

**Mission of the Centre for Basic Research**

*To generate and disseminate knowledge by conducting basic and applied research of social, economic and political significance to Uganda in particular and Africa in general, so as to influence policy, raise consciousness and improve quality of life.*

**CBR Capacity Building Programme  
Gender and Decentralisation**

**Rapporteur: Maureen Nakirunda**

**Workshop Report No.20/2006**

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# **CBR Capacity Building Programme Gender and Decentralisation**

## **Day I**

### **1. Introduction**

*Facilitator: Dr. Josephine Ahikire*

Ahikire welcomed the participants to the Capacity Building in Gender and Decentralisation Training Workshop organised by Centre for Basic Research (CBR). She informed participants that CBR is an educational trust that was established in 1987 to conduct research on issues of social, economic and political significance. It is made up of a team of researchers conducting research on a range of issues. Ahikire noted that CBR's research has contributed to Uganda's policy-making process. Cases in point are: (i) Constitutionalism; (ii) CBR's research outputs on land were used to inform Members of Parliament on land tenure and land issues, particularly in Buganda.

She remarked that CBR acknowledges that young graduates went through university studied research methods but could not conduct research without supervision. Hence this was a short training programme including a three-day Capacity Building Training Workshop aimed at training participants to conceptualise and conduct research on their own. Junior researchers were expected to write concept papers, conduct research and write up a report within a period of 4 weeks.

Ahikire elaborated that this was one of the components of the CBR Gender and Decentralisation Project that was funded by the International Development Research Centre (IDRC). She noted that the interest was decentralisation as a public sector reform process, particularly what was happening to people's lives; who was in, who was out, and with what consequences, particularly on gender.

### **2. Introduction to Social Research: The Role of Research**

*Facilitator: Peter Otim*

## 2.1 What is research?

### Participants' Views

- Re-evaluation of issues that affect **mankind**.
- Searching again what is already known.
- Search for new knowledge.
- Study of a phenomenon.
- Use of available knowledge to discover the unknown.

The facilitator started on the note that what most people call research is actually research assistance. He said in many cases, graduates will say, 'I can do research on anything'. He said that assumed that somebody else had to do the thinking and then one just came in to administer the instruments.

The important thing in research, the facilitator said, is what we make sense of the reality - what is happening out there e.g. in local government- and the starting point for a researcher is what he wants to explain. To explain why, for example, people do what they do and the impact of their behaviour requires thinking outside the box - engaging in the process of discovery to interpret what is out there in order to provide a deeper understanding.

The facilitator further noted that understanding reality does not happen with a blank mind but begins from a specific vantage point. Hence the beginning point is the existing knowledge. What amount of knowledge does the researcher possess? The output of research is a product of the ability to employ that knowledge to interpret social reality. This ability is created through reading and processing information (interpret, re-interpret and re-evaluate).

## 2.2 Contribution of Research

All research makes a contribution in society. The variance is only a matter of degree. Hence the researcher needs to know what contribution the intended research will make. Any meaningful contribution has to know what gaps exist and the knowledge needed to fill these gaps. Research is also supposed to help formulate policy; policies should be formulated based on knowledge.

## 2.3 The Role of Theory in Research: What is Theory?

### Participants' Understanding of Theory

- As thoughts about issues out there that could be proved wrong or right.
- Individual perceptions that can be tested.
- Explanation about why things happen the way they do.
- Ideologies that explain something.

The facilitator added that theories use a set of interrelated words known as concepts to provide a model or framework to describe/explain a natural or social phenomenon. He said theories help us to think about what we see out there using frameworks that people have put forward to explain why things happen the way they do. Theory helps us to go beyond description to explain reality, and knowledge is not static because society is dynamic.

## 2.4 Discussion Points

### The following were noted:

- Politics in knowledge production – the racial definitions of what knowledge is and the manner in which the black people respond is critical. Hence there is need for black people to be sensitive to the issue of race; what knowledge is presented, how it is presented, and by whom.
- Reading - Meaningful contribution to knowledge depends on the 'knowledge basket'.
- Need to break new ground.

## 3. Gender and Decentralisation

*Facilitator: Josephine Ahikire*

### 3.1 Why Gender and Decentralisation?

#### Participants' views

- To identify the gaps in participation in the local governance processes.
- To find out how men and women are participating in Uganda's decentralisation system, and with what magnitude.
- The gender lens is important.
- As a public policy, to identify the gender gaps, and at what levels gender gaps need to be filled, with what level of involvement and what contradictions.
- How both men and women are involved in policy formulation, planning process.

### 3.2 Decentralisation

Ahikire pointed out that decentralisation was a public sector reform policy with **far-reaching** consequences that were changing relations at local levels and the way services were provided. In brief, she said decentralisation was about the transfer of powers, responsibility, and resources from central to regional and local governments.

Ahikire gave a brief history of decentralisation in Uganda from the colonial period, through the Resistance Councils (RCs) to Local Councils (LCs). She outlined the typologies of decentralisation as:

- o Devolution – political decentralisation.
- o Deconcentration.
- o Delegation – minimal transfer of power where the centre designs programmes for local governments to implement.

