Think about what this would mean if every youth in that age bracket registered and actually turned up to vote.

Module 7: The Youth in Promoting Peaceful Elections

Context- Election related Violence in Uganda

Uganda will hold the next general elections in 2021, with Presidential and Parliamentary elections in February and Local Council Elections in May. However, elections of various other groups at different levels began in April 2020. Since 2001, Uganda has experienced violence during election campaigns, on voting day and in weeks and months following each election. Often gangs of youth and youth militias are recruited and used by opportunistic politicians to disrupt campaign rallies of opponents, to kidnap and beat up political candidates opposing the candidates they support, and generally cause mayhem.

Due to high youth unemployment levels, many youths are vulnerable to such recruitment for a small fee. They engage in running battles with the police on the streets during election campaigns, and many of them get injured, arrested and a number have lost their lives. Behind each such a young person, there is a mother praying for protection of her child, there is a father with high hopes of what his son aspirations of many family members. So the election campaign period is always tense, the level of violence increases and insecurity increases. A survey of the population in 2018 showed that many people involved in election preparations and politics expect violence around the 2021 election. It does not have to be that way.

Measures to prevent election related violence

1. Peace messaging.
2. Intense voter education and mobilization.
3. Peace committees at community level – would hold sustained dialogue during elections.
4. Strategic engagement with the cultural

- leaders.
5. Strategic engagement with the religious leaders.
6. Increased participation of women and youth in promoting peaceful elections.

Discussion Question

What can youth do to prevent Election related Violence?

How can Youth contribute to peaceful means of resolving conflicts?

Youth as Election Observers and Monitors

Youth can contribute to peaceful election by participating in Election monitoring and Observation.

According to Section 16(1) of the Electoral Commission Act, CAP 140, the Electoral Commission accredits any individual, group or institution to act as election observers. An election observer is an individual or a group accredited by EC to observe and evaluate the electoral process. They assess whether the electoral process is free and fair and make recommendations for reform and improvement.

There are two broad categories of election observers, namely: national and international observers.

National observers are citizens/organizations of the country where the election is being held while International Observers are sponsored by international organizations and governments. The sponsors are usually the European Union, the Commonwealth and the African Union in the case of Uganda.

Election Observation is important for various reasons, in as far as it:

- a) Enhances public confidence in the electoral process
- b) Encourages the Electoral Commission

to be independent and maintain a good reputation;

- c) Promotes accountability and transparency;
- d) Eases political tensions;
- e) Deters improper practices;
- f) Enhances credibility of the electoral process;
- g) Assesses the legitimacy of the electoral process and the outcome in accordance with the national laws and internationally accepted standards; and
- h) Contributes to resolution of conflict between parties.

Roles of election Observers in Uganda

- a) Ascertaining the adequacy of the electoral legal frame work for purposes of holding free and fair General Elections;
- b) Observing and verifying the impartiality and legality of decisions taken by the Electoral Commission and its Officers;
- c) Observing the verifying of the registration of voters as provided for under the Electoral Commission's guidelines, the Electoral Laws and the Constitution of the Republic of Uganda, 1995 (as amended);
- d) Ascertaining the voters/public awareness on the entire Election's Process;
- e) By studying their participation in General Election's campaign process/programs;
- f) By studying the ease with which those campaigning access the public; or
- g) Role of stakeholders e.g. Government, Electoral Commission, Media, Police, Political Parties, Candidates, Voters, etc.
- h) Observing and verifying the process as provided in the Electoral Laws of Uganda.

Conflict Early Warning and Reporting

Conflict Early Warning is defined as "a process that: (a) alerts decision makers to the potential outbreak, escalation and resurgence of violent conflict; and (b) promotes an understanding among decision makers of the nature and impacts of violent conflict."

Conflict early warning involves the regular collection and analysis of data on conflicts, by systematically monitoring and reporting conflict indicators. The field of conflict early warning seeks to forecast the outbreak of a conflict, or, at minimum, to detect the early escalation of violence, aimed at preventing the outbreak or further escalation of violence in order to save lives.

The following are the examples of Conflict early warning signs

- a.) Body language. How peoples' facial expressions of frustration and body language reveal how they are really feeling.
- b.) Behavioral changes. People withdrawing, not inputting or remaining silent when this is out of character.
- c. Strange comments made. Comments that puzzle you until you finally catch on and then it all makes sense.
- d.) The words people choose. These become more and more emotive as the conflict deepens.
- e.) Negative feedback and comments
- f.) A lack of tolerance.
- g.) Complaints about anything

Discuss some of early warning signs that may result into election related violence. Note that the signs of early warning signs may vary from person to person, situations and circumstances.

Module 8: Action Planning

Increasing Youth Participation in Governance Action Planning Template

Objective:

Activities	Time Frame	Support Needed	Person Responsible



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