A Training Handbook for Women CBOs

Gender Equality, Women Empowerment and Ending Violence against Women and Girls

A Resource developed by
Coalition for Action on 1325 (CoACT)
in partnership with
Women’s Peace and Humanitarian Fund (WPHF).
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>CAO</td>
<td>Chief Administrative Officer</td>
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<td>CBOs</td>
<td>Community Based Organizations</td>
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<td>CEDAW</td>
<td>Convention on Elimination of all forms of Discrimination against Women</td>
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<td>CoACT</td>
<td>Coalition for Action on 1325</td>
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<td>CSOs</td>
<td>Civil Society Organization</td>
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<td>CSR</td>
<td>Corporate Social Responsibility</td>
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<td>DCDO</td>
<td>District Community Development Officer</td>
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<td>EVAWG</td>
<td>Ending Violence against Women and Girls</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>GAAP</td>
<td>General Accepted Accounting Principles</td>
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<td>GAD</td>
<td>Gender and Development</td>
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<td>GBV</td>
<td>Gender Based Violence</td>
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<td>GEWE</td>
<td>Gender Equality and Women Empowerment</td>
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<td>GRB</td>
<td>Gender Responsive Budgeting</td>
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<td>HIV</td>
<td>Human Immune Virus</td>
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<td>HR</td>
<td>Human Resource</td>
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<td>ICGLR</td>
<td>International Conference on the Great Lakes Region</td>
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<td>KALI</td>
<td>Karambi Action for Life Improvement</td>
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<td>KIPs</td>
<td>Kids for Peace</td>
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<td>LAP</td>
<td>Local Action Plan</td>
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<td>LC</td>
<td>Local Council</td>
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<td>LPO</td>
<td>Local Purchase Order</td>
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<td>MGLSD</td>
<td>Ministry of Gender Labour and Social Development</td>
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<td>MOVs</td>
<td>Means of Verification</td>
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<td>NAP</td>
<td>National Action Plan</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NSSF</td>
<td>National Social Security Fund</td>
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<td>OVIs</td>
<td>Objectively Verifiable Indicators</td>
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<td>PAYE</td>
<td>Pay as You Earn</td>
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<td>RBM</td>
<td>Results Based Management</td>
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<td>RDC</td>
<td>Resident District Commissioner</td>
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<td>RIDE Africa</td>
<td>Human Rights Democracy Link Africa</td>
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<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<td>SRHR</td>
<td>Sexual Reproductive Health Rights</td>
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<td>STIs</td>
<td>Sexually Transmitted Infections</td>
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<td>UDHR</td>
<td>Universal Declaration of Human Rights</td>
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<td>UNSCR</td>
<td>United Nations Security Council Resolution</td>
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<td>WAD</td>
<td>Women and Development</td>
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<td>WID</td>
<td>Women in Development</td>
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<td>WPS</td>
<td>Women, Peace and Security</td>
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<td>YOPA</td>
<td>Young Women Peace Academy</td>
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FOREWORD

Coalition for Action on 1325 (CoACT) is incredibly pleased to introduce the Training Handbook on Gender Equality, Women Empowerment (GEWE) and Ending Violence Against Women and Girls (EVAWG). We believe this resource add value to the available wealth of training resources and help partners and practitioners build expert teams to meet the growing demand at national and local levels. The goal of this handbook is to strengthen the capacity of women CBOs to advance gender equality and End Violence against Women and Girls. This handbook has been developed as a guide for CBOs and other partners implementing programmes on Gender Equality and Women Empowerment and Violence against Women and Girls prevention and response.

Violence against women and girls (VAWG) remains one of the most oppressive forms of gender inequality and a fundamental barrier to equal participation of women and men in social, economic, and political spheres. Such violence impedes not only gender equality but also the achievement of a range of development outcomes. VAWG is a complex and multifaceted problem that cannot effectively be addressed from a single standpoint position. The prevention of and response to such violence require coordinated action across multiple sectors.

Experiencing violence prevents women from contributing to and benefiting from development initiatives by limiting their choices and ability to act. The deprivation of women resulting from VAWG should be of central concern to Governments as an intrinsic human rights issue.

CoACT recognizes the need for a comprehensive training handbook for partners to ensure full understanding of gender equality and VAWG to prevent and respond effectively to violence and other forms of conflicts in their communities where they operate. The training handbook is intended to be used to train Community Based Organizations (CBOs) and women rights groups, civil society organisations as well as officials from specific state agencies such as the Police, Health facilities and social welfare personnel and indeed all stakeholders who interact with survivors of violence in any way.

We appreciate CoACT members and partners who committed time to draft different modules of the handbook and those who reviewed it page by page during the validation workshop for their valuable input. These members and partners are Karambi Action for Life Improvement (KALI), Human Rights Democracy Link Africa (RIDE Africa), Rwenzori Consortium for Civic Competence (RWECO), Transforming Conflicts for Development (TRACODE), CARE for African Initiative, Women and Girl Child Development Association (WEGCDA), Visionary Lady Foundation, Regional Women’s Network (Uganda Chapter), as well as Ministry of Gender Labour and Social Development (MGLSD) and UN Women.

We are grateful to the CoACT team that was composed of Gorett Komurembe, Albert Mwesigwa, Obed Mugisha, and Irene Arinaitwe for the hours spent brainstorming and reading to develop the initial draft, and Robena Urubamba who did the final editing of the Handbook.

To our funding partners, Women’s Peace and Humanitarian Fund (WPHF) and UN Women without whose support, this project would not have been possible, thank you for supporting and believing in what we do.

Robinah Rubimbwa

Executive Director
About Coalition for Action on 1325 (CoACT)

The Coalition for Action on 1325 (CoACT) is an NGO established in Uganda under certificate number 4678. We bring together women-led organizations to promote gender equality and women empowerment. Our members implement programmes that increase women’s capacity to effectively participate in politics and governance, conflict prevention and resolution processes; lead advocacy to address violence against women and girls; provide psychosocial support to women affected by conflict and GBV, increase women’s economic empowerment; and mentor young women to effectively participate in governance and peacebuilding.

Our Goal is to enhance gender equity, justice, inclusive governance, and peace. We desire for women’s voices and agency to be amplified and included in all levels of key decision-making spaces including peace processes.

We envision a peaceful world where women and men, girls and boys live in and promote peace, and exist to inspire women’s leadership, amplify their voices, and coordinate civil society action to prevent and resolve conflict, and significantly contribute building sustainable peace.

Our Strategies

To achieve our mission, we build women’s leadership, and deepen the understanding and appreciation of young women & men, civil society organisations and government institutions for effective design and implementation of policies and programmes that bring about social justice and meaningful peace and security for all. We are locally rooted, and regionally and globally connected. We are committed to continuing to improve the localization strategy, a proven model for the implementation of the women peace and security agenda. We are informed by the findings of the evaluation of the impact of localization on NAP implementation, the Global Study on the implementation of Resolution 1325, as well as continuous participatory reviews in Uganda and globally.

We have formed functional coordination mechanisms at the national and Local Government levels which help enhance CSO effectiveness. We continue to consolidate this our flagship Programme- Localization of the Women Peace and Security (WPS) Agenda through deepening knowledge and skills of partners and scaling up the programme to cover more districts each year.

We continue to be intentional in increasing the numbers of women including young women participating in conflict prevention and resolution processes through our Women and leadership programme that enhances women’s leadership skills, the Youth Action for Peace Programme that grows the next generation of women and men peacebuilders with its three components: the Kids for Peace (KIPs) component, we introduce young people in primary schools to peace education; the Young Women’s Peace Academy (YOPA) that trains young people as the next generation of women peacebuilders, mediation and peace keepers; and, the Youth in Electoral Processes (YEP) that targets youth to promote peaceful elections as candidates, voters and election observes & monitors. We coordinate civil society participation in the implementation, monitoring and evaluation of Uganda National Action Plan (NAP) on Women, Peace and Security each year. We are members of the National NAP Technical Committee and represent CSOs on the National NAP Steering Committee.

We continue to be a key player in national, regional, and global advocacy on Gender Equality and Women Empowerment, and EVAWG.
Introduction and Background

Developing the Handbook: The Process

In August 2020 and with support from the Women’s Peace and Humanitarian Fund (WPHF) and UN Women, CoACT conducted an online needs assessment of Community Based women-led Organizations from selected districts to establish their capacity in advancing Gender Equality and Women Empowerment (GEWE) and Elimination of Violence Against Women and Girls (EVAWG) at community level. A number of partners and members of CoACT responded to the online questionnaire through their Executive Directors, Coordinators, Programme Officers and Officers managing the finances of the organisations. The findings from this process informed the initial drafting of the training handbook for women CBOs and other partners that work to advance GEWE and end VAWG.

The draft was validated by key partners and stakeholders in a meeting on September 18th, 2020 in Kampala. The CoACT integrated comments generated and subjected the revised to an intense editorial process.

Why this Training Handbook?

The overall goal of this handbook is to provide a resource for women CSOs that engage in capacity enhancement initiatives for grassroots partners to advance gender equality and end violence against women and girls. The handbook has two specific objectives, namely:

1. A guiding framework for trainers of women CBOs on gender equality and EVAWG.
2. Enhancing knowledge and skills among women CBOs and other women’s rights groups to influence institutions and communities to prevent and respond to VAWG.

Who is the Handbook for?

The Handbook targets CSOs, consultants and partners who train women CBOs in Uganda specifically focusing on promoting GEWE and ending VAWG in their target communities. The handbook is a handy resource for trainers to provide participants with information, knowledge, and hands-on skills on GEWE, and EVAWG prevention and response.
Module 1  Application of Human Rights and Human Rights Approaches

Module description

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. 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 GEWE and protect women and girls from violence. The module aims at increasing participants’ knowledge, understanding and application of human rights and human rights approaches.

What are Human Rights?

Human rights are righting 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.

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 World Wars, the Holocaust in which thousands of Jews were killed and the grinding poverty of much of the world’s population, world leaders sought to establish standards 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 the United Nations Member States like Uganda commit themselves in effort to provide all people a life of human dignity.

**A. International, Regional and National Human Rights Instruments**

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

The Declaration of Human Rights was a result of the devastating holocaust, the destruction of property and killing 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).


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. The Convention 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.

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 consider 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.


The Beijing Declaration and 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:

1. The persistent and increasing burden of poverty on women,

2. Inequalities and inadequacies in and unequal access to education and training,

3. Inequalities and inadequacies in and unequal access to health care and related services

4. Violence Against Women,

5. The effects of armed or other kinds of conflict on women, including those living under foreign occupation

6. Inequality in economic structures and policies, in all forms of productive activities and in access to resources,

7. Inequality between men and women in the sharing of power and decision making at all levels,

8. Insufficient mechanisms at all levels to promote the advancement of women,

9. Lack of respect for and inadequate promotion and protection of the human rights of women,

10. Stereotyping of women and inequality in women’s access to and participation in all communication systems, especially in the media,

11. Gender inequalities in the management of natural resources and in the safeguarding of the environment and,

12. 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.


The United Nations Security Council Resolution (UNSCR) 1325, unanimously
adopted on October 31, 2000, grew out of concern for protection of women in situations of armed conflict. The resolution marked the first time the Security Council held a conversation on the situation of women in conflict and post conflict contexts and acknowledged that conflict and insecurity affect women differently from the way it affects men.

UNSCR 1325 consists of four pillars of participation, protection, prevention and relief and recovery.

- **Participation**: Calls for increased participation of women at all levels of decision making, including in national, regional, and global institutions
- **Protection**: Calls specifically for the protection of women and girls from sexual and gender-based violence, including in emergency and humanitarian situations, such as in refugee camps
- **Prevention**: Calls for improving intervention strategies in the prevention of violence against women
- **Relief and Recovery**: Calls for advancement of relief and recovery measures to address international crises through a gendered lens

Since 2000, there has been growing evidence that support the increased participation of women in conflict prevention, resolution, and peacebuilding. Statistical analysis shows that peace agreements are 35 percent more likely to last at least 15 years if women participate in their creation and that the participation of civil society groups, including women’s organizations, makes a peace agreement 64 percent less likely to fail. Higher levels of gender equality are associated with a lower propensity for conflict, both between and within states. It has also been noted that female security sector officials frequently have access to populations and venues that are closed to men, which allows them to gather intelligence on potential security risks.

As of November 2020, there are nine more Security Council resolutions making up the women, peace, and security (WPS) agenda. The agenda has been broadened beyond armed conflict to include a broad definition of human security. The resolutions

**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) Resolution 1888 strengthens the implementation of Resolution 1820 by calling for leadership to address conflict-related sexual violence, and improved monitoring and reporting on conflict trends and perpetrators.

**SCR 1960**: (2010) Resolution 1960 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 measures.

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

**SCR 2493** (2019) Urges Member States to facilitate the full, equal, and meaningful participation of women, address threats, harassment, violence, and the space to remain committed to increasing the number of uniformed and civilian women in peacekeeping operations.

**Other International Frameworks that Promote GEWE**

5. The Commonwealth Priorities for Gender and Women’s Empowerment

6. The International Covenant for Civil and Political Rights (ICCPR),

7. International Covenant on economic and social cultural rights,

8. The Sustainable Development Goals (2030 Agenda, specifically Goal 5 and 16.


**B. Regional Frameworks that promote gender equality and women empowerment.**


The African Charter on Human and People’s Rights (ACHPR) adopted by Heads of States of Africa 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.

**Key Articles**

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

ii Equal protection and equality before the law (Article 3)

iii The right to the respect of dignity of a human being (Article 5)

iv The right to receive information, right to express and disseminate opinion (Article 9(1)(2))

v Right to health (Article 16)

vi Right to education (Article. 17(1))

vii Right of an adult woman and man to form a family (Article. 18)

viii 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).
2. 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.

3. 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 aid 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 out-
Put of the conference was a declaration committing the Member States to unite, to prevent, end impunity and provide support to the victims of SGBV.

**Key issues:**

i. 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.

ii. 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.

iii. 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.

iv. SGBV continues to manifest itself in peacetimes, during conflict and in post conflict situations despite the existing legal frameworks against it.

**Commitments:**

i. The Declaration emphasizes prevention and eradication of Gender Based Violence in the region. Measures that were 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.

ii. Declaring zero tolerance on SGBV crimes and impunity.

iii. Providing support to victims and survivors of SGBV through establishment of recovery centres that offer comprehensive services and strengthening income generating programs and initiatives.

iv. The government of Uganda committed to offer a regional SGBV training facility.

v. Put in place a media strategy to facilitate sensitization on SGBV and expose atrocities committed.

The government of Uganda implemented a Zero Tolerance Campaign on SGBV during the 16 days of activism, established and 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, CSO’s need to continue the fight against SGBV and monitor Uganda’s compliance with Kampala Declaration on SGBV.

**C. National Laws and Policies that promote GEWE and prohibit VAWG**


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 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(2) protects all persons from deprivation of property.

- Articles 31(3) entitles women and men to equal rights during and after marriage.

- Article 33(4) Women shall be accorded full and equal dignity of the person with men.”

- Article 33(5) 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(6) accords affirmative action to women for purposes of redressing the imbalances created by history, tradition or custom.

- Article 33(7) 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”.

2. The Uganda Gender Policy (2007)

The Uganda Gender Policy (1997 and reviewed in 2007) is a framework for redressing gender imbalances. It provides guidance to 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

Roles and responsibilities of Civil Society Organizations

- Translate the Uganda Gender Policy 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 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, colour, race, ethnic origin, tribe, birth, creed, health status, disability, social and economic standing, or political opinion. According to the Act, equal opportunities mean 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

i 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 favour of marginalized groups.

ii Investigate or inquire into complaints made by individuals or groups on any act, circumstance, conduct, omission, or program which amounts to discrimination.

iii 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.

iv Develop, conduct, and manage information and educational programs to facilitate and promote public awareness, understanding and acceptance of equal opportunities.

v Undertake research and organize, coordinate, and promote workshops and seminars, conferences and public discussions on equal opportunities and treatment.

vi Consider recommendations, suggestions and requests concerning the promotion of equal opportunities

vii Monitor Uganda’s compliance with relevant provisions of international and regional commitments


The Domestic Violence Act states that 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

i. Prohibits domestic violence and criminalizes the practice.
ii. Provides that consent of a victim shall not be a defence to a charge of domestic violence.

iii. Provides for the protection and relief of victims of domestic violence and remedies for the punishment of perpetrators of domestic violence.

iv. Provide for procedures and guidelines to be followed by courts in relation to protection and compensation of victims of domestic violence.

v. Provides for the jurisdiction of courts including the issue of protection orders and enforcement of orders made by the court.

vi. Provides for empowering the family and children’s court to handle cases of domestic violence and for the protection and relief of victims.

While Uganda has made progress as far as the Act and its Regulations are concerned, at the community level, pre-existing difficulties preventing survivors of GBV from accessing justice have not yet been addressed. The Local councils, clan and opinion leaders tend to 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.

5. 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.

6. 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.


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.

8. 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.
Module description
This module presents selected concepts central to Gender Equality and women empowerment. The module gives clarity on the concepts and strategies to enhance appreciation of gender in relation to development and how to address relations of inequality in different settings. The module aims to increase participants’ understanding and appreciation of key gender concepts and their application for policy and practice within communities and institutions.

Conceptualization of Gender

Activity: The facilitator introduces the session by asking participants to mention proverbs/sayings that are common in their societies that tend to treat men and women differently. All proverbs are written on the flip chart and then the facilitator asks the following guiding questions.