Ahikire emphasized that these typologies were important for the analysis of the amount of powers were being transferred to local governments. She noted that over 9% of local resources were from the Centre and over 60% was donor funding.

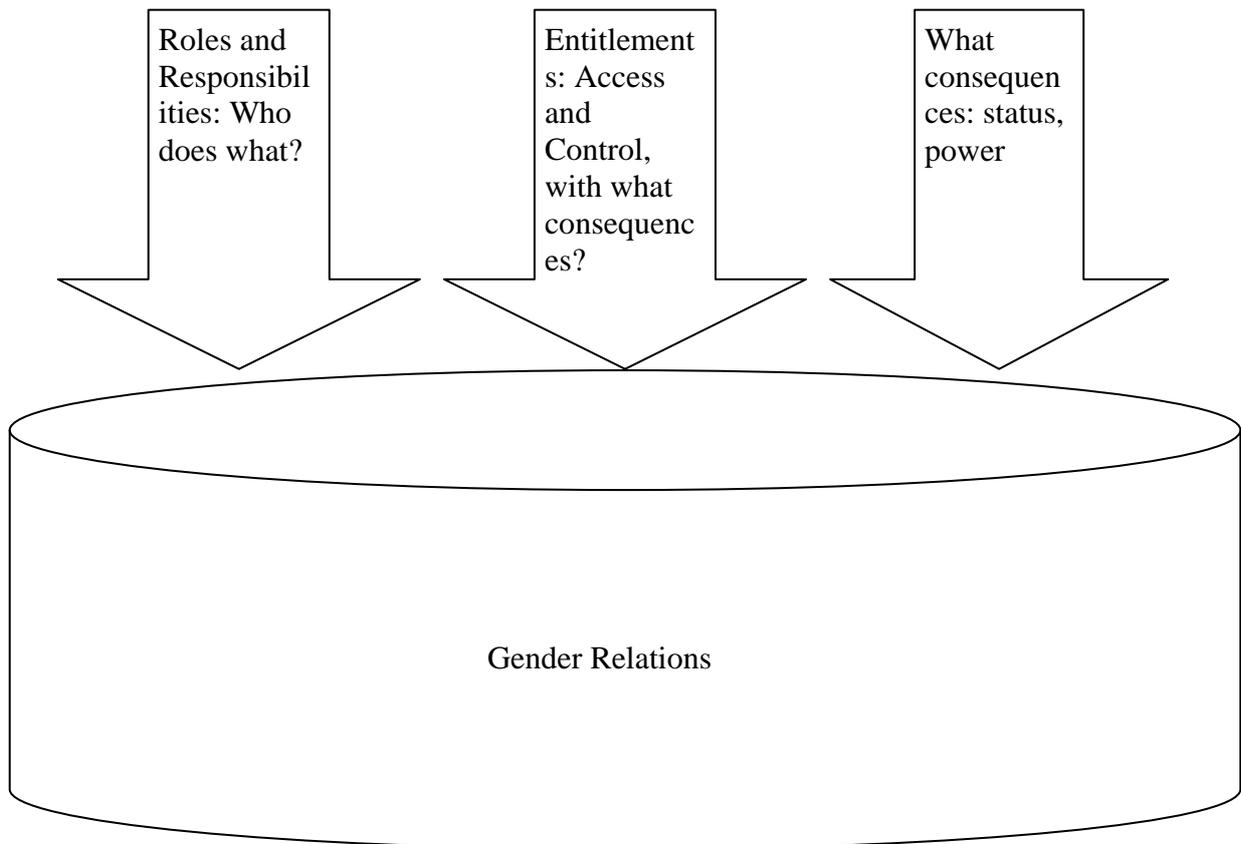
### 3.3 Gender

#### **Participants' definition of gender**

- The relationship between men and women in our society.
- Socially constructed relationships between men and women in the family, community and state.
- The role differential between men and women.
- The social construction of both female and male identities.
- Men and women relations in society.
- What is expected of a man or woman by society in terms of behaviour and responsibility.
- The social and cultural construction of roles and responsibilities of men and women.
- A social construction of what it means to be a man or woman.
- The social gap between men and women.

Ahikire requested the participants to identify four key words from the above given definitions. They came up with the following: social relations; man and woman; roles and responsibilities; and identity. She stressed that:

1. Gender as a concept comes in to emphasize the socially constructed roles (productive, reproductive, community) and responsibilities – the gender division of labour – who does what, how and where (family, community, market, state).
2. Entitlements (access and control) – who is entitled to what? Who is accessing resources and which resources?
3. With what consequences – status, power?



### 3.4 Dimensions of Local Government

Ahikire outlined the dimensions of local government as:

- Political leadership.
- Service delivery/ technical arm.
- Community as consumers of local government goods and services.

**Concern:** What is the gender dimension in these three aspects? What interests are included, why, and with what consequences? Who is involved, for example, in the tendering process?

### 3.5 Some Assumptions about Gender and Decentralisation

- Local government is closer to the people.
- It is easier for women to participate.
- Promotes equitable distribution of resources.
- Proximity to community. Ahikire made an observation that the women who participated dealt with the community closer, yet the community had gender biases about the place of women in society. At the local level therefore, the private-public sphere is more volatile.
- Promotes local democracy.

Ahikire posed the following questions:

- 1) Institutions - what are the rules that govern the decentralisation process, whose interests do they serve?
- 2) Relations - who is in, who is out, and why?
- 3) Outcomes - who benefits and with what consequences?

### 3.6 Comments from Participants

- Women being closer to the community promotes patriarchal relations.
- The policy of decentralisation does not break away from the patriarchal system but locates women within the system through affirmative action.
- How do you bring women into decentralisation, and when they are in, how do they benefit?

## 4. Exercise on Reading

*Facilitator: Peter Otim*

#### **Participants' views**

- Look at the table of contents and see what is in the book.
- If it is a textbook, read details at the back of the book.
- Read the abstract.
- Briefly scan through the whole book.
- Read the executive summary.

Otim stressed that when reading, one needs to look at the title of the book/article, table of contents and the executive summary. He informed participants that most research reports have an executive summary; main argument(s) - one should be able to say what the main argument(s) is (are) and the components of the argument(s). What in one's view is the strength of the argument?

Does the content match one's expectations? One should highlight/mark out areas that are of concern to one, meet one's expectations or raise

questions in one's mind. On the other hand, it might be theoretical materials that help one further your arguments. He therefore advised that one ought to use one's frame of understanding/theoretical underpinnings to make the assessment. What are the strengths of the work? How does the reading contribute to one's topic of research? In conclusion, Otim hinted that researchers must read literature in their area of interest.

## 5. Gender in Research

*Facilitator: Josephine Ahikire*

### 5.1 Feminist Research

In Buzz groups participants were required to answer the question, "What is your understanding of feminist research?" The responses are presented below.

a) Feminism is theory that starts from the argument that women have been subordinated. So feminist research means that researchers neglect women. Argues that women should be included by interviewing them.

**b) Concerned with situating women in social relation**

c) Specifically targets those aspects of life that affect women being women - may be positive, negative of both.

d) Ideology that focuses on fighting female subordination. Find out root causes of female subordination.

Dates to 18<sup>th</sup> century - was about exclusion of women in field of society - especially public spaces.

The original understanding of feminism kept on undergoing change - from libels - exclusion to radical - sexuality and power.

1980s - gender comes in to operationalise feminism at level of analysis. Argument that it is not biological division (male/female but on relationships - what informs them and why they are that way.

Ideologically, women are historically excluded. Therefore there is need to make research emancipatory other than taking women as a subject.

## 5.2 Important Concepts to Consider in Feminist Research

Essentialism - Worldview in which categories are taken as given. Instead of basing on preconceived notions of what women are, there is need to consider cultural contexts. How does one present gender-based violence without essentialising women for example?

Instrumentalism - Use of specific categories of people as instruments to attain developmental/state goals. **E.g. if you educate a woman, educate a nation.**

Women and gender as an add - on, without the power structures and without looking at whether the women you are improved.

Subject versus object: What is the role of women? Proving information or defining some women as respondents? Interpretations you make?

What is the knowledge gap on gender and decentralisation? Do not empathise. Research is about finding a knowledge gap. How is it built into the fibre of the study, to have gender inbuilt?

Research objectives - What are the deliverables in terms of research outputs? What are you going to do in the field? What will you be doing in the field? Have clear focus. Your objectives should be measurable.

*Literature* - What are the sources? Do not restrict knowledge base. Pick those important points.

Methods of data collection - Depend on the questions being pursued. Justify them. Inclusion of women is key but not enough. What methods of data collection will be used, and how will you employ them? What kinds of questions are asked is important. The same is true for participation - people do not control the analysis.

Understanding gender relations depends on the institutional arena in question (family, community, market and state).

### Institutional Arenas of Gender Relations

Private Patriarchy	Family (Private sphere, not to be interfered in)	Often wife and husband relations. However, look at wider family relations (sisters-in-law, uncles, etc).
Public Patriarchy	Community (non-state but wider networks and relations than the family)	Religious organisations, schools, media, CBOs.
"	Market	Relations are about goods and services (economics), employment, organisations, and informal sector.
"	State	Policy arena (operates on the above assumptions) rules. Whose interests are served?

It was emphasized that researchers should make sense of what is happening; decipher what is playing out in society. Gender relations are context specific. It depends on the level and there is a dynamic relationship between private patriarchy and public patriarchy.

### 5.3 Some points to consider

- Nature of power: Foucault understanding of power is that wherever there is dominance, there is subordination. There is need to always consider resistance and collaboration when talking about subordination of women.
- Collaboration of the oppressed.
- Victimology - always taking women (and children) as victims.
- Putting of women and children and - puts women to the level of objects, beneficiaries,
- Minority categories in popular use e.g. women and children. Who creates minorities, in whose interest are these categories created, why and with what consequences? Minorities may be socially constructed, but if government institutionalises them, it has implication on who they are, in whose interest they are created. Inclusion is sometimes not to the benefit of minorities but of the creating authority. Look at this in the light of the National Resistance Movement (NRM). Example of the utterances in the just concluded elections was given: 'We won the seat of PWDs, etc. Hence there is need to interrogate given categories that are created at a specific point in time.