1. What is the direct and hidden meaning of these proverbs?
2. What do they say about how women and men in different societies are supposed to behave?
3. What happens when they behave differently?
4. Are expectations and behaviors of women and men changing?

The trainer writes gender concepts on a flip chat and hangs them around the room. Participants are asked to define and share their reflections on the different gender concepts. The trainer then leads a discussion and guides participants to the meaning of each term.

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 are God given, universal and unchangeable. However, the social meaning attached to a person’s sex may differ depending on the communities they belong to.
Gender roles

Gender roles are learned behaviours 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 roles are classified into 3 categories, namely

1. Productive Gender Roles: Refer to income-generating work undertaken by either men or women to produce goods and services.
2. Reproductive Gender Roles: Refer to child rearing and the care economy activities e.g., Firewood and water collection, food preparation, childcare, education and health care, and care for the elderly. These are mostly done by women without pay.
3. Community Management Gender Roles: Refer to activities undertaken to ensure the provision of resources and services at the community level. These include community meetings, burial, etc. These are often called “The Triple/multiple Roles of Women

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 behaviour 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.

**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, and 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**

Gender disaggregated data is data that considers culturally defined gender roles and responsibilities for women and men, boys, and girls. Such involves applying a gender lens 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, and how women and men are affected differently by programmes/initiatives, among others. Gender disaggregated data on the hand, 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 disaggregated data is important for:

- Strategic planning, implementation, monitoring and evaluation of programmes and projects.
- Clarifying gender-related issues in areas e.g., access to and control over resources, division of Labour, violence, mobility, and decision-making.
- Highlighting gender gaps, issues, and inequalities

**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 differential 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, and outcomes of programmes. Gender blindness is present when organizations/institutions function as if gender does not matter. Gender blindness often is practiced by people who do not or refuse to consider gender as a factor in institutional settings or programme design.

**Gender Gap**

Refers to the extent of the differences and inequalities between men and women which are ascertainable through qualitative and qualitative 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 and excluded 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 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 Equality Versus Gender Equity**

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 same but is, instead, captured in the three dimensions below:

1. **Equality** in capabilities, for instance, education and health levels.

2. **Opportunity** to utilize capabilities to earn incomes and live to full potential.

3. **Agency**-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 development. Gender equality does not 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 way. 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.

**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 figure below provides an illustration of an equity policy.

![Image](image_url)

**Gender Responsive Budgeting (GRB)**

Gender budgeting is about having a gender-sensitive budget. This is a statement used to refer to the process of assessing, in a gender-disaggregated manner, a government budget in view of its impact on different groups’ (women and men), basing on existing contextual gender relations. Gender budgeting does not aim to produce a separate budget for women. Instead, it aims to produce a budget in which gender has been ‘mainstreamed’. This means that the
formulation of the budget incorporates an analysis of public expenditure and methods of raising public revenue, from a gender perspective, identifying the implications and impacts for women and girls as compared to men and boys. The implication is not that 50% of spending should go to males and 50% to females. Males and females may have different needs, warranting different allocations of expenditure. For example, health programmes have to make provisions for maternity care for women but not for men. Education programmes need to make provision for girls’ sanitary conditions like a changing room, sanitary pads for their monthly periods which is not the case for the boys. Gender responsive budgeting (GRB) brings together two issues that are not commonly associated with one another: gender equality and public financial management. GRB argues that gender equality principles should be incorporated into all stages of the budget process. GRB initiatives seek to improve the results of budgets in general, and gender equality and women’s empowerment in particular. They focus on key economic and social matters that are often overlooked or obscured in conventional budget and policy analysis, and decision making (Sharp & Elson, 2012). GRB is a tool for integrating social dimensions, based on gender relevance, into the planning and budgeting process.

While a number of different approaches can be used when working on GRB initiatives, the main steps include:

**Analysis of whether budget programmes are gender responsive (GRB analysis).** Such analysis can provide significant feedback to government and non-government actors on whether the programme is meeting the needs of different groups of women and men, and different social groups. GRB analysis is an important public financial management tool that helps determine how and to what extent state policy affects different groups of men and women, as service users and taxpayers. GRB analysis does not just examine the situation of men and women: it also uses other social categories, such as age, socio-economic background, location, educational level, and others, if relevant and if data is available. It therefore provides important insights to inform decisions on financial issues and the effective use of public resources. Making changes to programmes and budgets, based on the results of GRB analysis, to make them more gender responsive.

**Integrating GRB systematically in planning and budgeting processes** – examples include introducing gender-related strategic objectives into policies and budgets, establishing requirements for gender analysis of budget programmes, including gender indicators in budget requests, and providing statements of impact of budget funds on gender equality. This step involves institutionalizing GRB to ensure that the different needs of social groups, men and women are continuously considered in the budget process.

GRB brings much-needed analytical tools to the new Public Finance Management paradigm, contributing to:

- **Better data collection:** the requirement for sex-disaggregated data and gender analysis of budget programmes can significantly contribute to the ongoing collection of data
about budget programmes and their results.

- **Improved indicators** for budget programmes: GRB work usually contributes to better performance indicators and understanding of programme results, and by introducing gender indicators enables the monitoring of budget programmes’ impact on men and women and different social groups.

- **Improved efficiency**, by ensuring expenditure benefits those who need it most (as assessed in gender budget analysis).

- **Improved monitoring** of the achievement of political goals, namely those ensuring gender equality.

- **Improved budgetary decision-making processes**, by engaging a wider range of society’s interests and improving their capacity for budgeting and policymaking. Gender-sensitive budget circulars issued by the Ministry of Finance to agencies and departments are important for aligning budgetary decision-making with policies.

**Gender Relations**

Refers to the knowledge and appreciation of the social and cultural differences between women and men and how these result in differences in roles, power relations, privileges, responsibilities, needs, and access to and control over resources and benefits.

**Gender Awareness**

Refers to the knowledge and appreciation of the social and cultural differences between women and men and how these result in differences in roles, power relations, privileges, responsibilities, needs, and access to and control over resources and benefits.

**Empowerment**

Refers to a process in which individuals and communities are made to be responsible for their own social security and welfare. Empowerment implies a shift in the power relations that cause a particular social group to suffer low social status or systemic injustice. It implies that the subordinated party has the resources and agency to claim rights and change oppressive circumstances.

Empowerment theory stresses self-reliance in all aspects of life. It has three basic principles:

i. Encouraging development of women’s abilities and self-reliance through earning, owning assets, and managing finances.

ii. Stressing women’s confidence and ability to know and negotiate for their rights in the household, places of work and the community at large.

iii. Emphasizing women’s control over their bodies.

**Women empowerment** is thus the breaking of personal limitation, which occurs through improvement of conditions, standards, events, and a global perspective of life. Women Empowerment enables women to fully access personal/collective power, authority, and influence, and to employ that strength when engaging with other people, institutions, or society. It encourages women to gain
the skills and knowledge that allows them to overcome obstacles in life or work environment and ultimately, help them develop within themselves and in the society.

Women Empowerment includes the following:

- The ability to make decisions about personal/collective circumstances
- The ability to access information and resources for decision-making
- Ability to consider a range of options from which to choose (not just yes/no, either/or)
- Ability to exercise assertiveness in collective decision making
- Thinking positively about the ability to make change
- Ability to learn and access skills for improving personal/collective circumstances
- Ability to inform others’ perceptions through exchange, education, and engagement.
- Getting involved in the growth process and changes that is both self-initiated and never ending and
- Increasing one’s positive self-image and overcoming stigma
- Increasing one’s ability in discreet thinking to sort out right and wrong

Ways through which to empower women

Land rights- offer a keyway to economically empower women, giving them the confidence, they need to tackle gender inequalities. Often, women in developing nations are legally restricted from their land on the sole basis of gender. Having a right to their land gives women a sort of bargaining power that they would not normally have, in turn; they gain the ability to assert themselves in various aspects of their life, both in and outside of the home.

Allocating responsibilities that are normally seen as a man’s world to women is empowering. When women have economic empowerment, they not only inspire other women, but encourages men to see them as equal members of society. Through their contributions to their communities, they achieve more self-respect and confidence. Simply including women as a key part of a community can have sweeping positive effects.

Participation has been argued to be the most beneficial form of gender empowerment. Political participation, be it the ability to vote and voice opinions, or the ability to run for office with a fair chance of being elected, plays a huge role in the empowerment of women. However, participation is not limited to the realm of politics. It also includes participation in decision making at household level, in schools, and the ability to make choices for oneself. When a woman has the agency

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1 United Nations (CH rev. August 2001) Office of the Special Adviser on Gender Issues and the Advancement of Women
to do what she wants, a higher equality between men and women is established.

**Microcredit** also offers opportunity for women empowerment. Governments, organizations, and individuals have caught hold of the lure of microfinance. They hope that lending money and credit allows women to function in business and society, which in turn empowers them to do more in their communities. Loans with low interest rates are given to women in developing communities in hopes that they can start a small business and provide for her family.

**Gender Approaches**

There are three major gender approaches. These include:

1. **Women in Development (WID):**
   WID is a development framework or approach focusing on women only recognizing their distinct needs and capacities. It is welfare oriented and advocates for women’s components in development programmes, and women’s projects (usually around their homes and communities). Good examples include heifer project for women, formation of women’s groups to engage in making say crafts, the Women’s Empowerment Fund etc. WID seeks to address the needs of women separately, looking at issues from only women’s perspectives. It acknowledges that a good number of women are excluded from social, economic, political, and educational opportunities in the development process. Women should be integrated into existing development programmes so as to achieve gender equality.

2. **Women and Development (WAD):**
   The WAD approach begins from the position that women have always been part of development process. The WAD perspective focuses on the relationship between women and development processes rather than purely on strategies for the integration of women into development.

3. **Gender and Development (GAD):**
   Is an approach that considers the different needs of women and men and aims to create gender equity and equality between them. This approach acknowledges that neither women nor men are homogeneous and emphasises that development can never be lasting and real unless gender inequality is addressed. This does not mean inserting women into the development process but conceiving of development from both a male and female perspective. GAD argues that Inserting women into the development process is not a lasting solution because the basic inequalities that exist at all social levels have been addressed.

**Gender norms**

Gender norms define what society considers male and female behaviour, and it leads to the formation of gender roles that males and females are expected to play in society. Gender norms change from culture to culture and from time-period to time-period, since they are based on the expectations of societies that are consistently evolving. There are certain norms expected for each gender that have existed for a long time. While these are examples of norms that have
changed over time and are still changing, the same norms still-persist in many communities. Many of the gender norms are stereotypes and can be considered discriminatory. Some examples of gender-specific norms include the following.

- Girls wear pink, boys wear blue.
- Men are strong and should not show emotion.
- Women are caring and nurturing.
- Men do repairs at the house, work and make money for the family while women take care of the housework and children.
- A man pays for the woman’s meal when going out to dinner

**Social norms**

Social norms are the unwritten rules of behaviour that are considered acceptable in a group or society. Social norms are regarded as collective representations of acceptable group conduct as well as individual perceptions of particular group conduct. Such are the norms that people in some group believe to be normal in the group (believed to be a typical action, an appropriate action, or both). A social norm is constructed by one’s beliefs about what others do, and by one’s beliefs about what others think one should do. Some social norms are oppressive to women and other subordinated groups. For example:

- A woman is responsible for making a marriage work
- A woman’s freedom should be restricted
- A man has a right to assert power over a woman and is socially superior
- Divorce is shameful
- Sexual violence is an acceptable way of putting women in their place or punishing them
- Violence is an acceptable way of resolving conflict
- It is ok for a man to beat his wife oof she misbehaves

**Patriarchy** is a social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege, and control of property. A **patriarchal society** consists of a male-dominated power structure throughout organized society and in individual relationships. Patriarchy is a form of political organization that distributes power unequally between men and women to the detriment of women.

**Masculinity** refers to the behaviours, social roles, and relations of men within a given society as well as the meanings attributed to them. Masculinity varies historically—what is thought of as masculine changes over time, varies cross-cultures and contexts

**Feminism** is the belief that men and women should have equal rights and opportunities. The advocacy of women’s rights based on the equality of the sexes. Feminism is about equality of men and women, not “sameness.” It is critical to understand that “same” does not mean “equal.” Feminism is about equal rights and equal access to opportunities. Men and women do not have to be the “same” to have the right to equality.
Gender Mainstreaming

Gender mainstreaming is a conscious effort by a state or institution to consider 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 it 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 historical imbalances, in which case it becomes a process of normalizing women’s presence together with men on equitable basis to exercise 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 men².

Gender mainstreaming is a strategy that helps ensure the concerns of men and women are carefully and deliberately incorporated in programming and implementation processes to eliminate inequality. It is a key a strategy for achieving gender equality—equality before the law, equality of opportunities that may include equal rewards for equal work, equal access to institutional resources, information, promotions, education, power, and decision making, among others. Policies, plans, budgets, and programmes are entry points for addressing gender equality concerns. Gender mainstreaming takes place at the policy, programme, and project levels. Mainstreaming gender in an institution would entail ensuring all organizational aspects and levels, including strategy, structure, system, and culture are gender sensitive. Gender budgeting is a component 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 to 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 to increase the number of female students. By 2010, Makerere University had reached 50% enrolment for both female and male students.
Basic Principles of Gender Mainstreaming

Responsibility for implementing gender mainstreaming strategy is system-wide, and rests at the highest levels within institutions, department, and agencies. Other principles include:

- Adequate accountability mechanisms for monitoring progress

- The initial identification of issues and problems across all areas of programming so that gender differences and disparities are diagnosed.

- Assumptions that issues are neutral from a gender-equality perspective should never be made.

- Gender analysis should always be carried out

- Clear political will and allocation of adequate resources for mainstreaming gender, including additional financial and human resources for translation of the concept into practice.

- Efforts must be made to broaden women’s equitable participation at all levels of decision-making

- Mainstreaming does not replace the need for targeted, women-specific policies and programmes, and positive legislation; nor does it do away with the need for gender units or focal points.

Gender mainstreaming therefore encompasses both “internal” organizational and “external” operational procedures. Internal refers to changes needed within the institution to embrace the goal and values of gender equality and to alter systems and procedures to meet the goal. Changes may include staffing and personnel policies (recruiting more women or appointing a particular percentage of women to leadership positions) or more structural elements such as changing the “culture” of the organization through gender equality mandates to make the workplace more equal. The external refers to steps needed to mainstream gender into operations such as programme design, implementation, and evaluation. These steps may include reviewing goals, strategies and resource allocation at the start and providing gender expertise for gender analysis and for the design, implementation, and evaluation phases.

Key Elements of Gender Mainstreaming

For effective gender mainstreaming, the following are undertaken:

i. Collection of sex-disaggregated data

ii. Collection of gender disaggregated data

iii. Conducting a gender analysis

iv. Identification of gaps, through gender analysis of the data collected and consultations with both women and men within the institution and the stakeholders. The key undertaking here should be identifying the gender issues in the institution. What is the problem? What are the reasons/explanations behind this gender issue?
v. Raising awareness about gaps through policy dialogue and advocacy.

vi. Building support for change through alliances/partnerships

vii. Development of strategies and programmes to close existing gaps.

viii. Development of the capacity of staff to plan, budget and implement programmes.

ix. Putting adequate resources into place.

x. Setting up gender mainstreaming structures, such as: gender focal point persons, gender desks, gender technical working groups and sector-specific gender policy and strategy.

xi. Monitoring, evaluation and reporting on the implementation and progress made.

xii. Communicating results and lessons learned from what has been done so far.

The Must-ask-questions for effective gender mainstreaming in a sector or institution

i. What are the gender issues? – the specific gender concerns/issues/gaps must clearly be defined and made easy for everybody to understand

ii. What is the goal? – At the end of the several meetings, planning, budgeting, and implementation, what do you want to see?

iii. What are the objectives- at the end of the interventions what change do you expect?

iv. What information do we have as an institution? This information can be generated from programme reports and administrative records, among others.

v. What further information do we need? – this will involve refining the question and commissioning research and analysis in cases where we do not have sufficient information on the problem.

vi. What kind of actions do we need to take to address the problem? Some gender issues may require formulation of a new policy.

vii. What resources do we have?

viii. What are the opportunities for the effective achievement of the set targets?

ix. What are the threats that may hinder the effective implementation of the priority interventions?

x. Who will be responsible for pushing for the agenda? You have to build a case for why gender matters in the institution or sector or department.

xi. How will you measure achievement? You must set indicators to help you keep an eye on what has been agreed for implementation.
xii. What is the performance of the institution or sector? We need to undertake evaluations to ascertain that we actually have done what we set out to do.

What to Expect When You Have Successfully Implemented a Gender Mainstreaming Approach

• Gender related activities that address the concerns of both women and men.

• Increased budget allocation for gender and women empowerment activities.

• Equal representation of women and men in decision making.

• Equal recognition and status for women and men.

• Women and men enjoy equal human rights.

• Equal participation by women and men in the decision-making processes for setting priorities and allocating resources.

• Equal access to and control over the opportunities, resources and development outcomes by women and men within a particular institution or sector.

• Improved effectiveness and efficiency of economic growth and sustainable development. With an all-inclusive policy and strategy of gender mainstreaming, institutions can attain set targets with increased participation and full use of the institutional potentials.

Gender Analysis

Gender analysis refers to the variety of approaches and methods used to understand the relationships between men and women, the activities they perform, their access to resources, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities of women and men in economic, social, and legal structures.