## Day II

### 6. Conceptualising Research

*Facilitator: Maureen Nakirunda*

#### 6.1 Conceptualising research: What does it mean?

##### **Participants' Views**

- Understanding research in-depth.
- Critical analysis of the problem at hand.
- Getting more knowledge about the research topic you want to conduct.

Nakirunda noted that conceptualising research entails first and foremost the thinking process, and mapping out the problem. One could even begin at a point where it is not clear what one wants to do, but one begins with ideas even if vague. Eventually, those vague ideas are narrowed down as a to a specific research topic.

#### 6.2 Where do the research ideas come from?

- Reading e.g. books, newspapers.
- From what is going on.
- Personal experiences.
- Observing social economic changes in society.
- Incidental happenings.
- Something that has never happened before.

#### 6.3 Formulating the Research Problem: Overview by Facilitator

Where do research topics come from? How do researchers come up with the idea for a research project?

##### 1. *Practical Problems in the Field*

Probably one of the most common sources of research ideas is the experience of **practical problems in the field**. Many researchers are directly engaged in social, health or human service programme implementation and come up with their ideas based on what they see happening around them. Others aren't directly involved in service contexts, but work with (or survey) people who are in order to learn what needs to be better understood (needs assessment).

2. *Literature in the Specific Field*

Another source of research ideas is the **literature in the specific field and previous research work**. Certainly, many researchers get ideas for research by reading the available literature and thinking of ways to extend or refine previous research.

3. *Requests for Proposals*

Another source of good research ideas is the **Requests for Proposals** by government agencies and companies. These requests for proposals describe some problem that the agency would like researchers to address – they are virtually handing the researcher an idea. Typically, the Requests describe the problem that needs addressing, the contexts in which it operates, the approach they would like one to take to investigate or address the problem, and the amount they would be willing to pay for such research.

#### 6.4 Research must Add Value

The different ways of adding value are:

- Taking an existing question and applying it in a new context.
- Taking two or more existing explanations and combining them.
- Rejecting some existing explanations and adding another explanation.
- Rejecting all explanations and providing a new explanation.

#### 6.5 Is the study feasible?

There are several practical considerations that almost always need to be considered when deciding on the *feasibility* of a research project:

1. **How long the research will take** to accomplish. This should depend on the nature of the study, e. g. is it longitudinal, or cross-sectional.
2. **Ethical constraints** that need consideration.
3. Do you have the requisite **cooperation** to take the project to its successful conclusion?
4. **Relevance** of the research to the area identified.
5. How significant are the **costs** of conducting the research?

### 7. Data Collection: An Overview

*Facilitator: Peter Otim*

Research is one of the processes used in generating information about what is out there. The facilitator pointed out that:

- Tools enable the researcher to know what kind of information to gather and in what form.
- Theory enables us to interpret the empirical (connect the abstract with the concrete).

There are different ways to ask questions:

- 1) Questionnaire.
- 2) Interviews.
- 3) Observation.
- 4) Participatory research methods.

These methods depend on: (1) Nature of Research Problem; (2) The Respondent; (3) Resources; and, (4) Time. The facilitator pointed out that respondents frame their responses depending on what they perceive the outcome of the research is. A researcher needs more than one approach to get the information he/she wants. Employing different approaches authenticates the responses. The kind of data one collects should be relevant to one's research problem. One has to relate one's data collection methods to the research questions.

A participant made an observation that sometimes researchers go to the field and in the middle of data collection discover that the research problem is not a problem. Another clarified that this means that the problem was not clear from the beginning.

Participants were asked to select a text and review it in view of identifying strengths and gaps. The guideline was to map out a main line of argument, the subcomponents of that argument and to identify gaps and strengths of the text. The mapping was likened to a 'book' on a page with the sun as the main line of argument and the rays as the sub-components. Each participant made a presentation and received feedback from fellow participants and the facilitators.

#### **Comments from Facilitators**

- *Writing styles differ from author to author but one has to be able to present their main argument in the text.*
- *Put your argument upfront in the beginning. People must be able to understand what you are saying in the beginning.*
- *Always make your arguments simple.*
- *Do the contents of the book relate to the title?*

## 8. Data Analysis

*Facilitator: Peter Otim*

Otim informed participants that:

- Weak analysis of the data will always produce sloppy outputs.
- Researchers should make linkages among the various factors.
- Policies: how do the policies affect the market?
- When doing the analysis one should open one's mind to all the possible scenarios.
- What conclusions can you draw from your research and what are the implications?

## 9. Field Piloting

*Facilitator: Josephine Ahikire*

Junior researchers carried out a short exercise/field piloting on Tuesday 11 April 2006 in Mukono Town. This was intended to identify key steps in linking conceptualisation of research, title, questions to ask and report writing. The researchers drew up at least three questions to ask respondents relating to an area of gender and decentralisation. They interviewed at least three respondents and wrote a one-page report that was presented in plenary in the evening session, on the basis of the following guidelines.

1. Title.
2. The objectives of the research.
3. A summary of findings.
4. Annex of the three questions used to collect the data.

## 10. Field Trials

*Facilitator: Dr. Josephine Ahikire*

### 10.1 Guidelines for Conducting Field Trials

1. Develop a concept paper in an area of interest related to gender and decentralisation. This should outline the following:
  - i) The research problem.
  - ii) The rationale for the research.
  - iii) Research objectives.

- iv) Research methods to be employed.
2. Conduct fieldwork for 10 days.
  3. Prepare a research report with the following components:
    - i) Introduction.
    - ii) Research Problem.
    - iii) Research Objectives.
    - iv) Methodology.
    - v) Thematic presentation of findings.
    - vi) Conclusion.

*The report should be 15-20 pages long, 1.5 spacing, Harvard referencing style.*

4. Discussion with Mentor at least twice. Each researcher will be attached to a mentor for critical guidance. These are not supervisors as such but rather resource people available for consultation especially on academic writing.
5. Submit report by May 9, 2006.

#### Results of Researchers

- a) Modest Funds to conduct field research.
- b) Use of CBR library.
- c) Mentoring by senior researchers.
- d) Well-prepared reports shall be published in a form to be determined by the Project Committee.

### **10.2 Presentations of Participants' Concept Papers**

1. *Ms. Harriet Pamara, Assessing Local Government Planning Process: A Gender Perspective.*
2. *Ms. Jamilla Kyamanywa, Gender and Access to Primary Education in Decentralisation.*
3. *Ms. Barbara Namutebi, Women's Participation in Democratic Decentralisation, the Hindering Factors, Kabale 2001 LC3.*
4. *Ms. Joyce Zako, Resource Competition within a Decentralised System.*
5. *Ms. Jolly Okumu, The Impact of Women Councillors' Participation on the Community.*
6. *Ms. Belinda Doreen, Synthesising the Planning Process in Decentralisation.*

7. *Mr. Morris Nsamba*, Unpacking Women's Numerical Representation in Local Government in Kampala District: A Case Study of Rubaga Division.
8. *Ms. Grace Tumusiime*, Poor Urban Waste Management: A Case Study of Mbale.
9. *Mr. Richard Wanzala*, Women's Involvement in Local Government Politics as Leaders and whether it Translates into Practical Participation in Uganda: A Case Study of Kamuli District.

### 10.3 Facilitators' General Comments

- The research title and research problem have to clearly state what the researcher is setting out to investigate. Clarity, which comes with a clear conceptualisation of the problem is essential. What is the problem that you want to study? Is it clear to you?
- Researchers need to negate the gender biases, for example studies on women's participation in local governance have to prove the case for women's participation whereas men's participation is taken for granted.
- One has to ground oneself in theory and conduct a comprehensive literature review.
- Presentation skills:
  1. Posture.
  2. Never be afraid.
  3. Choice of words.
  4. Audibility.
  5. How do we carry ourselves?
  6. Do a mock presentation either in front of a mirror or a friend.
- Translation of the empirical problem into a research problem.
- Gender analysis – What does it mean to carry out a gender-focused (feminist) research?
- Feasibility of the study in terms of time and what data one wants – in relation to one's study problem.

## 11. Making Presentations that Audiences will Love

*Facilitator: Richard Ssewakiryanga*

Ssewakiryanga began by explaining that the word love is what audiences will love to hear. He posed the question: What is a Presentation? He said there were many kinds of presentations:

- Presenting awards...like the Inzikuru Gold Medal.

- Putting things on display, for instance like in a shop.
- Presenting your fiancée to your family.
- Presentation of Jesus in the Temple (Luke 2:22-40).

Ssewakiryanga pointed out that they were interested in presentations as the process of presenting the content of a research topic to an audience. He drew participants' attention to the principles of a presentation.

### **Presentation Format**

Where as there is no standard format, a presentation normally has the following aspects:

- A **Title page**, telling others the title of the research project.
- You can have a **Summary** of the research project stating what you set out to do, how you have done it, the key findings and the main results.
- An **Introduction** that should include: clear statements about the problem that you are trying to research and issues that you are trying to explore.
- These should then lead to stating the **project aims and objectives**.
- A **Theory or Methodology** section that explains the basis of the research tools and techniques that you are using.
- You should also state and justify any assumptions, so that your results can be viewed in the proper context.
- A **Results** section that you use to show illustrative examples of the main results of the work.
- A **Conclusion** section, listing the main findings of your research.

### **How do you proceed?**

Note that you have limited space and time. So, before you rush away to write or type, spend a few moments or even hours to plan your presentation. This is very important. Unlike oral presentations, where some ultra-smooth talkers may be able to divert attention from a poorly planned presentation, with research, poor planning is noticeable to all.

### *Planning*

Planning is crucial if you do not want to be afflicted by the 'headless chicken' syndrome. There are several stages in planning a presentation:

#### *Gathering the information*

First, ask yourself the following questions:

- What is the objective of this research?
- Why did I follow this particular route of research?
- What are the principles governing the techniques I am using?
- What assumptions did I make and what were my justifications?

- o What problems did I encounter?
- o What findings did I obtain?
- o Is the analysis sound? Is this something that I could have got answers to without carrying out research?

The above list is by no means exhaustive.

You have to stand back and think again about the *What's*, the *How's* and the *Why's* of the work that you have done.