Gender analysis is an essential element of socio-economic analysis. A comprehensive socio-economic analysis would consider gender relations, as gender is a factor in all social and economic relations. An analysis of gender relations provides information on the different conditions that women and men face, and the different effects that policies and programs may have on them because of their situations. Such information can inform and improve policies and programs and is essential in ensuring that the different needs of both women and men are met.

At the local level, gender analysis makes visible the varied roles women, men, girls, and boys play in the family, in the community, and in economic, legal, and political structures.

It also means to assess and understand the differences in the lives of women and men, girls and boys and the relationships between and amongst them.
including: their access to resources and opportunities, their activities, and the constraints they face relative to each other. It provides the basis for addressing inequalities in policies, programmes, and projects, and also provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour, and activities that women and men have in economic, social, and legal structures.

**What is the importance of gender analysis?**

1. Gender analysis provides the basis for gender mainstreaming
2. Helps to identify different needs of women and men, boys, and girls (practical vs strategic)
3. Inequalities need to be identified to determine mainstreaming or targeted measures
4. Determine how the nature of institutional service delivery affects women and men
5. Analysis helps to demonstrate that there is an economic case for allocating resources to women as well as men.
6. Help planners design more efficient projects and improve productivity
7. Helps to map the levels of women and men’ participation in activities
8. Helps in mapping women and men’s access and control over resources and benefits

**What can gender analysis tell us?**

An analysis of gender relations can tell us who has access, who has control, who is likely to benefit from a new initiative, and who is likely to lose. Gender analysis asks questions that can lead us in a search for information to understand why a situation has developed the way it has. It can also lead us to explore assumptions about issues such as the distribution of resources and the impact of culture and traditions. It can provide information on the potential direct or indirect benefit of a development initiative on women and men, on some appropriate entry points for measures that promote equality within a particular context, and on how a particular development initiative may challenge or maintain the existing gender division of labour. With this information measures of equity can be created to address the disparities and promote equality

**When in the process is gender analysis applied?**

Gender analysis takes place throughout the entire development process, throughout research, to problem definition, planning, implementation, monitoring and evaluation. By examining basic assumptions each step of the way, the interrelationships between social context and economic factors can be understood and initiatives that respond to those needs can be designed.

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2 Source: Belfer Center, International Interactions and World Bank
N.B: Many of women’s contributions to the economy continue to go unrecognized because their work is not easily counted within the conventional structures. Women do a majority of the work within the informal sector and the home and as a result, much of their work is not counted or is underrepresented in official statistics. The lack of a gender analysis in economic policies can result in women’s perspectives and priorities being left out of strategies for development.

Diagram depicting different Aspects of gender analysis

Source: MGLSD 2018: Gender Mainstreaming guidelines

For a good gender analysis, resources, and commitment to implement the results of the analysis are necessary. Consider three important points:

- It requires skilled professionals with adequate resources
- It benefits from the use of local expertise
- The findings must be used to actually shape the design of policies, programs, and projects.

Undertaking gender analysis begins with examining the issue to consider the broad reality of gender roles and relationships. Gathering information to enrich the understanding of the gender roles and relations in a specific context involves asking difficult questions. When doing research, consider if you are challenging the existing gender division of labour, tasks,

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responsibilities, and opportunities. Have in mind who the intended recipients of the benefits of the proposed policy, program or project are, and who could potentially lose. Both women and men must be consulted and given the opportunity to contribute to the definition of the solution. It equally important to keep in mind the long-term impact of a policy, program, or project in terms of women’s equality with men. How will a project enable women to have increased control over their lives?

**Group Exercise:** Participants use questions in the table below to conduct a gender analysis of their organization. Groups make presentations in a plenary. The trainer guides discussions, and raises pertinent issues during the plenary discussion.

<table>
<thead>
<tr>
<th>Why</th>
<th>What?</th>
<th>When?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Get the full picture of the context of the issue.</td>
<td>• A tool to understand needs, issues and opportunities for men, women, boys, and girls</td>
<td>• Before, during and after programme implementation.</td>
<td>By asking (better) questions—about women, men, boys, and girls</td>
</tr>
<tr>
<td>• For example, why there are not many women at the decision-making table? Where are they? Why?</td>
<td>• To formalize what you already know – and identify gaps</td>
<td>• Continuous analysis</td>
<td>Not just asking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Also to ask</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Whose needs?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What needs?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who does what?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What resources? controls them?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How many women? Which women?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Which men?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who is included? participates?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who talks? listened to?</td>
</tr>
</tbody>
</table>
| | | | Who is
Summary of key gender analysis steps

- Collect sex disaggregated household, workplace, and community data/information relevant to the program/project for each area below.

- Assess how the gender division of labour and patterns of decision-making affects the program/project, and how the program/project affects the gender division of labour and decision making.

- Assess who has access to and control over resources, assets, and benefits, including program/project benefits.

- Understand women’s/girls’ and men’s/boys’ different needs, priorities, and strengths.

- Understand the complexity of gender relations in the context of social relations, and how this constrains or provides opportunities for addressing gender inequality.

- Assess the barriers and constraints to women and men participating and benefiting equally from the program/project.

Develop strategies to address barriers and constraints, include these strategies in program/project design and implementation, and ensure that they are adequately resourced.

- Assess counterpart/partner capacity for gender sensitive planning, implementation, and monitoring, and develop strategies to strengthen capacity.

- Assess the potential of the program/project to empower women, address strategic gender interests and transform gender relations.

- Develop gender-sensitive indicators to monitor participation, benefits, the effectiveness of gender equality strategies, and changes in gender relations.

- Apply the above information and analysis throughout the program/project cycle

Conclusion

Gender analysis is most useful when it is applied routinely to all aspects of program and project planning, implementation, and review (rather than as an after-thought or ‘add-on’); when it is undertaken in a participatory manner; and when it is applied to program and project objectives, so that they are modified in response to the needs and interests of both women and men.
Module description

This module aims at enabling participants to understand and appreciate transformative leadership so they can apply its principles to make a change within their institutions, for individual benefits and for the benefit of those they serve. The module describes transformative leadership as opposed to traditional leadership, effectiveness communication and stress management. The module has two objectives, namely:

- To increase participants understanding on the role of a transformational leader in the organizational and personal development.
- Participants assess and understand how to develop and apply transformative leadership in their personal or organizational capacities.

Understanding Transformative leadership vs Traditional Leadership

Leadership involves individual and collective capabilities to mobilize ‘people and resources (economic, political and other) in pursuit of particular ends’ (Lynne de Ver, 2009). According to Max Weber Traditional leadership is a style where power is given to the leader based on traditions of the past. Current examples would be kings, dictators. He described three leadership styles: charismatic, bureaucratic, and traditional.

Transformative Leadership

This is a form of leadership that promotes gender justice by advancing women’s participation and leadership. It is a leadership style in which leaders encourage, inspire, and motivate employees to innovate and create change that will help them grow and shape the future success of the organization. The transformative leadership model requires that of women in the public/private service, and inspire, promoting more women into decision making roles, set an example through a strong sense of corporate culture, employee ownership and independence in the workplace. Transformative leadership challenges structures and ideologies through reflective processes to justify the gender inequality and power imbalances.
External barriers include gender stereotypes, cultural beliefs and biases, discriminatory gender roles, discrimination and sexual harassment, social constructions. 

Internal barriers often relate to organizational processes and systems, as well as individual confidence and self-esteem issues, aspirations, ambitions and motivation, lack of exposure. Gender and other power relations within the home and family shape the choices and power of girls and women outside it. 

Transformative leaders have a positive impact on workplace policies. Transformative leaders make significant positive impacts in the workplace, including helping to reduce the pay gap between men and women doing the same work, changing workplace policies in ways that benefit both men and women and attracting a more diverse workforce. Neglecting to develop transformative leadership skills means we risk continuing with gender insensitive policies and laws, misrepresentation of women’s concerns and needs, 

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### Traditional Leaders Vs Transformative leaders

<table>
<thead>
<tr>
<th>Traditional Leaders</th>
<th>Transformative Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Believe power comes from their position of authority</td>
<td>Believe power is greatest in a collective team</td>
</tr>
<tr>
<td>2. Maintain ownership of information</td>
<td>Openly share information and knowledge</td>
</tr>
<tr>
<td>3. Sometimes listen to suggestions and ideas from the team</td>
<td>Encourage suggestions and ideas from the team</td>
</tr>
<tr>
<td>4. Deliver the approved solution to their team</td>
<td>Facilitate brainstorming with their team</td>
</tr>
<tr>
<td>5. Allocate time and resources only when proven necessary</td>
<td>Enable their team with immediate time and resources</td>
</tr>
<tr>
<td>6. Adhere to specific roles and responsibilities</td>
<td>Allow roles and responsibilities to evolve and fluctuate</td>
</tr>
<tr>
<td>7. Fight fires and focus on symptoms</td>
<td>Seek to uncover root causes of issues</td>
</tr>
<tr>
<td>8. Review staff performance annually based on company policies</td>
<td>Offer immediate and ongoing feedback with personalized coaching</td>
</tr>
</tbody>
</table>

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### Group Discussion:

i. *Trainer leads participants through a brief discussion of some of the barriers and challenges women face to attain positions of leadership.*

ii. *What can be done to increase women’s capacity as transformative leaders?*
and entrenching gender imbalance at all levels. It is therefore important that women in all sectors gain transformative leadership skills so that they become sensitive to the needs of community and have the potential to advocate, influence and lead at all levels.

Who is a Transformative Leader?

Transformative leaders are mentors. Currently, one of the obstacles women face is that men are less likely to mentor women than they are to mentor other men. On the other hand, women are much more likely to mentor other women than they are men. The solution is not to have men only mentor men and women only mentor women but by having more women in leadership positions and setting them up to be brilliant mentors of the next generation of women leaders. This implies that women in public service supervisory roles must take deliberate steps to mentor those they supervise. There must be a deliberate mentoring programme in each institution as part of human resource development.

A transformative leader is innovative and good at planning and does not only challenge the status quo but encourages creativity among teams. The leader identifies the strengths and weaknesses among their teams, understands the gender needs that might hinder team performance and creativity, and engages teams to identify strategies to overcome any identified challenges. Teams that are led in this manner thrive and their productivity is high. In organizations where women are Executive Directors, what excuse do they have not to produce the next generation of female leaders?

Women in decision making positions must embrace sisterhood and get rid of petty jealousies and envy.

Transformative leaders’ bargain and negotiate with the best of them: It is important to remember that one does not have to be in a top decision-making position to be a leader. A woman at Officer level can exhibit leadership skills in the way that she supports colleagues, takes initiative to make processes work more efficiently, create opportunities that keep teammates cheerful, and negotiate relief for a colleague who is stressed and over stretched. In the women, peace and security area, statistical analysis shows that peace agreements are 35% more likely to last at least 15 years if women participate in their creation.

Individualized Consideration: Transformative leaders engage in offering support and encouragement to individual team members. To foster supportive relationships, leaders should keep lines of communication open so that team members feel free to share ideas and offer direct recognition of the unique contributions of each team member. Transformative leaders check their egos. They exhibit ego differently, builds teams, respects, and trusts teams, and is good at participatory decision-making.

Transformative leaders’ value excellent communication and advocacy. Transformative leaders have excellent people skills including communication and advocacy. They lobby and advocate for innovative and creative spaces for their teams to perform effectively. They have a clear sense of direction to communicate it in an inspiring way to their teams. Theirs is not a case
of “do as I say”, but “learn from me”. ‘Lean on me’. They live what they say- important for women leaders because it builds trust, confidence and makes other women aspire to be like them-leaders. A role model supports others. Transformative leaders are at the forefront of promoting equality and equity at the workplace. They develop high emotional intelligence, recognize emotions in themselves and others and relate—an essential leadership quality. Therefore, managing human relations is crucial for leaders. A transformative leader has personal contacts of team members, knows about their families, and treats each member of the team with dignity and respect making each of them feel special.

**Essential Qualities of a Transformative Leader**

In order to understand transformative leadership, we are going to base ourselves on common characteristics of transformational leaders. These include:

1. **Keep their ego in check.** It is easy to let ego take over when you are in a position of power. However, the transformational leader keeps their ego under control and does not let it interfere with the best interest of their team or the organization. Thus, the transformational leader puts the organization before their own personal gain and elicits the best performance from others.

2. **Self-management and reflective.** Transformational leaders typically do not need much direction from others and are able to manage themselves well. They are highly self-motivated and use this motivation to direct the organization to the right path. These leaders do what they love, and their values are aligned with those of the organization that they lead.

3. **Ability to take the right risks.** The ability to take calculated risks is a key characteristic of a transformational leader. They trust their instinct, and use the intelligence gathered by team members to make informed decisions. A transformational leader’s team is right behind them and is ever willing to do the research that is necessary to evaluate the situation appropriately. The leader seeks inputs from the team to make risky decisions that facilitate growth.

4. **Make difficult decisions.** Being a leader is not always smooth sailing and often calls for tough decisions. Transformational leaders do not shy away from difficult decisions. They make their decisions with a clear focus on the values, vision, objectives, and goals of the organization.

5. **Share collective organizational consciousness.** A transformational leader shares and understands the collective consciousness of the entire organization. This makes such a leader particularly attuned to the feelings of the team and gives them a clear idea of what actions to take to elicit desired actions. They are tapped into the organizational consciousness to make decisions that spur growth, create a shared vision for the organization that all employees feel a part of.

6. **Inspirational.** People seek to be inspired and transformational leaders are perhaps the most inspiring of all.
They motivate others to rise to the occasion. Their style of inspiration is not just limited to formal acknowledgment of a job well done, rather they treat each employee as a valued individual and take the time to understand what motivates them.

7. **Flexible and entertain new ideas.** Transformation can rarely be achieved if the leader is not open or receptive to new ideas. Transformational leaders understand the truth that success is dependent on the effort of the entire team, and growth happens only in an organization with a culture of openness to new ideas from all levels. A transformational leader makes deliberate efforts to solicit new ideas from team members, uses own insights in making decisions.

8. **Adaptability.** The leader knows that it is important to constantly adapt to changing conditions to keep moving forward. They are willing to adapt to new situations and seek creative ways to respond to the dynamic business environment.

9. **Proactive.** These leaders are proactive in their approach, take risks and play an active role in growing the organization.

10. **Leads with vision.** Transformative leaders set a realistic and achievable vision for the organization. They then communicate the vision effectively to their teams to inspire a sense of commitment and purpose. By getting every person to buy into the common vision, transformational leaders strongly guide the organization in the direction that they want.

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**Group Discussion**

The facilitator divides participants in groups by institution they come from. Each group is tasked to discuss the gaps in leadership they have observed in their organization/institution, with specific examples. They also discuss strategies they would use collectively and individually to address the gaps and change the culture in the organization.

**For Personal Reflection**

*Imagine that you have been appointed as the executive director of your organization, how would you practice transformative leadership qualities in your daily routine work?*
Skills a Transformative Leader needs

1. Communication skills

“Communication is a process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the message. In essence, it is the act of getting a sender and a receiver tuned together for a particular message or series of message”. Leagans.

Communication is when one person (Transmitter) sends information to another or a group (Receiver) and the receiver gives a response. Communication is not complete until the Transmitter receives a response from the Receiver.

How Communication Takes Place

Communication does not only occur with words. Our four senses - audio, visual, touch and smell can guide communication. For example, the ring of the alarm tells us it is time to wake up, the eyes gaze at the window and check for the time of day or the weather, the touch of the wind on our skin tells us it is hot or cold and the smell from the kitchen tells us what is cooking. When a message is sent from a source to a receiver, a specific mental or physical response (communication) occurs.

Communication is a two-way process. It has a transmitter and a receiver. Therefore, it is essential for facts to be transmitted in such a manner that it only the meaning intended that is conveyed and that the receiver understands the use of the message. It must be a two-way process.

Types of Communication

Communication can be categorized into four different types, depending on the nature of the interaction

<table>
<thead>
<tr>
<th>Intrapersonal communication</th>
<th>is a type of communication whereby a person interacts with himself/herself. This type of communication is intrinsic or reflective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal communication</td>
<td>is a type of communication where there is one to-one interaction or interaction among a small group. This is the most commonly used/practiced form of communication.</td>
</tr>
<tr>
<td>Intergroup communication</td>
<td>is a type of communication where interaction between different groups takes place.</td>
</tr>
<tr>
<td>Mass communication</td>
<td>is a type of communication where a large body (millions of people) of people is addressed?</td>
</tr>
</tbody>
</table>
The different categories of communication

There is a wide range of ways in which we communicate and at any given time, there may be more than one way in which communication occurs.

**Verbal Communication** includes face-to-face, telephone, radio or television and other media and involves sound.

**Non-Verbal Communication** includes body language, gestures, how we dress or act, where and how we stand, and even our scent. There are many subtle ways that we communicate (sometimes unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message. Whether one smiles or looks gloomy communicates a message.

**Written Communication** includes letters, e-mails, social media, newspapers, books, magazines, the world wide web and other media. Until recently, a relatively small number of writers and publishers were powerful when it came to communicating through the written word. Today everyone literate writes and publishes ideas, feelings, opinions etc online which has led to an explosion of information and communication possibilities.

**Visualization** includes photographs, graphs, charts, maps, logos, icons, emojis and other uses of images and/or colour to communicate.

**Barriers to Effective Communication**

There are many barriers to communication. These barriers can stall or distort communication; therefore, attention must be paid to overcome these barriers.

- **The use of jargon.** Using complicated, unfamiliar and/or technical terms.
- **Emotional barriers and taboos.** Some people may find it difficult to express their emotions and some topics may be completely ‘off-limits’ or taboo. Taboo or difficult topics may include politics, religion, disabilities (mental and physical), sex and sexuality, racism and any opinion that may be seen as unpopular or controversial.
- **Lack of attention includes lack of interest,** distraction, or perceiving the messages as irrelevant, or unimportant
- **Physical disabilities** such as hearing or speech impairment
- **Physical barriers to non-verbal communication.** Not being able to see the non-verbal cues, gestures, posture, and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.
- **Language barriers.** May include strange accent, a new language, etc.
- **Expectations and prejudices** may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and may jump to an incorrect conclusion.
The Five (5) Cs of Effective Written Communication

Communication Checklist by writing effectively, you can get your message across to your readers and help reduce the effort required to read your material. Follow these 5 Cs of communication to get the most out of your writing and effectively share the correct message:

Clarity: Clarity is the first C. It an important aspect of good communication. Be clear about your message and the information you wish to communicate. If your thoughts are not clear, your writing will not be clear, and your readers will not understand your message. Your readers might give up altogether or form an understanding that is contrary to your objective. Keep the number of ideas in your sentences to a minimum, and do not add anything that obscures your message. Try to use facts and figures in writing to have greater impact. Clarity will help build trust with your readers.

Cohesiveness: Help your readers understand your message by leading them through your information so that they can see how it logically fits together. Do not lose your readers in a jumble of meandering sentences or competing ideas. Keep your ideas focused on your message and be consistent.

Completeness. when presenting an idea, include enough information to prove your idea (the topic sentence). Three supporting sentences and a concluding sentence are usually sufficient to complete a paragraph. The concluding sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

Concise. Make every word count. Delete redundant words and simplify wordy expressions.

Concreteness. Be specific. Use words that help you to be precise. Avoid terms that are vague or abstract. Use terminology consistently. For example, if you initially refer to the warehouse as a warehouse, do not refer to it later as a storage facility or logistics centre. Changing terminology only distracts and confuses readers.

• Cultural differences. The norms of social interaction vary from culture to culture, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures, generations, and different social settings.

Demonstration Exercise: Participants make one large circle. The facilitator whispers message to one participant and asks the participant to whisper the same message to their immediate neighbour till the last person. The last person speaks out the message loudly. This is compared with what the facilitator passed on to the first participant. This exercise demonstrates several barriers to communication.
2. Stress Management skills

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body’s reaction to a challenge or demand. An event that may be stressful to one person may not be so to another. People react differently to various situations.

Common Causes of Stress

- Sudden change
- Emotional problems
- Traumatic experiences, i.e., violence, rape, organized torture, gang warfare, abductions
- Death of a loved one

Common Causes of Stress

- Economic hardships e.g., lack of money, food, shelter
- New situations such as change of place of work, moving to a new house, living with new people
- Loss of a job, Unemployment

Signs and Symptoms of Stress

Stress may manifest itself in physical and/or emotional signs.

Activity: Facilitator asks participants to state manifestations of stress and writes them on flip chart as either Physical or emotional (See table below). Participants may want to discuss examples of such.

Manifestations of Stress

<table>
<thead>
<tr>
<th>Physical</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance abuse – drugs, alcohol, sweet things</td>
<td>Mood swings</td>
</tr>
<tr>
<td>Fatigue</td>
<td>Isolation or loneliness</td>
</tr>
<tr>
<td>Weight gain or loss – linked to lack of or increased appetite</td>
<td>Depression</td>
</tr>
<tr>
<td>Sleeplessness / insomnia</td>
<td>Change in normal patterns of behaviour</td>
</tr>
<tr>
<td>Skin breakout- a rash, pimples, acne</td>
<td>Irritability – snapping at colleagues, peers, family</td>
</tr>
<tr>
<td>Impotence / infertility</td>
<td>Unexplainable poor performance</td>
</tr>
</tbody>
</table>

Effects of stress and depression

While stress can generally have negative effects on your physical and mental health, it can be especially harmful if you become depressed. Stress can make you feel less able to maintain positive habits or coping strategies, which are important to managing depression. This makes the symptoms of depression feel more intense. Interrupting a healthy routine can result in negative coping strategies, such as drinking or withdrawing from social relationships. These actions can result in further stress, which can then make depression symptoms worse. Stress can also affect your mood, as anxiety and irritability are both common responses to stress. When a stressor causes you to feel anxious, the anxiety may result in more negative feelings or frustration, even if the stressor is only temporary.

Managing stress

Stress management techniques are useful in coping with depression. Stress relief can also help prevent depressive symptoms from developing. Some helpful stress management techniques include any combination of the following:

- Getting enough sleep
- Eating a healthy diet
- Getting regular exercise
- Taking occasional vacations or regular breaks from work
- Exploring a new hobby, such as gardening or woodworking
- Consuming less caffeine or alcohol
- Doing breathing exercises to lower your heart rate

If lifestyle choices are causing the stress, you may consider changing the way you approach your personal or professional life. Some ways you can help decrease this kind of stress include:

- Putting yourself under less pressure to perform at work or school, such as by lowering your standards to a level you find acceptable
- Not taking on too many responsibilities at work or at home
- Sharing responsibilities or delegating tasks to others around you
- Surrounding yourself with supportive and positive friends and family members
- Removing yourself from stressful environments or situations

Activities such as yoga, meditation, or attending religious services can also help you deal with stress. A combination of these techniques may prove even more effective. It is important to find what works for you. And no matter what you choose, it is vital to have close friends and family members who are willing to support you.

Group Discussion

In groups of 4 people, Facilitator divides participants and asks them to role play using some of the strategies above on how to overcome stress in their real life.
3. Decision Making Skills

Decision-making. Leadership is about making decisions. Decision making is the process of identifying and choosing from available options based on the values, preferences, and beliefs of the decision-maker. Every decision-making process produces a final choice, which may or may not prompt action.

Skills required for Making Informed decisions

Problem-solving. Leaders employ their problem-solving skills to make critical decisions for their organisations. A leader needs to consider different viewpoints to consider the numerous variables required to make a good decision. It is necessary to separate emotions from conversations with people that would influence your decision-making. The essence of having adept problem-solving skills is that you can formulate decisions quickly and effectively, so you need to do your research and pay close attention to detail to match the facts with the situation you are addressing.

Leadership is the art of motivating a group of people to act toward achieving a common goal. In an organization, this can mean directing employees and colleagues with a strategy to meet the organisation’s goals. A leader can see how things can be improved and thus rallies the team to move toward that better vision. Good leadership can achieve a consensus about a particular decision.

In this case, leadership involves working with people to evaluate the present and motivate them to achieve their goals once a decision is made. Creating a cohesive definition within your organization is a crucial step for developing future leaders and maintaining unity and a strong leadership focus.

Analysis is one of the main skills needed to be informed about the decision you can make. Make sure that you review all the advantages and disadvantages of the decisions that you are considering acting on. This is the best way to reason with the present and plan for the future while staying objective and grounded during this process.

Intuition is about deciding and trusting your instincts. Your instincts come from the experiences you have witnessed in the past and the core values that drive you each day. The sum of the experiences and the lessons you have learned from them inform your decision-making. Learn to respect your instincts and associate them with the potential actions resulting from your decision. This will help you tell if your decision is logical and actionable.

Teamwork. A leader collaborates with co-workers (team-mates) to make a sound decision. For example, you may have to work with your marketing manager to decide the best way to work with a client and improve the results of a marketing campaign.

Emotional intelligence is the capacity...
to understand and manage your emotions. The skills involved in emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills. People with high emotional intelligence can manage their emotions and use the same emotions to facilitate their thinking and understand the emotions of others. Regardless of which is more important, emotional intelligence plays a decidedly important role at work. Embracing the nuances of human emotion in the workplace can have pragmatic benefits, such as better collaboration among employees and a happier workplace. When you are aware of your emotions, you can express them in a way that encourages action. However, the way you analyse data on the subject matter is going to dictate how well-informed you are when making your final decision.

**Creativity.** Your creativity harnesses your logical and emotional thinking to generate a unique solution. You need to have trusted employees within your organization to exchange ideas to come up with short and long-term solutions. You can also use your creativity to frame the conversations you have with employees during meetings and the amount of time allocated to ensure that everyone’s voice can be heard. Consider having weekly brainstorming sessions to maximize employees’ creativity to gain noteworthy input.

**Time management.** Since decisions need to be made quickly, you have to outline the amount of time you have to make your decision. You always have to work within the confines of your situation, but time management allows you to structure how you can decide.

**Organization.** Organization is vital in your making a final decision. You should use this skill to find out what results you are looking for and if it is a priority. If you are giving surveys about your product, your priority is to gain feedback from your target audience and see if you are using the correct user personal for your marketing campaign.

**Resilience as an enabler to Transformative Leadership:** The capacity to recover quickly from difficulties. Resilience is that indefinable quality that allows some people to be knocked down by life and come back stronger than ever. Rather than letting failure overcome them and drain their resolve, they find a way to rise from the ashes. Resilience is what helps people recover from a setback.

So, what does it look like to demonstrate resilience?

- The capacity to make realistic plans and take steps to carry them out.
- A positive view of yourself and confidence in your strengths and abilities.
- Skills in communication and problem-solving.
- The capacity to manage strong feelings and impulses.
- Sense of autonomy.
- Happiness and emotional intelligence.
- Meaning and purpose (believing your life matters).
• Humour
• Character (integrity, moral strength)
• Curiosity (which is related to focus and interested engagement)
• Balance (engagement in a wide range of activities, such as hobbies, educational pursuits, jobs, social and cultural pastimes)
• Adaptability (having persistence, confidence, and flexibility; accepting what cannot be controlled; using creative problem-solving skills and active coping strategies)

Why is Being Resilient Important?

• Greater resilience leads to improved learning and academic achievement.
• Resilience is related to lower absences from work or school due to sickness.
• It contributes to reduced risk-taking behaviours including excessive drinking, smoking, and use of drugs.
• Those with greater resilience tend to be more involved in the community and/or family activities.
• Higher resilience is related to a lower rate of mortality and increased physical health (2015)
Module 4: Preventing and Responding to Violence against Women and Girls (VAWG) and mitigating its impact

Module description
This module highlights different definitions, different forms, drivers of VAWG and their implications on sustainable peace and development. It enables participants and other stakeholders to understand the relationship between violence against women and girls, power, and control. The objective of this module is to increase participants’ understanding of VAWG and its consequences on women, girls, families, and communities and how to prevent it.

AWG, Forms and consequences on women, families, and communities
Violence against Women and Girls (VAWG) remains a critical national concern and gross violation of fundamental human rights with severe long-term negative impacts on the physical, sexual, mental well-being of the survivors, family, and community. Globally, one in 3 women have experienced physical or sexual violence at the hands of an intimate partner. More than 1 in 5 women aged 15-49 experienced sexual violence compared to 8% of men, while 56% of ever-married women and 44% of ever-married men have experienced spousal violence (UDHS 2016). About 60% perpetrators of violence are reported to be intimate partners. Wife battering is widely tolerated, with 49% of women and 41% of men agreeing that it is justified for a man to beat his wife for some given reasons (UDHS 2016). VAWG has serious implications on the reproductive health of women and girls; myths and misconceptions, gender inequality, negative socio-cultural and religious values and low socioeconomic status of women perpetuate stigma and VAWG who use or plan to use contraception.

Gender Based Violence (GBV)
GBV is violence that is directed against a person because of her gender and expectations of his or her role in a society or culture. It includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion, and other deprivations of liberty. GBV occurs in homes, communities, schools including universities and colleges, and also at the workplace. 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 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.
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). VAWG is not the same as random acts of violence. VAWG is part of a larger system to control women and girls and most common within relationships.

Forms of Violence against Women and Girls

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 behaviour, being evicted from your home, denial of wages, and the destruction of possessions.

Sexual Violence: Is when a person in 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 VAWG

From the national situation VAWG analysis study (MGLSD, 2010), the root cause of VAWG is the institutionalized male dominance and male superiority tendencies, leading to unequal power distribution in the home and the society resulting into VAWG. Regulated by the pattern of gender relations and norms which guide allocations of resources and power at household levels, patriarchy ensures and maintains the status quo of power over orchestrated by gendered roles/division of labour where male
authority and power are dominant. Men and boys are protagonists as heads of households and breadwinners in the private and public domain while women and girls take secondary position and value in relation to their ability to organize efficiently household social reproduction.

Patriarchy is a key factor in the lack of access to and control over resources (material and financial) through cultures of dis-inheritance, systemic discrimination and exclusion from decision making. Patriarchy works to maintain and reinforce women’s subordination. For example, the patriarchal customary system across regions in Uganda deprives widows of the matrimonial home unless the male children are old enough to inherit. If the deceased did not have a boy child, his younger brother becomes the heir. Women are only guaranteed user rights of the home and upon the death of their husbands become homeless. Those without children are more vulnerable to be disposed of their matrimonial home (Asiimwe 2009).

In summary, 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 e.g., dowry/bride price, polygamy, early marriages, etc

Other Factors that drive GBV:

- Alcohol and substance abuse,
- Cultural beliefs or patriarchy,
- Multiple sexual relationships including polygamy,
- Experiencing violence as a child or adult, and,
- Poverty

Impact of Violence Against Women and Girls

VAWG is a significant barrier to the achievement of every development outcome. Sustainable Development Goal (SDG) 5 recognizes 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.

There are multiple effects of violence, having immediate and short-term to intergenerational effects. There effects at the individual level for survivors, perpetrators and others affected by violence as well as within the family, community, and wider society which in turn undermines national development.
Individual and community effects

There are several effects of VAWG at the individual level. Apart from the intangible suffering, pain, emotion stress and impacts on quality of life and well-being of the survivor, there are expenses to the survivor and her family in search of social services such as medical care, legal aid, and counselling.

- Sexual and reproductive health problems including STIs, HIV and AIDS and unwanted pregnancies
- Emotional stress including suicidal tendencies, death
- Expenses on medial, protection, judicial and social services
- Increased poverty levels
- Exploitation and low incomes
- Loss of interest to work
- Reduced/lost development opportunities
- Substantial abuse including alcoholism
- Mental illness/depression, anxiety, post-trauma stress disorder, suicide
- Injuries
- Lost workdays, low productivity, and low income
- Death

Intergenerational effects of VAWG

Beyond the direct and short-term consequences, children witnessing acts of violence are at increased risk of anxiety, depression, low self-esteem, and poor school performance among other problems that harm their well-being and personal development.

Effects on National Development

VAWG undermines human rights, social stability and security, public health, women’s educational and employment opportunities. VAWG reduces productivity and drains public budgets. VAWG has enormous direct and indirect costs to survivors, employers, and the public sector in terms of health, police, legal and related expenditures as well low wages and productivity. According to the study in Uganda, about 9% of violent incidents forced women to lose time from paid work, amounting to approximately 11 days a year. Businesses and employers can incur financial losses on account of absences due to the health and social consequences inhibiting the survivor from working. Sexual violence deprives girls of the right to education thereby deprive them of many opportunities.

VAWG severely restricts women’s ability to exercise their reproductive rights, with grave consequences for sexual and reproductive health.
reproductive health. As many as 1 in 4 women experience physical or sexual violence during pregnancy. This increases the likelihood of miscarriage, stillbirth, and abortion as well as premature labour and low birth weight. Violence limits women’s access to family planning which would potentially contribute to reduced maternal mortality.

Child marriage resulting in early and unwanted pregnancies poses life-threatening risks for adolescent girls; pregnancy-related complications are the leading cause of death for 15-19-year-old girls.

Female Genital Mutilation increases the risks of obstructed labour, childbirth complications, new-born deaths, postpartum bleeding, infections, and maternal mortality.

Violence limits women’s ability to protect themselves from HIV and women living with HIV and AIDS are often the targets of abuse and stigma. Young women are at especially high risk of both HIV and gender-based violence.

**Why it is important to address VAWG**

1. Prevention of VAWG 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 VAWG is key to protect sexual and reproductive health and rights to reverse the spread of HIV/AIDS and other STIs

3. VAWG is a security concern and a prerequisite for sustainable peace.

**How to prevent VAWG**

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 VAWG

6. Engaging men for gender equality

7. Supporting women and girls to break the silence about acts of VAWG

8. Exposing Perpetrators of VAWG

9. Increase public education/awareness programmes on VAWG Integrate the study of human rights in the school curriculum
Discussion questions

The facilitator asks the participants the following questions.

a) Why do you think violence against women is so common?

Possible response: Society gives more power to men as a group than to women; our social norms condone VAWG; in society, we view women as less valuable than men.

b) How do you think that VAWG is linked to control?

Possible responses
   i. As a society, we expect men to demonstrate that they are in control over their partners or daughters

   ii. As a community, it is generally seen as normal for men to control women and it is believed that women cannot manage themselves without this external control.

   iii. Violence creates fear, and this is a form of control

   iv. Violence exerts control over the choices and decisions that are available to women shaping how they develop and engage in their relationships and communities.

c) Is VAWG an abuse of power? Is it always linked to controlling women and girls?

Possible responses

All types of VAWG are an abuse of power. Violence is used to control another person through fear.


d) Though men also experience violence, how is the violence they experience different from the violence experienced by women?