#### *Deciding on the content*

If you follow the above guidelines, then the content is more or less determined for you. However, given that you have limited space, you now have to decide between what is important and what is not necessary. Your decision should be based on at least two factors, namely:

1. What are you trying to achieve by presenting?
  - o Is it to tell people what you have done? Is it to tell people of new findings? Is it to convince people about your technique?
2. Who will be attending the presentation?
  - o Are they technical people? What is the level of their knowledge of your subject area?

The answers to these questions define the **type of content** to include and set the **tone of the presentation**.

#### **Design your presentation**

- Plan, plan and plan!
- Keep the material simple.
- Use colours sparingly.
- Do not use more than two font types.
- Titles and headings should appear larger.
- Do not use all UPPER CASE type.
- Do not use different fonts to highlight points.
- A picture is worth a thousand words ... (if it is used appropriately).
- Check your spelling.
- Maintain a consistent style.
- Have smooth arrangement.
- Review, review and review.

#### **In a nutshell**

- Tell them what you are going to tell them.
  - o The main purpose of the opener is to build a relationship with your listeners.

- o You should provide them with a map or outline of the presentation about to unfold.
  - o Once this relationship exists, they will listen and accept your message more readily.
  - o Your opener should take no more than 25 percent of your total presenting time.
- Tell them
    - o Decide on one to four main ideas and divide your presentation so that each of these main ideas gets a block of time.
    - o Allocate no more than 60 percent of your total time to the main message.
    - o Leave the rest for the opening and closing. In your plan, be sure to include some time every five to six minutes to tell the audience what you've told them so far and where you're going next. This helps the audience stay focused and interested.
  - Tell them what you have told them
    - o An effective closing should highlight and summarize the information you would like your audience to remember most.
    - o It should plant a hook that will connect your listener to the inner truth of your message on an emotional, spiritual or imaginative level.
    - o For example, conclude with a story, an image or a provocative question that they can take with them.

Presentation is stressful, so remember the 3 Ps:

- PREPARATION.
- PRACTICE.
- PERFORMANCE.

Ssewakiryanga ended the presentation by stressing that it was very important to keep asking yourself what you are saying.

### **Response to Presentation**

- State the gist of your presentation at the beginning of the presentation; the subsequent points support the main argument.
- Practising the presentation beforehand is very important, especially for those who have never made presentations. You can have a mock presentation with a friend.
- In summary:
  - o Arrange arguments of the presentation in an orderly way and with clarity.
  - o Be confident of yourself.

- o Be aware of the gender stereotypes that the audience has when presenting.
- o Package your presentation.
- o Think about yourself as a marketing issue. What is it in your research that you want the audience to take away?

## Appendix

**Gender and Decentralisation CBR Capacity Building Programme**  
*Colline Hotel, Mukono, 10-12 April 2006*

<b>DAY ONE: 10<sup>th</sup></b>		
<b>Time</b>	<b>Activity</b>	<b>Facilitator</b>
<b>8.00 am</b>	<b>Arrival and Registration</b>	
<b>9.00 – 09.30 am</b>	<b>Welcome Remarks &amp; Introduction to Social Research</b>	Dr. Simon Peter Rutabajuuka
09.30 – 10.00 am	Self Introduction - Participants	Dr. Josephine Ahikire
10.00 – 11.00 am	Overview of Programme	Dr. Josephine Ahikire
<b>11:00 – 11.15 am</b>	<b>TEA BREAK</b>	
11:15 – 01:00 pm	The Role of Research	Peter Otim
<b>1:00 – 2:00 pm</b>	<b>LUNCH BREAK</b>	
2:00 – 03.00 p.m.	Exercise on Reading	Peter Otim
03:00 – 05.00 p.m.	Gender in Research	Dr. Josephine Ahikire
05.00 – 0-6:00 p.m.	Preparation for Field Piloting	Dr. Josephine Ahikire
<b>DAY TWO: 11<sup>th</sup></b>		
<b>Session One</b>	<b>Presentation</b>	<b>Resource Person</b>
08.30 – 09:30 am	Conceptualising Research	Maureen Nakirunda
09.30 – 10.30 am	Data Collection - Overview	Peter Otim

<b>10.30 - 10:45 am</b>	<b>TEA BREAK</b>	
10.45 - 11.45 am	Participants' Presentation of Book Review	Dr. Josephine Ahikire
11:45 - 01.30 pm	Data Analysis - Overview	Peter Otim
<b>1:30 - 2:30 pm</b>	<b>LUNCH BREAK</b>	
2:30 - 04.00 p.m.	Field Piloting	Richard Ssewakiryanga
04:00 - 05.00 p.m.	Report Writing	Dr. Josephine Ahikire & Peter Otim
05.00 - 06.00 p.m.	Presentations - Participants	
<b>DAY THREE: 12<sup>th</sup></b>		
8:30 - 10.30 am	Preparation of Concept Papers	
<b>10:30 -10:45 am</b>	<b>TEA BREAK</b>	
10.45 -1:00 p.m.	Presentations	
<b>1:00-2:00 p.m.</b>	<b>LUNCH</b>	
02.00 - 04.00 pm	Participants' Presentation of Concept Papers	
04.00 - 05.00 pm	Wrap-up and Preparation for Field	Dr. Josephine Ahikire