Possible responses
   i. Men also experience acts or threats of violence. However, this is typically not used as a way to control him through fear as it is for women. For example, if a man experiences violence, it is often a specific event linked to a specific incident— it happens and it is over.

   ii. Men as a group do not live-in fear of violence from women as a group. The majority of women live in fear with the ongoing threat of violence from men (partners or strangers). Women have to live with this threat because society accepts men’s power over them and violence against them. This is the norm.

   iii. When men experience violence from their partners in a relationship, it is most often in response or self-defence to the violence the man is perpetrating

Summarize key points
   a) VAWG takes many forms. All violence hurts women, their children, their relationship, and the community

   b) Violence is used against women as a way of controlling them. This is unfair and unjust.

   c) Violence can be large or small acts; they are all violations. Everyone deserves a life free of violence
Sexual Reproductive Health Rights (SRHR)

In this session, four components of SRHR will be defined for participants to understand and appreciate them. The four components are Sexual Health, Reproductive Health, Sexual Rights and Reproductive Rights.

Sexual Health:

In broad terms, sexual health is a personal sense of sexual well-being as well as the absence of disease, infections or illness associated with sexual behaviour. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.

Reproductive Health

Refers to the state of complete physical, mental, and social well-being of an individual in all matters relating to the reproductive system and its processes and functions but not merely the absence of disease or infirmity. It also includes sexual health and suggests that people with adequate reproductive health have a satisfying and safe sexual life, can have children, and can make a choice as to whether they would like to have children and if so, when, and how to have them.

Core SRH activities include providing universal access to voluntary family planning and maternal health services; protection from STIs including HIV, gender-based violence and harmful traditional practices such as polygamy and child marriages; and the reduction of gender inequalities. Women need information that is essential for making informed decisions about sexual behaviour.

Sexual Rights include the human rights of women and men to have control over and decide freely and responsibly on matters related to their sexuality.
Reproductive Rights are integral parts of human rights. They are the basic rights of women and men to decide freely and responsibly on issues of sexuality and family planning, to have access to information to make these decisions and the means to carry them out.

The following are sexual and reproductive rights:

- Right to respect the safety of the reproductive body
- Right to choose their sexual partner
- Right to have or not to have sexual intercourse
- Right to make love with the other person’s consent
- Right decide when to give birth or not to give birth
- Right to have a satisfying, pleasant, and healthy sexual life
- Right to access to quality reproductive health care, information, and services
- Right to seek, access and distribute sex related information (not pornography)
- Right to access to sex related education

Why SRHR is important

- SRHR is crucial for both women and men to participate equally in making decisions regarding their own bodies
- To promote women’s general health and well being
- SRHR empowers people to have healthy and respectful relationships, health services that are inclusive, safe, and appropriate
- Creates an opportunity to access accurate information, effective and affordable methods of contraception.
- Helps to empower individual freedom of choice with respect to deciding whether to be sexually active or not.
- Helps to improve young people’s quality of life and standards of living.
- Promotes development
- Promotes gender equality

WHY SRHR

- Reduce poverty
- Further primary education especially for girls
- Strengthen health systems
- Save lives and improves health
- Ensure environmental sustainability
- To slow down in the HIV epidemic and progress in treatment
- To increase national commitment and integrate sexual and reproductive health care into development planning
- Reach the most vulnerable people
- Improve on monitoring and evaluation
- Choice and sexual integrity and accountability

Key message

Good SRH means having the knowledge to make positive, informed, safe and responsible decisions about sex and sexuality.

- It is really important not to be pressured into having sex when you really do not want to.
Module 5: Women and Peacebuilding: Why it is important?

Module description
This module focuses on peacebuilding and conflict resolution processes. It highlights peace and security context in Uganda, key concepts of peace and conflicts, conflict early warning, conflict mediation and resolution. Therefore, this module looks at the key role that women play in preventing and resolving conflicts. The objective of the module is to increase understanding of peace and the role of women and youth play in promoting sustainable peace.

Peace and Security Context in Uganda
Uganda has gone through many turbulent years since independence. As of today, in 2020, many communities in Uganda experience conflicts at family, community and institutional levels. Current conflicts include land conflicts, conflicts over natural resources such as wetlands, oil and gas, lakes and rivers and national parks, religious conflicts, inter-ethnic conflicts, election related conflicts and gender-based violence. Peace is key to fostering sustainable development.

Peace and Security Concepts
What is Conflict?
Conflict is an expression of our difference of diversity or manifestation of our needs or rights that have been suppressed. It is neither good nor bad. Conflict comes from a disparity or difference in opinions, beliefs, attitudes, values etc. If such disparity leads to a constructive relationship afterwards then the conflict is positive however, if the outcome is destructive, we can say the conflict is negative. Small issues between two people/groups if not resolved, can become a major concern for both. Conflicts that involve death and other worst outcomes cannot be regarded as positive conflict.

Types of conflict
Intra-personal conflict
This is conflict within oneself. It has something to do with an individual’s decision making over pressing needs. It is common when it comes to making a choice between two or more competing needs upon an individual. Examples include: the choice of career, marriage challenges, participation in electoral processes, economic independence. Someone with this kind of conflict would feel discomfort, stress, mental anomaly that may result in doing harm to self or even committing suicide.

Interpersonal conflict
This conflict exists between persons or groups (as an entity); it is a result of disagreements or misunderstandings between individuals or groups over something that is important to them. Usually, such an issue is perceived as a threat to one’s or group’s existence,

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9 She burns the food, argues with him, goes out without telling him, she neglects the children and she refuses to have sex with him.
development, interests, or position in society. In such cases, the conflict results in grudges, open quarrels, physical fights and negative propaganda or black mailing of the other party.

**Cross-border conflicts**

These are conflicts that occur among **communities along national borders**. They are often interethnic in nature or among business communities along the borders and not necessarily interstate because the state borders were created without any cultural or social sensitivity thus families and ethnic groups find themselves under different state jurisdictions. Their settlement usually does not involve state machinery but rather traditional and other local administrative units. In the event that they are not settled locally, and they tend to escalate, state laws and the relevant institutions are employed to address the disputes.

**Intra-state conflicts**

Also referred to as civil conflicts, intra-state conflicts take place **within a state**, with little or no influence from outside the country. According to Lederach (2000), civil conflicts in Africa often take the form of insurgent groups fighting the state, for instance guerrilla movements who regard their use of arms in the pursuit of social and political goals as legitimate. However, it is common knowledge that in contemporary conflicts, intra-state conflicts, in as much as the leaders of these conflicts might be nationals, they are cases where they are fighting for foreign interests. They receive training, arms, and funding from actors outside that particular state and in some cases even human resources to cause instability in another country.

**Interstate Conflicts**

This is the type of conflicts that involves **two states** and where states employ their machinery for the mitigation, containment, or resolution of the conflict. Causes of these conflicts are normally security concerns, economic, political ideologies, and territorial integrity. Interstate conflicts often generate a lot of negative propaganda between states leading to threats of war or even outbreaks of physical violence. In the contemporary world, interstate conflicts are becoming uncommon due to the development trend which has given rise to regional political and economic blocks such as the East African Community (EAC) and ECOWAS, among others.

**International Conflicts**

International conflicts involve **more than two states** getting embroiled in a conflict. International conflicts often generate alliances and counter alliances. Some countries unwillingly join these conflicts because of fear of isolation. There have been questions however, whether the mid-1990s conflict in the Democratic Republic of Congo that involved many African countries, which many have referred to as Africa ‘s first —world war qualifies to be called an international conflict. Typical examples of international conflict though are the two world wars and the subsequent cold war that ensued shortly after the Second World War.

**Protracted Conflicts**

These are conflicts that have **been on for a long time and most of them are violent**. For example, the Lord ‘s Resistance Army conflict in Northern Uganda was referred
to as a protracted conflict due to its unresolved status for a long time. In most African states, it is common to find related inter-ethnic conflicts related to protracted conflicts.

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 neutralize potential triggers to widespread violent conflict.

What are the effects of conflict?
Conflict can cause individuals, groups, community members to become frustrated if they feel there is 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.

Group Discussion

Participants in groups examine the root causes of conflicts in Uganda. They answer the following questions

- How do conflicts manifest?
- Who is largely affected by the conflicts?
- How are individuals and communities affected?
- What role can men, women, boys, and girls play in resolving conflicts?

Case study of Government raid on the Rwenzururu Kingdom

“Violence erupted on 26 November 2016 in the town of Kasese, the capital of the Ugandan Kingdom of Rwenzururu, when Ugandan police raided the government offices of the Rwenzururu kingdom, killing eight Rwenzururian royal guards and arresting two others. According to the government of Uganda, the raid was in response to militant attacks on police posts in the region two weeks earlier, allegedly perpetrated by the royal guards.

On the next day, Uganda's armed forces and police raided the Rwenzururu royal palace after the expiration of an ultimatum issued by the Ugandan government, resulting in the deaths of 87 royal guards and 16 policemen. Following the raids, the Omusinga (king) of Rwenzururu, Charles Mumbere, was arrested and charged with murder.”
Defining Peace

What is Peacebuilding?

Activity: The facilitator asks participants to define what peace means to them

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 a concept of societal friendship and harmony in the absence of hostility and violence.

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 it can take place before, during and after conflicts.
- It is 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, national, 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 communities, 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.

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 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 is equal before the law, the systems for justice are trusted, 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 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, and 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:

• Access to basic needs

• Engaging in peaceful co-existence

• Involved in economic empowerment programmes

• 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 urban and rural planning

• including peace education in curricula

• creating free and inclusive media

• improving healthcare

• making development programmes in conflict affected areas more sensitive to conflict dynamics

• engaging in various forms of diplomacy

• Strengthening democracy and inclusive politics (e.g., electoral frameworks, active citizenship initiatives, etc.)

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.
On October 31, 2000, the United Nations Security Council unanimously passed Resolution 1325 on women, peace, and security. **UN Security Council Resolution 1325 on Women, Peace and Security** unanimously passed by the UN Security Council on October 31st, 2000, formerly acknowledged the changing nature of warfare, in which civilians are increasingly targeted, while women continue to be excluded from participation in peace processes. The resolution specifically recognizes that women and girls are disproportionately impacted by conflict and war and recognizes the critical role that women can and already play in peacebuilding efforts.

The **Resolution 1325** is based on four pillars:

i. **Participation**: Calls for increased participation of women at all levels of decision making, including in national, regional, and global institutions

ii. **Protection**: Calls specifically for the protection of women and girls from sexual and gender-based violence, including in emergency and humanitarian situations, such as in refugee camps

iii. **Prevention**: Calls for improving intervention strategies in the prevention of violence against women

iv. **Relief and Recovery**: Calls for advancement of relief and recovery measures to address international crises through a gendered lens.

Resolution 1325 was a landmark resolution in that it was the first to address the issue of women’s inclusion in peace and security matters. It also launched what became a series of Resolutions, each addressing a unique concern regarding the protection of women and girls during conflict, and their participation in decision-making processes.

The **Resolution** reaffirms the important role of women in the prevention and resolution of conflicts, peace negotiations, peacebuilding, peacekeeping, humanitarian response and in post-conflict reconstruction and stresses the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security. Resolution 1325 urges all actors to increase the participation of women and incorporate gender perspectives in all UN peace and security efforts. It also calls on all parties to conflict to take special measures to protect women and girls from GBV, particularly rape and other forms of sexual abuse, in situations of armed conflict.

**Subsequent Resolutions on women peace and security**

In a bid to strengthen the presence of women in safety and security, the UN has since 2000, passed more resolution to enhance the implementation of Resolution 1325. These resolutions together form the women, peace, and security agenda. The subsequent resolutions are highlighted below:
Resolution 1820 (2008) 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.

Resolution 1888 (2009) strengthens 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.

Resolution 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 improvement of international and national responses to the needs of women in conflict and post-conflict settings.

Resolution 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 measures.

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

Resolution 2122 (2013) calls on all parties to facilitate peace talks with equal and full participation of women in decision-making; aims to increase women’s participation in peace making by increasing resources for women in conflict zones; and acknowledges the critical contributions of women’s civil society organizations.

Resolution 2242 (2015) reaffirms commitment to resolution 1325 on its 15th anniversary. It highlights the role of women in countering violent extremism and addresses the differential impact of terrorism on the human rights of women and girls.

Resolution 2493 (2019) urges Member States to recommit to the women, peace, and security agenda, including by creating safe environments for women leaders, women peacebuilders, human rights defenders, and political actors. It asks States to facilitate the full, equal, and meaningful participation of women; address threats, harassment, and violence; and remain committed to increasing the number of uniformed and civilian women in peacekeeping operations.

Youth Peace and Security

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 to acknowledge and highlight 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.

**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 plan 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 decisionmaking 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.
Module Overview

This module presents the conflict early warning as an important aspect in peace building. The module provides an overview of early warning and its significance, early warning mechanisms in Uganda and early warning indicators during a conflict cycle. The module aims to deepen participants’ understanding of the concept of conflict early warning and early warning indicators during a conflict cycle.

Early Warning: In military science, early warning can be defined as a network of sensing devices, such as satellites or radar, for detecting an enemy attack in time to take defensive, pre-emptive or counter offensive measures. In non-military terms, in the field of peace and conflict, early warning is defined as the systematic collection and analysis of information coming from areas of crisis or potential crisis for the purposes of anticipating the escalation of violent conflict, developing strategic responses to these crises, and presenting preventive or mitigating options to critical actors for the purposes of decision-making.

Early response means: any initiative that occurs in the hidden stages of a perceived potential armed conflict with the aim at reduction, resolution, or transformation. As a body of knowledge and field of practice, early warning evolved out of two fields: military strategic intelligence-gathering and the prediction of Humanitarian and Natural disasters such as drought, floods, and famine. Early warning and early response do not work in a vacuum. They can only work within a well-structured and composed information gathering, analysis and dissemination, /implementation framework.

Conflict Early Warning and Response Framework in Uganda

The major Conflict Early warning and response framework in Uganda is Conflict Early Warning and Early Response Unit (CEWERU). CEWERU was established in 2003 under the auspices of the Conflict Early Warning mechanism of Inter-Governmental Authority on Development (IGAD) with tasks to collect, process and communicate early warning information to appropriate authorities for effective response to emerging or existing pastoral conflicts. CEWERU envisions a Peaceful and stable Uganda free of violent Conflict and its mission is to operate an efficient, effective early warning and early response mechanism aimed at preventing, reducing, and mitigating conflicts in Uganda.

CEWERU has since been operating in the Karamoja cluster of Uganda and has undertaken a number of peace initiatives in accordance with the CEWERU Strategic Plan and CEWERU Operational Guidelines. CEWERU has established and capacitated District Peace Committees and Sub county Peace Committees in the six districts of the Karamoja cluster for conflict prevention and peace building. These committees have been critical in cross border issues
and conflicts, for example the peace committees celebrated the Lokiriama Peace Accord which mitigated the conflict between the Matheniko of Uganda and the Turkana of Kenya. CEWERU has also established peace clubs in six schools in the different districts of Karamoja for conflict prevention and peace building, exposure, and networking among the youth for peaceful co-existence.

**CEWERU diversified Operations**

After 10 years of implementing programs related to conflict early warning and response, CEWERU undertook a conflict monitoring study in Karamoja region districts (Amudat, Bukwo, Kaabong, Kapchorwa, Kotido, Kween, Moroto, Napak and Nakapiripirit. The following are the findings.

i. There was reduced violence and conflicts in communities.

ii. There is no single ‘correct’ method in warning/ response strategy; instead, a variety of practices make the field diverse and context specific.

iii. There is a need to engage local actors from within the conflict areas in response actions, but often their capacities are overestimated both on the government and civil society side.

It was recommended that CEWERU’s operations be rolled to other regions. Since then, CEWERU has extended operations in Teso, Acholi-Lango, Western region (Ntungamo, Rukungiri) West Nile, Bunyoro, Rwenzori and Northern Uganda since it was addressing different types of conflicts. The following are the current conflict themes within CEWERU Framework.

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Conflict Themes</th>
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<tbody>
<tr>
<td>Economic</td>
<td>Commerce and Trade</td>
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<td>Disruptions and Corruption</td>
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<td>Financial Conditions and Poverty</td>
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<td>Environmental</td>
<td>Degradation and Pollution</td>
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<td>Natural Disasters and Accidents</td>
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<td>Scarce Resource Competition</td>
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<td>Governance</td>
<td>Due Process and Dissent</td>
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<td>Elections and Campaigning</td>
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<td>Fairness, Equality and Justice</td>
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<td>Security</td>
<td>Armed conflict and Violence</td>
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<td>Crime and Personal safety</td>
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<td></td>
<td>Terrorism and Torture</td>
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<tr>
<td>Social</td>
<td>Identity, Gender and Tradition</td>
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<tr>
<td></td>
<td>Pastoralism and Migration</td>
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<tr>
<td></td>
<td>Health, Education and Quality of life</td>
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</tbody>
</table>
The Composition of CEWERU

The CEWERU National Steering Committee comprises both state and non-state representatives:

i. Representatives of the central government, Members of Parliament, INGOs, MDAs, Police, and the Army.

ii. Representatives of CSO’s, including religious organizations, academic and research institutions.

Latent Stage: Parties are not aware that there is a conflict but are not comfortable (from within). Generally, things are not fine though no one will speak about it. This stage is also called Negative Peace. This is as a result of negative experiences, assumptions that could have piled for a long time.

Escalation Stage: Parties acknowledge that there is conflict and start pointing fingers at one another. For countries, they start to buy firearms and ammunitions in preparation of external aggression.

Crisis stage: The ‘time bomb’ explodes, real fighting begins (open war and confrontation).

De-escalation: After Crisis, parties have asserted their positions, will and interests. The tempers start cool down in preparation for peace.

Re-construction/ Reconciliation: This is when parties focus on building peace. In most cases, this stage focuses on forgiving one another.

Two approaches (early warning and risk assessment) exist to alert the country or community of an impending crisis so as to permit them to prepare timely response. These two approaches should thus be seen as complementary.
Early warning and risk assessments are processes consisting of several steps.

I. Crisis identification. Both early warning and risk assessment start by identifying the type of crisis that is critical for clients to be alerted on. Examples of events as reflected in early warning and risk assessment include regime collapse, outbreak of internal violent conflicts, natural disasters, financial or economic collapse, etc.

II. Model building. The second step in creating an early warning and risk assessment system is to make a model, which lists the factors that are thought to cause the event. Those factors can be thought of as “indicators” of the particular event.

III. Data collection. The third step is to identify a source of information, which can be used to see those indicators happening. Sources include media reports and field monitoring reports (raw data) as well as statistical data, such as trade data, labour market information and weather patterns information.

IV. Data Interpretation. In the fourth step, analysts examine the information and look for evidence that one or more indicators are occurring. This is the “coding” phase of the early warning or risk assessment system.

V. Analysis. In the fifth step, analysts analyse the collected data to create an early warning profile or a risk assessment for a country or region and for a particular type of crisis, for example, the risk of a regime collapse in a country.

VI. Evaluation. This is the last step in early warning and risk assessment process. Once risk assessments or early warnings are conducted, it is useful to compare them with what events actually transpired. Both risk assessments and early warning are predictions. Once sufficient time has passed, these predictions can be compared with real past events.

Conflict Analysis

Conflict analysis/ Conflict Assessment is the systematic study of the causes, effects, actors, and dynamics of conflict. Conflict analysis is an initial stage of conflict resolution in which parties seek to gain a deeper understanding of the dynamics in their relationship. Conflict analysis is about interpreting raw data coming from the field to come up with recommendations and early response strategies. Conflict analysis helps stakeholders to reconsider their perspectives, which are often heavily influenced by emotions, misunderstandings, assumptions, suspicions, and mistrust. In conflict situations, emotion can easily overwhelm logic and reason. Conflict Analysis therefore helps to distinguish opinion from fact.

Significance of Conflict Analysis

The more peacebuilders know and understand about the situations in which they are working, the less likely they are to make mistakes, and the more likely to assist stakeholders/ duty bearers effectively. Conflict analysis helps to:

I. clarify and prioritize the range of issues that need to be addressed
II. identify the impacts of conflict

III. identify the root causes and contributing factors of conflict in order to determine appropriate responses

IV. determine the stakeholders’ motivations and incentives through an understanding of their interests, needs and views of the conflict

V. assess the nature of relationships among stakeholders, including their willingness and ability to negotiate with each other

VI. identify existing information about the conflict and what further information is needed

VII. evaluate the capacity of existing conflict management institutions or practices to deal with the conflict

VIII. build rapport and understanding among stakeholders, where possible

IX. enhance the problem solving and analytical skills of local stakeholders in addressing current and future conflicts (capacity building is an important part of participatory conflict analysis)

X. Increase understanding of the links between the broader social, political, and economic context and resource use conflicts.

Guiding Principles in conflict Analysis

I. A conflict analysis must be based on a wide range of views about the sources of conflict. Conflicts are about perceptions and the meanings that people attribute to events, policies, and institutions.

II. Conflict Analysis must focus on balancing emotions and reason/ facts, not because facts are more important than perceptions or feelings, but because stakeholders deal with them in different ways.

III. Conflict analysis must examine the broader context (social, economic, political etc) and not just what seems to be obvious concerns.

IV. Any conflict analysis is only preliminary and must be refined and studied carefully as the process gets under way.

V. Conflict analysis is not an end in itself. It is part of the process of defining and learning about the issues. For this learning process to happen, conflict analysis must be carried out in a participatory manner- through exchanges of information it becomes more likely that people will focus on real problems during peace building processes. During this process, it is important to practice probing as some people tend to be cautious about revealing some types of information.

VI. During Conflict Analysis, it is important to focus on knowing what is worth knowing. The type and amount of information needed from conflict analysis varies from case to case. While it is often assumed that more information is better than less, not all information may be relevant, truthful, or useful.
Methods and Tools in conflict Analysis.

Many methods and tools are available for analysing conflicts. It is therefore important to note that there is no single set of procedures or practices works for all situations.

KEY QUESTIONS TO ASSIST CONFLICT ANALYSIS

What is the conflict about? A conflict is often more complex than it seems. How do the participants frame the conflict? To what extent are their views alike, and how do they differ? How do others frame the conflict? What seem to be the immediate or proximate factors behind the conflict? Is there deeper livelihood, institutional, political, or other structural factors behind the conflict?

Who is involved in the conflict? Effective consensus building depends on engaging all the stakeholder groups that are relevant to a conflict. It is therefore important to identify stakeholders accurately. Are there any groups who are not present but who have a direct or indirect role in the conflict?

What motivations or incentives exist for the parties to settle their conflict? Trying to get people to settle their conflict may be difficult if the parties do not feel or perceive a need to manage or resolve it. In addition, there may be economic, political, cultural, or other incentives that influence the parties’ willingness to engage in conflict management. Equally important is to find out whether there are people who would benefit from continuation of the conflict, or who would resist attempts to stop conflict (do some people have an interest in perpetuating the conflict?).

What conflict management strategies have been tried in the past? It is especially important to consider what strategies have already been tried to resolve the conflict. What were the results of these effort? What are the advantages or disadvantages or pursuing the same strategy or strategies for the present conflict?
Conflict Analysis tools

The Conflict Tree

Another tool that can help in assessing the causes and effects of a conflict is called the conflict tree. The conflict tree symbolizes the core problem of the conflict (represented by the trunk of the tree), the underlying causes (represented by the roots of the tree) and the effects of the conflict (represented by the branches and leaves of the tree).

A conflict tree is a useful tool for generating discussion, agreeing on a core problem to be addressed, and developing links between underlying causes and effects. Discussions can also be initiated regarding the hierarchy of different branches or roots (for example, with deeper roots being those things that are perceived as the most persistent or difficult to address causes, and with the higher branches being the effects perceived as most important or powerful.

Example of Conflict tree

Conflict Management Skills

Negotiation

Negotiation refers to the act of communicating with another for the purpose of reaching an understanding, presumably beneficial to both parties. It is the consequential bargaining process in which the parties attempt to reach an agreement on a disputed or potentially disputed matter.

Activity: Using the Conflict Tree:
Ask participants to identify a conflict issue in their community. In groups, participants will use a conflict tree to analyze a conflict issue. Inform them that each group will have to present their Conflict Tree to the group at the allotted time.

Negotiation is largely a voluntary process. It is a strategy pursued by choice of the parties involved in a conflict.

Arbitration

Arbitration is a process of conflict resolution where a neutral person called an arbitrator hears arguments and evidence from each side of the conflicting parties and then decides the outcome of the dispute. Arbitration may be either “binding” or “nonbinding.”

Binding arbitration means that the parties accept the arbitrator’s decision as final. Generally, there is no right to
appeal an arbitrator’s decision.

Nonbinding arbitration means that the parties are free to seek other means of resolving the conflict such as mediation or litigation if they do not accept the arbitrator’s decision. In most domestic conflicts in African communities, arbitration is the common approach used to settle family disputes. This unit explores cases where arbitration is employed to settle disputes.

**Mediation**

Mediation is a conflict resolution approach that involves an acceptable third party to facilitate negotiation between the conflicting parties. The Mediator, as the third party is called does not take binding decisions nor does he give the solutions to the problem; rather s/he facilitates discussions of the conflicting parties by enabling them to identify the issues/problem, analyse interests and explore the various options available to draw the issue to a logical conclusion acceptable to both parties. Mediation is a process in which the parties to a conflict communicate with each other with the help of a third-party mediator and reach a win/win solution. It differs from arbitration, in which the parties submit their differences to a third party, who then decides for them.

In mediation, an impartial person called a “mediator” helps the parties try to reach a mutually acceptable resolution of the dispute. The mediator does not decide the dispute but helps the parties communicate so they can try to settle the dispute themselves. It leaves control of the outcome with the parties. Mediation may be particularly useful when parties have a relationship they want to preserve. On the other hand, Mediation may not be effective if one of the parties is unwilling to cooperate or compromise. Mediation also may not be effective if one of the parties has a significant advantage in power over the other. Therefore, it may not be a good choice if the parties have a history of abuse or victimization.

**Group Discussion:** Participants identify a conflict case study that they have addressed in their communities with specific focus on how.
Module 8: Understanding Results Based Management and its importance to organisations

Module description

This module provides organizations with information that establishes a common ground and helps to ensure a consolidated approach to programme planning, monitoring, and reporting, at the community and national level based on best practices in results-based management.

The Module describes key concepts and tools that will facilitate operationalization of harmonized results-based management approaches within the organization as a means of achieving:

- Higher quality programmes and projects
- Improved ease, clarity, and quality of reporting
- Strengthened organizational collaboration, accountability, and learning

Understanding Results Based Management

Results-based management is a strategy that lays the foundations for an integrated approach to project and programme management, including planning, monitoring and evaluation. When adopting an approach, all actors contributing directly or indirectly to achieving a set of results must ensure that their processes, products, and services contribute to the achievement of the desired results (Outputs, outcomes and higher-level goals or impact). The actors, in turn, use information and evidence from the actual results to inform decision-making on the design, resourcing and delivery of programmes and activities as well as for issues related to accountability and reporting.

It is important to note that results-based management is not a set of tools or instructions, nor is it an end in itself; rather, it is a way of thinking about projects and programmes that allows for improved management practices, greater organizational effectiveness, and better development results. It requires implementers to constantly ask four fundamental questions about their projects or programmes:

- Are we doing the right thing?
- Are our interventions leading us to our objective?
- Are we doing things in the right manner?
- How do we know?

Importance of Results-Based Management

By adopting a results-based management approach, organizations aim to:

- Draw on the foundational principles of accountability, ownership and inclusiveness, results-based management supports project and programme managers in their daily work by ensuring greater results orientation.
- It fosters improved performance,
integration of lessons learned into management decisions and greater effectiveness of the monitoring and reporting of progress achieved in project and programme implementation.

- It enables managers to develop sound projects and programmes and to continuously adapt them to the particular needs of the beneficiaries, in order to achieve better results.
- It entails defining realistic results expectations based on appropriate analyses.
- Supports in identifying the beneficiaries and designing projects and programmes that meet their needs.
- Supports in the monitoring of progress made and resources utilized by using appropriate indicators.
- Helps in identifying and managing risks related to the programmes or projects.
- Helps to document and mainstream lessons learned and evidence and using them as a base for making decisions and reporting on results achieved.

Principles of Results-Based Management (RBM)

The RBM approach is based on six main principles:

1. **Simplicity**: RBM tries to identify a strategy that is easy to understand and easy to put into practice. RBM provides a number of simple tools to help with project design, project management and achieving the project’s results.

2. **Action learning**: RBM integrates the learning cycle. We learn by doing and what we learn enables us to strengthen our capacities, improve the quality of our projects and get better results. This learning cycle is inclusive: it is not just about the leading NGO that learns and improves, but everyone involved in the project. Partners and beneficiaries are empowered through learning and participation, and gradually see how important their role is and as a consequence they take up more responsibility.

3. **A flexible method**: RBM adapts itself to different contexts and different types of projects. It is even possible to introduce RBM into projects that are already running.

4. **Partnership**: participation of partners and stakeholders is not only important during the formulation of the project, but also during the execution, monitoring and evaluation (appreciation) of the project. This is the only way to come to solid project design with relevant objectives AND to durable results and a sense of ownership of those results from the part of the local population and partners.

5. **Accountability**, or sharing responsibilities between the partners. In RBM, participative decision making is important, as well as clearly defining each party’s responsibilities and tasks.
6. Transparency: using well designed and well-chosen indicators, it must be possible to give a clear image of what the project is doing and where it is going. Transparency towards the donors, but also transparency towards [missing text]

Key Concepts and elements in Result Based Management

<table>
<thead>
<tr>
<th>Impact</th>
<th>A specific end result that is desired or expected to occur as a consequence of capacity-building, at least in part, and to which a development intervention is intended to contribute. Results are changes in a state or condition that are derived from a cause-and-effect relationship.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Example of the goal:</strong> Women and girls live a life free from violence.</td>
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<tr>
<td>Outcomes</td>
<td>The intended change of behaviour of the beneficiaries; outcomes relate to changes in institutional performance, among individuals or groups, as viewed through a human rights-based approach and with consideration given to the Sustainable Development Goals. The achievement of outcomes depends on actions of various stakeholders.</td>
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<td><strong>Example of the outcome:</strong> Women rights groups more effectively influence and advance progress on GEWE and EVAWG.</td>
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<tr>
<td>Outputs</td>
<td>The changes in skills or abilities, or the availability of new products and services that result from the completion of activities within a specified period.</td>
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<td></td>
<td><strong>Example of output:</strong> Increased number of women right groups with opportunities to share knowledge and jointly advocate for GEWE and ending EVAWG.</td>
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<tr>
<td>Activity</td>
<td>Actions taken or work performed for which inputs, such as funds, expertise, and other types of resources, are mobilized to produce specific outputs.</td>
</tr>
<tr>
<td>Inputs</td>
<td>The financial, human, material, technological and information resources used for development interventions.</td>
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<tr>
<td>Performance indicator</td>
<td>A unit of measurement that specifies what is to be measured along a scale or dimension. It is a qualitative or quantitative means of measuring an output or outcome, with the intention of gauging the performance of a programme or investment.</td>
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<tr>
<td>Baseline</td>
<td>Information about the existing situation that is gathered at the beginning of a project or programme. It is the reference point against which changes that occur during a project or programme are measured.</td>
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<tr>
<td>Target</td>
<td>Specifies a particular value that an indicator should reach by a specific date in the future in order for the action to be considered a success. For example: “Total number of corruption incidents to decrease by 85 per cent among groups X and Y by the year 2024.”</td>
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<tr>
<td>Means of verification</td>
<td>The source of information for establishing the status of the indicator and the measure of success of the project or programme. It typically includes existing information, systems, surveys, studies, and evaluations.</td>
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<td>Logical Framework</td>
<td>Explains how results are to be achieved, including causal relationships and underlying assumptions and risks. The logical framework (also referred to as “log frame”) reflects strategic-level thinking across an entire organization, a project, a country programme, or a programme component within a country programme.</td>
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<tr>
<td>Performance monitoring</td>
<td>A continuous process of collecting and analysing data for performance indicators for the purpose of comparing the implementation of the development intervention, partnership, or policy reform against the expected results (achievement of outputs and progress towards outcomes).</td>
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<tr>
<td>Performance</td>
<td>The degree to which a development intervention or a development partner (a) operates according to a specific standard or specific criteria or guidelines, and (b) achieves results in accordance with stated plans.</td>
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<tr>
<td>Risks</td>
<td>Risks are the conditions that can negatively affect the project or programme. If a risk is too high, teams must take steps to mitigate the risk or address the problem that results from a risk.</td>
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<tr>
<td>Assumptions</td>
<td>Assumptions are the conditions that need to be in place to ensure the project or programme progresses the way it is envisioned. They are often outside the control of the project or programme.</td>
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Participants’ Practice Question

Using a project of your choice, in groups of five, design a project using an M&E framework below.

Monitoring and Evaluation

<table>
<thead>
<tr>
<th>Narrative Summary</th>
<th>Objectively Verifiable indicators (OVI)</th>
<th>Means of Verification (MoV)</th>
<th>Assumptions</th>
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<tbody>
<tr>
<td>Goal</td>
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<td>Outcome</td>
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<td>Output</td>
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<td>Activities</td>
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Reporting of Results/Change

1. Describe what was achieved and list the indicators of success.
2. Compare actual results with expected results.
3. Quantify achievement whenever possible against a baseline.
4. Illuminate findings with quotes, testimonials, photos, etc.
5. Explain the reasons for over or under achievement.
6. Highlight any unforeseen problems or opportunities that may require new strategies or a redesign of the initiative.
7. Tell the story of how the results were achieved and highlight when there is potential for wider learning of lessons.
8. Recognize the involvement of others (partners, stakeholders, rights-hold-ers) and assign a degree of attribution, if possible.
9. Ensure there is sufficient data to describe the effects of activities undertaken.
10. Describe what was achieved and list the indicators of success.
11. Compare actual results with expected results.
12. Quantify achievement whenever possible against a baseline.
13. Illuminate findings with quotes, testimonials, photos, etc.
14. Explain the reasons for over or under achievement.
15. Highlight any unforeseen problems or opportunities that may require new strategies or a redesign of the initiative.
16. Tell the story of how the results were
17. Recognize the involvement of others (partners, stakeholders, rights-holders) and assign a degree of attribution, if possible.

18. Ensure there is sufficient data to describe the effects of activities undertaken.

19. **Sample Report One**

Partner X designed and collaborated with 5 radio stations in the design and broadcasting of awareness messages. Furthermore, Partner X conducted 150 community awareness meetings. Partner X provided technical and financial support to local government staff to effectively participate and facilitate 50 out of the 150 community awareness meetings. Partner X invested $3 million into the campaign.

**Sample Report Two**

There is reduced cases of violence against women in Kamwenge district. This improvement is partly due to the intense awareness raising programme on the dangers of violence against women in the Kamwenge. Over 800,000 (410,000 female) out of the planned 830,000 community members were reached through community meetings and radio messages. This represents 96% of the annual target for 2020. Monitoring data shows that 95% of people directly reached through awareness programmes demonstrated increased intolerance to violence against women.