### Profile of Participants

	<b>Name</b>	<b>Qualifications</b>	<b>Research Experience</b>
1.	Belinda Doreen	BA (SS) Gender & Development, History	RA in research on women's experiences in 2006 elections
2.	Kyamanywa Jamilla	BA (Hons) Development Studies	
3.	Nsamba Morris	BA (SS) Makerere University	2 written papers, Research assistant on various projects
4.	Okumu Jolly	BA (SS) Makerere University	Undertaking research as part of MA requirements
5.	Pamara Harriet	BA (Hons) Development Studies, Mbarara University for Science & Technology,	RA in research on IDPs in Northern Uganda, women's experiences in 2006 elections
6.	Tumusiime Grace	BA (SS) Makerere University Sociology, Gender & Development	RA in research on women parliamentarians, women's experiences in 2006 elections
7.	Wanzala Richard	BA (SS) Social Administration, Gender & Development	RA in research on women's experiences in 2006 elections
8.	Zako Joyce	BA (SS), Dip. Educ	RA on the role of women in church & community development
9.	Namutebi Barbara	BA (SS) Uganda Christian University, Mukono	

## An Analysis of the Participants' Evaluation of the Gender and Decentralisation CBR Capacity Building Training

### 1. The presentations were clear and to the point

	N	%
Strongly agree	3	37.5
Agree	5	62.5
Disagree		
Strongly disagree		
	<b>8</b>	<b>100</b>

Three participants (37.5%) strongly agreed that the presentations were clear and to the point while five (62%) agreed that the presentations were clear and to the point.

### 2. The presenters were responsive to participants

	N	%
Strongly agree	6	75
Agree	2	25
Disagree		
Strongly disagree		
	<b>8</b>	<b>100</b>

Six participants (75%) strongly agreed that the presenters were responsive to the participants while two (25%) agreed that the presenters were responsive to the participants.

### 3. Which activity, according to preference, was best handled? (Use numbers to rate according to your order of preference 1- 8 e.g. 1 for the best and 8 for least handled).

### Multiple responses

	1	2	3	4	5	6	7	8	Total
The role of Research & Introduction to Social Research	√	√		√√		√√	√	√	8
Feminist Research, Gender & Decentralization	√√√√	√√	√			√			8
Research & Introduction to Social Research	√√	√	√√√	√	√	√			8
Conceptualizing Research	√√√	√	√		√			√√	8
Data Collection			√√√		√	√√	√	√	8
Data Analysis				√	√√	√	√	√√	
Field Piloting		√	√	√	√		√√√	√	8
Report Writing				√√√	√	√√	√	√	8

Out of the eight respondents, four ranked “Feminist Research, Gender & Decentralization” and two participants ranked “Conceptualizing Research and Data Analysis” as the least handled activities.

#### 4.The content of the activities was interesting to me

	N	%
Strongly agree	4	50
Agree	4	50
Disagree		
Strongly disagree		
	8	100

Half of the respondents (50%) strongly agreed that the content of the activities was interesting to them and the other half (50%) agreed that the content of the activities was interesting to them.

### 5. The content of the activities was relevant

	N	%
Strongly agree	6	75
Agree	2	25
Disagree		
Strongly disagree		
	<b>8</b>	<b>100</b>

Out of the eight respondents, six (75%) strongly agreed that content of the activities was relevant and the two (25%) agreed that it was relevant.

### 6. Activities of the training programme were focused

	N	%
Strongly agree	7	87.5
Agree	1	12.5
Disagree		
Strongly disagree		
	<b>8</b>	<b>100</b>

Seven out of the eight respondents (87.5%) strongly agreed that the activities of the training programme were focused and one (12.5%) agreed that the activities of the training programme were focused.

### 7. I gained new insights in research and research skills

	N	%
Strongly agree	6	75
Agree	2	25
Disagree		
Strongly disagree		
	<b>8</b>	<b>100</b>

Out of the eight respondents, six (75%) of the responses strongly agreed that they gained new insights in research and research skills and the two (25%) agreed that gained new insights in research and research skills.

### 8. I learned new applications in research and research skills

	N	%
Strongly agree	4	50
Agree	4	50
Disagree		
Strongly disagree		
	<b>8</b>	<b>100</b>

Half of the participants (50%) strongly agreed that they learned new applications in research and research skills and the other half (50%) agreed they learned new applications in research and research skills.

### 9. The pace of the sessions was appropriate

	N	%
Strongly agree	1	12.5
Agree	6	75
Disagree	1	12.5
Strongly disagree		
	<b>8</b>	<b>100</b>

One participant (12.5%) strongly agreed the pace of the sessions was appropriate and six (75%) agreed that the pace of the sessions was appropriate and one participant (12.5%) disagreed that the pace of the sessions was appropriate.

### 10. The sessions were well conducted

	N	%
Strongly agree	4	50
Agree	4	50
Disagree		
Strongly disagree		
	<b>8</b>	<b>100</b>

Four out of the respondents (50%) strongly agreed that sessions were well conducted and also the other four (50%) agreed that the sessions were well conducted.

**11. Modern presentation methods were used (e.g. PowerPoint)**

	N	%
Strongly agree	5	62.6
Agree	3	37.5
Disagree		
Strongly disagree		
	8	100

**12. Indicate what you would have wanted improved to make this training better next time.**

- Conducting regular training of trainees so as to acquire experience and confidence in presentations and report writing.
- Criticisms used should as much as possible be made in away that they do not threaten the participant and make him or her lose morale.
- If funds allow, the number of days taken for such training should be increased.
- There is a need to involve computerized packages for data analysis e.g. SPSS.

## CBR WORKSHOP REPORTS

1. **Pastoralism, Crisis and Transformation in Karamoja**; Report of a Workshop Organised by CBR and held at the Faculty of Science Makerere University, August 14 - 15, 1992, by Joe Oloka-Onyango, Zie Gariyo and Frank Muhereza; 26p.
2. **Women and Work: Historical Trends**; Report of a Workshop Organised by CBR, and held at the Faculty of Science, Makerere University, September 7-10, 1992, by Expedit Ddungu, James Opyene and Sallie Kayunga; 61p.
3. **Workers' Education**; Report of a CBR Workshop held at the Faculty of Veterinary Medicine, Makerere University, March 19-20, 1993, John Jean Barya, Sallie Simba Kayunga and Ernest Okello-Ogwang; 47p.
4. **Pastoralism and Crisis in Karamoja**; Report of the Second CBR Pastoralism Workshop held at St. Phillips community Centre, Moroto, January 28-29 1994, by Frank Emmanuel Muhereza and Charles Emunyu Ocan; 19p.
5. **Regional, Workshop on Public Interest Environment Law and Community-Based Initiatives for Sustainable Natural Resources Management in East Africa** held at Colline Hotel Mukono, in August, 1996 by Samson Opolot and James Opyene; 37p.
6. Report of a Workshop Organised by CBR on "**A Dialogue on Gender Dimensions of Agricultural Policy in Uganda**" held at Fairway Hotel Kampala, May 3-4, 1996, by Samson James Opolot and John Ssenkumba; 58p.
7. **Report on the Proceedings of the NOTU/CBR Seminar: Worker' Social Conditions in Uganda Today** held at held at Pope Paul VI Memorial Community Centre on 22-23 July 1997, by John Ssenkumba and Crispin Kintu; 27p.
8. **Report of the ENRECCA Workshop on "Modernity, Development and Institutional Change: A Dialogue Towards the Next Millennium"** held at Lake View Hotel Mbarara, 21 – 28 February 1998, Charity Kyomugisha; 38p.
9. **Report of the Workshop on the Survey: "Constitutionalism Project Phase Three"** held at Colline Hotel Mukono, 29-30 January 1996, by John Ssenkumba; 22p.
10. **Lessons of Constitution-Making in Uganda** by Samson James Opolot and Crispin Kintu Nyago; 29-30 January 1996. 52p.
11. **Report on A One-Day Dissemination Workshop on the Study "Civil Society, Empowerment and Poverty Reduction: A Review Essay** by Bazaara Nyagabyaki and Kintu Nyago Held at Centre for Basic Research on 2 September 1999, 21p.
12. **Peace, Democracy and the Human Rights in Uganda: A String of Fragile Pearls**; held at the Conference Centre, Kampala, on 20<sup>th</sup> October 1999, by Samson Opolot. 31p.
13. **GWESA Research Methodological Workshop Report**; held at Hotel Triangle, Jinja, on 21-23 July 1999, by Winnie Bikaako and Raphael Musoke. 41p.
14. **Building Healthy Cities: Improving the Health of Urban Migrants and the Urban Poor in Africa**; held at Hotel Africana, Kampala – Uganda, on 2-3 July 2001, by Charity Kyomuigsha. 74p.
15. **Frameworks for Citizen Participation in Local Governance**; by Samson James Opolot and Frederick Ssali, Held at Hotel Africana, Kampala – Uganda, on 26<sup>th</sup> July 2002; 28p.
16. **Post-Colonial Studies in Africa**; Report of a workshop held at Hotel Africana, Kampala – Uganda, on 2-3 July 2001, Prepared by Dr. Yasin Olum, edited by Richard Ssewakiryanga, 2003. 68p.
17. **Industrialisation in Uganda: Challenges, Sectoral Mix, Labour Conditions and Policy**; Report of a Workshop held at Fairway Hotel, Kampala – Uganda, 12-13 August 2003. Prepared by Nsubuga Charles Henry and Sheila Gashishiri, 2003. 51p.

18. **The State of Africa: Revisiting the Debates:** Report of the 2<sup>nd</sup> International Cultural Studies Workshop in Uganda, held at Makerere Main Building, 11-13 August 2003, compiled by Elijah Dickens Mushemeza, edited by Richard Ssewakiryanga, 43p. Price:
19. **The Policy Dialogue on Food Security for Peace in Northern Uganda,** by Charity Kyomugisha,
20. **CBR Capacity Building Programme Gender and Decentralization,** Report of the Workshop held at Colline Hotel, Mukono, 10-12 April 2006, Rapporteur: Maureen Nakirunda, 32p.