Partner X designed and partnered with 5 radio stations in the design and broadcasting of awareness messages. Furthermore, Partner X conducted 150 community awareness meetings. Together with other partners, partner X provided technical and financial support to local government staff to effectively participate and facilitate 50 out of the 150 community awareness meetings. Partner X invested...
Module 9: Partnerships, Networking and Advocacy

Module description
This module presents the overview of building strong partnerships to network and advocate against VAWG and promote GEWE. This module highlights key issues involved regarding partnerships, networking, and advocacy.

Session 1: Partnership Building
Partnership building is working with other people and organizations to make your development a success. Partnerships are intended for joint solving of problems, resource exchange/sharing, cooperation, coordination, and coalition building. The relationship among partners can be temporary (local bodies, including government, grassroots NGO’s) or permanent.

A partnership brings together institutional capabilities and human resources in the form of skills, experiences, and ideas to tackle common problems that are often beyond the capacity of a single organization or group.

Principles of partnership

a) **Trust**: Is assured reliance on the character, ability, strength, or truth of someone or something. Trust is the most important if the partnership crosses many boundaries e.g., interpersonal, inter-institutional, and cross-cultural at the same time. In such conditions, relationships are open to risk of misunderstanding and there is need for a clear expression of interest and aspiration on both sides.

b) **Mutuality**: It is the sharing of a feeling, action, or relationship between two or more parties. In this case, the partnership relations are open to dialogue and exchange of views. Respect is of utmost importance.

c) **Solidarity**: Solidarity means sensitivity and commitment to the problems, efforts, and constraints of other partners particularly of those living in conditions of poverty and oppression. It implies a readiness to respond appropriately and in a timely manner to varied needs.

d) **Accountability**: Any partnership involves rights and obligations. It is a major challenge when one partner has the resources and the other has to ask for it, or one has the power to decide who gets funds and how much, and the other is accountable for their use. There is no fully satisfactory answer to this dilemma. That fact, however, does not make partnership a less desirable ideal. It is an ideal worthy of much effort.

Requirements for effective partnership

1. Openness, receptive, sensitive, responsiveness and must internalize, accept, and institutionalize.
2. Negotiation skills to effectively engage the relevant stakeholders.
3. Readiness to share risks, challenges, and benefits.
Benefits of Networks

- Keep you up to date on what is going on
- Provide a ready-made audience for your ideas
- Provide support for your actions
- Provide access to varied and multiple resources/skills
- Pool limited resources for the common goal
- Achieve things that single organizations or individuals cannot—power of numbers
- Form the nucleus for action and attract other networks v Expand the base of support

Managing Conflicts in partnerships

Activity: The facilitator asks participants to brainstorm on possible sources of conflict in a partnership. All responses are written on the flip chart

Conflict is an expression of our difference of diversity or manifestation of our needs or rights that have been suppressed. It is neither good nor bad. It is a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions. Small issues between two people, if not resolved, can become a major concern for both. In partnerships, Conflicts are not new. The major sources of Conflicts include:

Sources of conflicts in a partnership

1. Value disagreements.
2. Personality conflicts.
3. Communication misunderstandings.
4. Doubts about priority needs for partnership.
5. Confusion over differing degrees of members’ autonomy/independence.
6. Different power interests.

How to address partnership conflicts

Conflict management in partnerships should focus on encouraging open communication and ways of negotiating expressed differences to meet at least some of the needs of all partners. Steps:

1. Choose a person who is neutral to lead the process
2. Have the conflicting partners state their positions without interruption?
3. Start an open dialogue for questioning, obtaining more information and further explanation. This helps ensure that each side understands the other. As the dialogue continues, it is necessary to move beyond explanations. This would require two interacting skills - both parties should behave assertively and cooperatively.
4. Summarize the position of each party, emphasizing their major points of view. Provide an opportunity to each party to correct misinformation
or clarify points.

5. Reconciliation

**What to avoid while addressing conflicts**

1. Do not be vague in agreements even if you have a great relationship with your partners. This can lead to misunderstandings and disagreements further down the track.

2. Avoid partnerships that you are not comfortable with even if you feel it is essential for the project to succeed. An unhappy partnership is highly likely to end in failure when the development faces difficulties.

**Activity:** The facilitator asks participants to brainstorm on possible sources of conflict in a partnership. All responses are written on the flip chart

**Networking and Movement Building**

Networking is considered an effective tool and mechanism of coordination. It highlights the common denominator between parties and their relationship with their mandate. Networking is undertaken by partners to develop a comprehensive development vision and strengthen their analytical methods to improve performance. However, networking can only be achieved through effective tools of sharing information and experiences and periodic meetings to organize the structural frameworks of the network.

**Why networking?**

1. Organizing lobbying and advocacy on economic and social policy. This is because having a strong set of social connections helps parties to organize lobbying and advocacy activities at the national, regional, and international level in order to bring about needed social changes. This typically involves challenging adverse laws, restructuring power relations, and bringing about policy changes. Through such joint efforts, parties are often more capable of influencing the future of their communities.

2. Helps to collect early warning signals, develop relationships built on mutual trust among multiple actors, and give local groups a chance to talk to members of foreign governments and Organizations.

3. Helps to unite people at the local level with people at the National level as they work towards their shared goals. For example, Coalition for Action on 1325 (CoACT) is a network that partners with local women’s organizations and National Organizations towards increasing women’s participation in decision making.

4. Networking activities support the partners own activities, and facilitates linkages with other organizations in other sectors, including government agencies.

5. Networking is currently recommended as particularly suitable for partners to improve performance and enhance impact.

**Steps in Network building**

**Principles and Values**

The principles and values of networking rest on promoting and developing the role of civil society institutions within a framework of diversity, democracy, the rule of law, collaboration, sustainable development, and social justice, in
addition to respecting the privacy of members.

A. The concept of democracy: The relation between NGOs and governments must be governed by democratic principles and the rule of law in such a way as to help them realize their objectives and implement their programs in an environment that respects the freedom of associations and safeguards their independence.

B. The concept of full partnership: NGOs have the right to participate in the decision-making process involving public policy and private development objectives. They also have the right to participate in the planning, implementation, monitoring, follow-up, and assessment of the different development programs.

C. The concept of diversity: Networks should respect the different roles of NGOs: services; awareness building; participating in forming an economic, social, and educational vision; empowering the local community, and defending the rights of the marginalized and deprived. This aims to strengthen the foundations of the future civil society.

D. The concept of independence: NGOs must enjoy their right to set and define their programs according to local needs and priorities. Any attempt to politicize funding and change these priorities is considered a violation of the very essence of developmental work and a threat to the independence.

1. Take initiative: Networking might be a little out of your comfort zone, but you may hire someone with experience in networking, or ask your board members to get involved as they will have a strong network already. Lack of initiative and inactivity will not help, so you will need to take initiative for networking.

2. Participation in events: There are lot of events going on all year round related to non-profit sector, civil society and Corporate Social Responsibility (CSR). Participation in these events can be very fruitful for networking, building connections, and potential partnerships in future.

3. Create a database of contacts: Collect lot of visiting cards and contact details. This contact information will grow if you keep attending events and conferences, meet-ups, etc. With this information, create a database of contacts. Save this database as one of your e-mail lists too.

4. Exchange information: Keep your network posted about the work you are doing. This can be by means of mailers, newsletters, reports, pictures, graphics, videos, testimonies, anything! Having no information to share implies inactivity. So, document your work in some form and broadcast! Keep a lot of visiting cards with you, and brochures and other promotional material too, while attending an event.

5. Show interest and remember the principle of reciprocity: Be posted about what others are doing. Read about them; explore their websites and social media pages. Show interest in their work and events and remember their interests.

6. Remember that it is ‘humans’ you are
dealing with: Remember that in any sector, organization, or industry, lots of human factors come into picture. So, networking does not only have a rational basis, but emotional too. Try to stay in touch. You might not like all the people you need to meet, but be aware of your emotional responses, and try to strike a balance

Elements for Forming and Maintaining Networks

a) **Formation Stage**
   - Establish a clear purpose or mission.
   - Involve individuals and organizations that share the mission.
   - Build a commitment to participatory process and collaboration.

b) **Maintenance/Growth Stage of an Organization**
   - Define clear, specialized roles.
   - Establish a loose or fluid organizational structure. Vertical, hierarchical structures do not build strong networks.
   - Compile a skills inventory, including the skills/expertise of individual members and institutional resources (Internet, meeting space, etc.).
   - Prepare to fill expertise gaps by recruiting new members.
   - Establish a communication system (i.e., mailing lists, google groups)
   - Create a member database (name, address, organization mission, type and focus of organization, etc.).

Leadership

- Share leadership functions (i.e., rotating coordinating committee).
- Set realistic goals and objectives.
- Divide into subgroups/task forces to take on specific tasks according to expertise.
- Spread responsibilities across all members to reduce workload and avoid burnout.
- Promote participatory planning and decision making.
- Foster trust and collaboration among members.
- Keep members motivated by acknowledging their contributions.

Meetings/Documentation

- Meet only when necessary.
- Set specific agenda and circulate it ahead of time. Follow the agenda and keep meetings brief. Finish meeting on time. Rotate meeting facilitation role.
- Keep attendance list and record meeting minutes for dissemination among members.
- Use members’ facilitation skills to help the network reach consensus and resolve conflict.
- Discuss difficult issues openly during meetings.
- Maintain a network notebook to document network activities, decisions, etc.
Advocacy means speaking out and drawing community attention to an important issue and directing decision making towards a solution. Advocacy also means defending, changing, persuading, selling an idea, protesting, campaigning and empowering citizens to speak out on issues that affect their welfare. Advocacy is about promoting a cause so that a policy is made to support the cause and resources are allocated for it.

The goal of advocacy is to introduce a change in policy, program, or legislation, or to shift the position of influential individuals or organizations on a specific issue that benefits majority.

Types of advocacy

1. Confrontation advocacy: This is when one tells a policy maker that he/she went wrong. Tactics used under this advocacy method include strikes, marches, protests, and petitions.

2. Constructive advocacy: Is when you tell a policy maker that I have this idea, will it work? And how can we work together?

3. People cantered advocacy: This involves organizing and empowering grassroots communities so that they demand for the change they want. Strategies employed here include mobilization and awareness creation on the issue at hand.

4. Tactics used include meeting with policy makers, proposing strategies for change, conducting research and publicizing, building alliances with the policy makers.

What you need to know before engaging in advocacy

1. Understand power centres (influence): Power is the ability to create the desired change or effect, especially in situations of opposition. At the local government level, the people with power include the LC5 or District Councils, local government personnel led by the Chief Administrative Officer (CAO), and various development partners, Organizations, private sector, and public sector. An advocate must therefore understand that power can be limited, unlimited or shared. The people that do advocacy seek to share the power so that they are involved in the making of decisions that will affect people’s lives.

2. Know that advocacy is risky: As leaders that will engage in advocacy activities you must be prepared to face immediate threats and risks that come from the social change you are advocating for. As leaders you should know that usually people who prepare for risks are less intimidated by threats and even violence from those people with power.

3. Appreciate that advocacy must be people cantered: You should appreciate that the local people know what they need and want. Therefore, their experiences and knowledge
and the current situation within their communities needs to be heard and respected by decision makers.

4. **Build public support for your issue:** You must be able to get public support. You need to share your opinions and interests with the community and the general public and also work with like-minded people or organizations, including the local government structures or Organizations at the national level.

5. **Build free spaces where you can have safe discussions:** As a women’s advocate you must learn how to organize and share experiences with other people. You should raise those issues that would otherwise be avoided, collaborate, and engage with people who are different from you in terms of views or opinions, generation, or social class.

6. **Actively engage the policy makers and policy making institutions:** You must know what you want and present it to the policy makers in the best possible manner.

7. **Use real life stories to put your issue across:** By telling their stories or listening to those told by other people, you will be able to reflect on your own experiences so as to learn from both their successes and mistakes and be able to use the acquired knowledge in future advocacy activities.

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**Strategies used in Advocacy**

1. Educating the public
2. Lobbying decision-makers
3. Organizing constituency groups
4. Use of the media to shape public opinion
5. Developing leadership among citizens
6. Raising citizens’ awareness on the issues at hand
7. Conducting research
8. Building coalitions and other activities

The following are some of the tools for advocacy.

1. Research and analysis
2. Litigation
3. Media
4. Local coalition building
5. Internationalization of the campaign
6. Lobbying parliament
7. Corporate character – naming and shaming
8. Formal partnerships with government
9. Boycotting
10. Peaceful Demonstrations
The advocacy processes

Stage 1: Issue identification/agenda setting

Please note that there are an unlimited number of problems which need attention, but not all can get a place on the action agenda. Advocates decide which problem to address and attempt to get the target institution to recognize that the problem needs action.

Checklist for selecting an advocacy issue

1. The issue must be widely and deeply felt
2. Result in improvement in people’s lives once addressed
3. Give people a sense of their own power
4. Challenge the power relations
5. Build alliances with partners
6. Have a clear timeframe which works for you
7. Link local concerns with global issues
8. Build community leadership
9. Be consistent with your values and vision

Stage 2: Developing solutions.

Advocates and other key actors propose solutions to the problem and select one that is politically, economically, and socially feasible.

Stage 3: Building the Political Will

Building the political will to act on the problem and its solution, is the centrepiece of advocacy. Actions during this stage include coalition building, meeting with decision makers, awareness building and delivering effective messages.

Stage 4: Policy Action

Policy action takes place when a problem is recognized, its solution is accepted and there is political will to act, all at the same time. This overlap is usually a short window of opportunity which advocates must seize. An understanding of the decision-making process and a solid advocacy strategy will increase the likelihood of creating windows of opportunity for action.

Stage 5: Evaluation

Evaluation is often not reached, though it is important. Good advocates assess the effectiveness of their past efforts and

Activity

Participants in groups of 5.

1. Select an advocacy issue
2. Select the tools you will use to advocate for the issue and give reasons for the selection
3. Identify the partners you will work with and why you would choose them
4. Role play- how to conduct a successful advocacy
set new goals based on their experience. Advocates and the institution that adopts the policy change should periodically evaluate the effectiveness of that change.

**What is Lobbying**

Lobbying refers to persuading someone with more decision-making power than you, in a particular situation, to take a course of action that you support.

**Why Lobbying?**

1. You believe that lobbying will get you, and the people you represent, what you want.
2. You believe your point of view is correct.
3. You believe that if the right decision is made, both you and the community will benefit.

**Types of Lobbying**

There are two types of lobbying: direct and indirect.

1. **Direct lobbying** is where you approach a person with authority, usually in a meeting, where you present your views. You would normally meet in pairs or as a group. You could use meetings, telephone calls, individual written mail, email, etc.

2. **Indirect lobbying** is when you work with other support groups, allies, or influential people to put forward your views. You may use enlisting mass media like planting stories, advertisements, radio call-in shows, letters to the editor, media releases or special events and rallies.

**What to consider while lobbying**

There are some basic questions and strategic considerations that need to be reviewed as follows:

1. Clearly outline your objectives. Make them realistic and attainable.
2. Define what you want.
3. Be sure of the target.
4. Determine whether you want it to be indirect or direct lobbying.
Module 10: Organizational Development and Management

Module description
This module presents the overview of building strong and professionally managed organizations to effectively lead processes to prevent VAWG and promote GEWE. This module highlights key governance and management issues and how the issues can be addressed.

Governance in organizations
Governance means to steer, guide, or direct. It refers to the way in which power is assumed, conveyed, and exercised within a society or an organization. It also means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. An organization exercises good governance when it has an internal system of checks and balances that ensures the public interest is served. Good governance is based on the distinction between organizational entities (management and the governing body) and the distribution of decision-making power between them.

Governance and organizational success
In order to achieve organizational goals, it is important to understand and apply the effective governance practices. Every organization has the responsibility to think early and deeply about its governance issues. Good governance established early sets a positive course for an organization’s development for years to come, by encouraging organizational stability and balanced decision-making. Organizations are expected to demonstrate a high degree of accountability to their surrounding community which includes government, and other stakeholders and this can best be achieved with a functioning system of internal governance. Organizational governance helps restrain and moderate the control of any one person or group, ensures the organization’s resources are professionally managed, and safeguard the organizations public-service orientation.

Governance structures
It is important for Organizations to have harmonized operations where all members of the team are aware of their roles and responsibilities. An organization basic documents formally establish its governance structure. The basis for organization governance is usually a country’s legal code, which assigns an internal governance structure depending on the type of organization. An organization’s governing body (or bodies) should be identified as required by law in its “basic documents”—that is, the act of incorporation, statute, charter, and other government documents. Some Organizations have the dual governance structure where there are two governing bodies: a supervisory board, which mainly oversees the organization’s financial affairs, and a separate body, often known as the management board.

Organization’s basic documents may include: Certificate of Incorporation, Articles of Association, Memorandum of As-
sociation, Certificate of Registration, rules of operation, Name of governing body or bodies, Highest and principal governing bodies with their relationship to other organizational entities, Basic responsibilities and powers, Duties of individual board members, Minimum number of board members, Membership rules (including eligibility, suspension, and expulsion), Terms of office (length of terms, limits on re-election), Minimum number of board meetings per year, Method of convening meetings (who initiates, how to set dates, who decides agenda, etc.), Decision-making procedures (number needed for quorum, how to vote and record decisions), Conflict-of-interest provisions. While their names may vary, there are four types of basic governing bodies having separate leadership roles in an organization:

1. **General Assembly (Body of Promoters and highest policy making body):** Responsible for ultimate decision-making. In associations, the most important decisions are often made by the membership assembly. Such decisions are crucial to the life of the NGO and involve such things as the mission or dissolving the organization. The responsibility to make such decisions cannot be delegated. But the highest governing body can delegate other responsibilities to a principal governing body.

2. **Board (Principal governing body):** Responsible for Governance functions. Usually there is a separate body that exercises ongoing governance functions, such as setting the organization’s policies and strategies. This is generally what we call a “Board.” This body often delegates actual implementation of its decisions to a professional staff (paid or unpaid). Although it is accountable to the highest governing body, it is authorized to make many decisions on behalf of the organization.

3. **Management team or Executive Director/Coordinator:** Responsible for management. A separate body or person often executes the decisions of the highest and principal governing bodies and manages the organization’s everyday activities.
Organizational Structure/Chart

Note: Board of promoters can also refer to General Assembly for NGOs

**Functions of the Board**

One of the many way’s organizations achieve effectiveness and productivity in their work is by broadening and strengthening the composition of their Boards. An organization’s Board usually has 7 to 15 members, with a President or Chair, a Treasurer and other positions designated to specific tasks/ issues related to the NGO’s program areas. The member positions could be rotating and/or renewable. The length of terms for Board Members and alternates varies from organization to organization, but usually ranges from one to three years.

1. The board chair is mainly responsible for coordinating the work of the board and serving
2. The board looks after its own development
3. The board oversees the financial affairs of the organization
4. The board establishes internal controls
5. The board takes part in resource
6. Oversight for human resources
7. The board integrates organizational interests and community interests
8. The board encourages transparent communications
9. The board oversees the publication of an annual report

Board members are usually volunteers, however organizations that can afford, can reimburse their travel, accommodation, special trainings, and such similar expenses. Preferably this should be clearly spelt out in a policy document/board policy/manual to make such transaction claims clear.

Description for Board Members

Even though board members are not paid for their work, a written “job description” is useful to an organization. It can help board members understand how to behave on the board and prioritize their activities. It is also a good tool for letting new board members know what is expected of them. Items to include in their appointment letters.

1. Know and support the mission of the organization.
2. Attend board meetings regularly.
3. Prepare for meetings in advance.
5. Offer informed and impartial guidance.
6. Avoid special agendas and conflicts of interest.
7. Participate in committees and special events.
8. Support the Executive Director / Coordinator.
9. Take part in resource development.
10. Promote the organization in the community

The Role of the Executive Directors/Coordinators

The Executive Director or Coordinator is the Chief Executive of the organization. Despite their good intentions, it is sometimes difficult for board members who are deeply engaged in the organization to remember they have no personal authority aside from their participation on the board. The board member who volunteers to work on the organization’s programs, for example, is not entitled to tell program staff what to do simply because he/she is a member of the board. The Executive Director / Coordinator, working with the chair, will want to make sure that board members understand the nature of their authority and do not overstep its bounds by trying to directly manage the NGO.

A position description for Executive Directors/Coordinators

It is a good idea to spell out the board’s expectations of the Executive Director/Coordinator in writing. Duties found in most Executive Director/Coordinator role description include.

1. Hiring and firing staff
2. Managing and evaluating programs and operations
3. Identifying, acquiring, and managing resources
4. Preparing annual budgets, reports and work plans
5. Proposing policies and strategic initiatives to the board
6. Communicating with stakeholders
7. Promoting the organization in the community
8. Supporting the Board in its work

The Executive Director/Coordinator owes the board accurate, thorough, and timely information about the NGO and its environment. He or she must be frank about the guidance needed from the board and about those times when the board is micro-managing. The board, for its part, should be clear and direct in the instructions, guidance, and feedback it offers the Executive Director /Coordinator. The board must monitor the Executive Director/Coordinator, but also mentor him or her. Board members should inquire, criticize, probe, and praise in such a way that the Executive Director / Coordinator has no doubts about what is expected and feels motivated to do his or her best.

Staff Members

1. Staff members of an NGO are responsible for the day-to-day functioning and implementing of its programmes and projects. They report to the Executive Director, who overall is responsible for the NGO’s activities. (Staff members of an NGO fall into three groups - responsible for activities related to (1) administration, (2) publicity and (3) programmes/projects.

2. Administrative activities are led by an administrative manager. This manager may have several staff members assisting him/her, including a Finance Assistant or a Membership Coordinator. Besides the financial management of an NGO, a Finance Assistant may also be responsible for fund-raising activities of the NGO. This means that he/she will have to work closely with the staff members responsible for communications and dissemination, as well as those responsible for programmes/projects. In the case of larger Organizations, this fund-raising responsibility may fall under a separate position specifically set up for the purpose. The membership coordinator manages the NGO’s members, membership fees, customer relations etc.

3. Communications and dissemination activities are the responsibility of a staff member at the level of a manager. This manager may be assisted by other staff members such as a Public Relations Assistant, a Publications Assistant, or a Web/Social Media Assistant.

4. The Public Relations assistant works closely with both the Finance Assistant and Membership Coordinator on one hand, and the Programme Manager on the other, to publicize its activities and build a “brand name” for the NGO. Similarly, the publications assistant will have to work with the public relations and web/social media
assistant in order to make sure the NGO’s publications are disseminated widely and in a timely manner.

5. Programme and project activities of an NGO are led by a manager. This is, of course, the biggest part of an NGO’s activities, and forms its structural core.

6. A Programme Manager may be assisted by several Project Assistants, Training Assistants, and other Assistants, depending on the number and size of the projects being implemented. Short-term external consultants, who provide specific services for projects, or field staff who are hired to implement projects in the target community, also fall under this section.

Organizational Development, Management Systems and Policies

Financial Policy

The Financial Policy ensures that the organization’s accounting practices are in conformity with the Generally Accepted Accounting Principles (GAAP). It also ensures that the roles and responsibilities of various staff in matters of financial management are clearly understood.

It acts as a reference document for auditors, donors, and other stakeholders who may wish to understand the financial systems in place.

A good financial Policy ensures timely financial and donor reporting to ascertain that activities are running smoothly, and disbursements are being made appropriately. It also ensures accurate, reliable, and complete financial information and recording takes place.

Contents of a good financial policy

1. Title Page and approving Signature page
2. Roles and responsibilities in respect to Financial Management
3. The responsibilities of persons responsible for managing finances such as the Board, Executive Director, the Accountant, and Accounts Assistant among others should be clearly spelt out in this policy.
4. The basis of Accounting e.g., Cash basis or Accrual Basis needs to be identified and stated.
5. The Accounting system used to record transactions should be stated. A good accounting system is one that is not easily manipulated and one which does not duplicate transactions.
6. Procedures for giving staff advances and advance repayment should be clear.
7. The currency in which transactions are made and financial reports prepared should be stated in this policy.
8. The Financial year for the organization should be stated. Examples of common financial years include January 1 to December 31, April 1 to March 31 and July 1 to June 30.

Work plans and Budgets

The persons responsible for preparing and approving work plans and budgets (annual, quarterly, and monthly) should
also be included in the policy.

**Bookkeeping and Bank accounts:** Clear guidelines should be stated as to how the books of accounts will be kept in good custody for the organization is as good as the records kept. The processes of requisitioning, vouching, authorization and payment should be clear segregating persons responsible at every level. On top of soft copy backup of financial data, hard copies should also be maintained. These may include bank cash books, petty cash books, general ledgers, Advances ledgers, fixed assets register, voucher books with all relevant attachments, receipt books, etc. The sets of books/records to be maintained should be clearly stated in the policy as these will act as evidence during audits.

The process of opening bank accounts should also be stated. There should also be limits and combinations of signatories to organization’s bank accounts to minimize risks of fraud and mismanagement of funds. Only one person being a sole signatory to the accounts is very risky and should be discouraged.

**Receipts**

There should be a written procedure for recording receipt of funds in the organization. For example, donor income segregated from other sources of income and balance from activity money.

**Travel, subsistence, and transport:** In terms of staff travel, amounts payable to staff should be fixed in the policy to ensure equal treatment of staff. Per diems in case of travel while performing organization’s work that covers 24 hours and more should also be stipulated. This can be categorized according to the levels of staff. Staff working outside the office but within reasonable locality of the organization for the entire day should be entitled to a Daily Substance Allowance that should be stipulated in the policy. Transport refund payable to staff should be reasonable according to fares charged by public means.

**Payroll:** The person responsible for payroll processing should ensure that payrolls are processed accurately, completely and on time. He/she should ensure that statutory deductions are correctly deducted and remitted to relevant authorities within the required time scale to avoid penalties. It is important that the accountant ensures new staff are added to the payroll and those that have left the organization are removed as soon as possible as well as updating the payroll as soon as changes in remuneration has occurred. The procedure for payroll processing and approval should be documented in the financial policy.

**Cash at bank and petty cash:** Procedures for cheque payments should be established. A maximum limit should be set above which payment may not be made by cash settlement but cheque. This has to be stated in the policy. Petty cash ceiling should also be established which the organization should not exceed. The lowest amount of petty cash to be held at a particular time should be stated below which the petty cashier should requisition for replenishment. This is to ensure that the organization does not run out of petty cash. A maximum amount payable from petty cash should also be established to avoid over usage of petty cash within a short period.
Clear guidelines in terms of petty cash requisition, authorization, and expenditure, replenishment, and cash counts should be stated as well as persons responsible.

**Inventory system for Office materials:**
Although most CBOs have no significant stocks, items such as stationery, cleaning materials and small items of equipment are purchased and stored.

A clear procedure for usage, reordering and custody should be documented so that stock is managed properly, and the organization does not run out of stock unawares. Persons responsible for approving stock requisitions and stock custody should be identified and their roles stated.

**Financial reporting:** Monthly, quarterly, and annual financial reports should be prepared on top of donor reports. Responsible persons for preparing and circulating these reports to stakeholders need to be identified. End of year procedures to close off the books of Accounts for audit purposes should be documented in the policy.

**Appendices:** This may include any other information such as schedules for NSSF and PAYE deductions, formulae for deriving at certain amounts, per diems by staff categories, among others.

**Human Resource Policy**

Human resource management is the management of the people who work in an organization. They can be managers, employees, project officers, field workers, coordinators. Since the organization is run by these people, they are considered to be a “resource” – ‘a human resource.’ Like we use funds to manage a project, we also need to use these ‘human resources’ or the ‘people’ to manage the organization.

The “Human Resource Management for Organizations” aims to make small and medium-sized Organizations understand and assess organizational behaviour and functioning; manage organizations through planning, implementing, and monitoring activities strategically; improve the performance of their staff; build effective management systems, policies and plans and improve long-term sustainability and resource mobilization.

It is not enough just to have a dedicated team for an organization. It is fundamentally believed that unless the team is not effectively managed, motivated, and performed, the organization will not achieve its goal and objectives.

The process of managing, motivating, and making the staff perform involves setting up of systems, including building plans and policies. These systems fall under human resource management.

A good Human Resource Policy should have the following aspects:

**Title page and approving signature page**

Staff recruitment Procedure It should have details of the processes to follow when recruiting new staff in the organization. In Organizations, staff recruitment is mostly determined by the availability of ongoing projects and how they have been budgeted. Nevertheless, staff recruitment is essential because many donors seek to know what policy grantees have adopted in terms of hiring personnel for projects funded by them.
Recruitment can be done internally (through referrals) or externally (through open job advertisements or employment agencies). In both cases, it is necessary to specify that a policy is in place to manage these processes. The procedure for vacancy posting, shortlisting, interviewing, final offer and orientation should be noticeably clear and documented.

Categories of Employees

Staff on probation

The policy should state how long the staff should be on probation during which their performance is evaluated.

Permanent Staff

On successful completion of probation, staff should be given letter of confirmation as Permanent staff.

Volunteers and Interns

An organization may take on volunteers and interns for a specified period with agreed benefits. These volunteers/interns can be national or international.

Support Staff

Support staff also need to be considered and their benefits and facilitation stated. These staff may include cleaners, security officers, and drivers, among others. The facilitations may include working uniforms, shoes, etc.

Attendance

The policy should state the amount of time (in terms of hours) an employee should spend working in a day/week. Reporting and departure time should be stated. For example, an employee will be expected to work for 8 hours a day from 8:30 am to 5:30 pm daily Monday to Friday. In case there is need for flexibility in terms of working hours, this should be stated in the employee’s contract.

Compensation plan

This includes details of Salaries and taxes and other deductions, Employment contract, Personnel Files and Pay period.

Benefits and allowances

Staff benefits should be included in the policy as this is one way of motivating staff.

These may include: Insurance, gratuity, Severance pays (on termination), Bereavement allowance, overtime pay, telephone benefits, and meals, among others depending on the availability of funds.

Leave

The policy should clearly state the kinds of leave entitled to staff and their duration within a year. Such leave may include Annual leave, sick leave, Maternity/paternity leave, Study leaves, compassionate leave and leave without pay.

Additional aspects of HR policies: These may include performance appraisals for staff (how often and who appraises), staff development through training (the procedure for training staff and needs identification should be clear).

Rules of Conduct

This should state the code of conduct for staff and Board within and outside the organization.

Grievance Procedures
There should be a clear procedure under which grievances between staff, management and Board can be settled. The channels of communication of such grievances should be clear and the means through which they are settled. This reduces the level tension between members and helps mitigate the problem before it is too late.

**Appendices**

This may include any other information such as standard formats for Leave Form, Appraisal Form, Employee contracts, Consultant Contracts, Memos, etc as may be required by the organization.

**Procurement Policy**

The purchase of goods and services is necessary for the smooth operation of the organization. Organizations need good internal control system for the purchase of goods and services to ensure orders are handled by individuals having skills in evaluating what purchases are required from suppliers offering the best deals, to ensure purchases made do not exceed the budget provided and to ensure purchased goods and services conform with the quantity and price specified in the order.

Under this policy, the methodology for purchasing the goods, equipment and services should be clear and well documented.

**Key Elements of a procurement policy**

**Procurement committee**

This is necessary to evaluate supplier quotations, selection and documentation of the procurement process of a good or service. This should contain a minimum of three (3) people depending on the size of the organization. The committee is very vital in ensuring that the selection process is free from bias, independent and reasonable.

**Pre-qualification of suppliers.**

The policy should explain in detail the process for pre-qualifying suppliers. These among others may include.

- The organization shall obtain profiles from at least five reputable suppliers dealing in similar supplies. Comparisons in terms of quality, prices, warranty, reliability, etc of these suppliers will be made and at least the best three (3) will be selected.
- A list of all selected suppliers shall be prepared and approved by the Board.
- For every procurement, the quotations will be sought from the selected suppliers on the prequalification list and evaluated under a competitive bid.

**Purchase**

The following procedure may be followed for purchase of goods, equipment, and services

**Requisition form**

A requisition is raised by the department/ programme for which the supply is intended. The requisition is then approved by the approving authority (such as the Executive Director) in the organization and then forwarded to the Procurement Committee.
Evaluation of Suppliers

The general secretary of the procurement committee then obtains at least 3 quotations for competitive bidding which are then evaluated by the procurement committee. The committee under normal circumstances will select the lowest bidder or otherwise justify why the lowest bidder has not been selected.

Local Purchase Order (LPO)

Upon selection of the best bidder, an LPO is prepared by the Finance department specifying quantities, quality, price, and payment terms among others to serve as a written contract between the organization and the supplier.

Delivery

On delivery of the supplies, the Finance Department should check if what has been delivered matches the specifications on the LPO as well as the Delivery Note and invoice from the supplier. They must ensure that the goods are in good condition before signing confirmation of receipt on the delivery note and invoice.

A good procurement policy is one that ensures value for money.

Fixed Assets policy

To carry out its activities, Organizations needs material resources. The quality of these resources is dependent upon how they are used. Material resources are in large part durable goods, which need to be well-managed to be maintained in good condition. These goods include stationary, tables, chairs, shelves, computers, and related accessories. The Fixed Assets Policy will aim for:

- Precise identification of goods that are part of the asset base.
- Sensible use of goods.
- Periodic taking of physical inventory.
- Effective maintenance of goods.
- Replenishment of goods when required.

Procedures for managing Fixed Assets:

The procedures involved in managing these assets are:

- Receiving and recording goods.
- Using goods properly.
- Maintaining goods.
- Taking inventory of goods.
- Disposing of goods.

NB: Fixed Assets are managed by means of records or files.

Asset inventory Count

The purpose of the inventory count is the physical monitoring of the items belonging to a project/organization. The inventory count makes it possible to detect differences between information about goods in the records and the actual state of goods. Inventory count is usually done once a year and is the responsibility of the finance department. The inventory procedure is composed of the following steps:

Creation of Asset register on which is found:

- Type of item (Such as Equipment, furniture, motor vehicles, etc.)
• Description of item (such as HP computer, HP LaserJet printer, etc.)

• Identification code (such as Asset Number for engraved assets, serial numbers etc.)

• Service user or name of manager (person using the asset)

• Assigned location

• Previous placement of item

• Notes on condition of item

• Record updates

• Minutes of physical inventory count
  
  b) Final removal of an item
  
  c) Replacement of an item
  
  d) List of annual needs

**Removal/disposal of Assets**

The inventory procedure described above permits the identification of dilapidated or defective goods whose presence in office presents more inconveniences than advantages, for various reasons:

• Steep rise in operating or maintenance expenses.

• Excessive cost of repair; any other objective reason.

The Executive Director should give the authorization to take out of service, transfer or dispose of any items, and that should be noted in the book of assets.
References


