



# Learning for Change: Strengthening Women's Voices in East Africa

Lessons from Ethiopia, Rwanda and Uganda

2016 - 2019

March, 2019

WITH FUNDING FROM  
 AUSTRIAN  
DEVELOPMENT  
COOPERATION



## Acknowledgements

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CARE staff in Ethiopia, Rwanda and Uganda for their commitment and dedication to CARE’s vision of achieving social justice for marginalised communities and for their honest contributions and feedback during the learning workshops.

This report was produced by CARE’s Global Gender Cohort members: Ellen Chigwanda (CARE USA) and Catherine Hill (external consultant), with support from Elizabeth Cowan (CARE USA).



# Table of Contents

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Table of contents	3
Introduction	4
Project Overview	5
Successes & impressions at a glance	12
Key lessons learned	14
Considerations for sustainability	26
Conclusion	28
L4C Resource List	30



## Introduction

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This Knowledge Management and Learning (KML) report documents learning and good practices of the Learning for change (L4C) programme to inform stakeholders and practitioners on programming for organisational capacity building and the advancement of women's rights and gender equality.

In terms of methodology, the KML report was produced between 31 October 2018 and 31 March 2019 and included the following activities:



*Participants of learning workshop in Rwanda*

- **Desk review:** Analysing program materials including reports, training manuals and web content in order to gain insight of the background to the L4C programme;
- **Learning workshops:** Four reflection workshops were developed, conducted and documented in Rwanda, Ethiopia and Uganda with participants drawn from CARE, L4C partners and government stakeholders in order to learn from their experiences in the implementation of L4C; and
- **Key Informant Interviews:** Interviews and discussions with a cross section of program participants in order to enrich the understanding of L4C's the successes and areas for improvement.



## Project Overview

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*Learning for Change (L4C) Strengthening Women's Voices in East Africa* is a 3-year regional programme ending in March 2019. L4C has the aim of *promoting the meaningful participation of women in decision-making processes at household, community, local and national levels in Ethiopia, Uganda and Rwanda*. The programme is funded by the Austrian Development Agency (ADA)<sup>1</sup>, implemented by CARE Austria in cooperation with CARE Country Offices in Ethiopia, Uganda and Rwanda. It includes capacity development, and advocacy relating to the Women, Peace and Security (WPS) agenda in Austria, at European Union level and in the Great Lakes Region. The programme directly contributes to the achievement of the Sustainable Development Goals (SDGs), especially on Gender Equality (SDG5) and UN Security Council Resolution 1325 (UNSCR1325).

The L4C Theory of Change (below) delineates three result areas towards the achievement of increased decision-making for women and girls at the household, community, local and national levels.

**Expected Result 1:** 21 partner NGOs, partner government institutions and CARE offices demonstrate increased/continued progress towards gender equitable working cultures, organizational policies, and practices.

**Expected Result 2:** 3.044 staff members and attached multipliers of partner NGOs, community-based organisations (CBOs), government institutions and CARE are applying increased technical capacities for gender equality programming to the benefit of vulnerable women and girls.

**Expected Result 3:** Staff members of 15 partner NGOs and CARE have increased capacity in conducting more effective and inclusive influencing and have contributed to the success of ongoing advocacy on gender equality and women, peace and security (UNSCR1325, Kampala Declaration, Maputo Protocol, implementation of national laws, etc.)

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<sup>1</sup> The programme has a total budget of 3.125.000 Euro for the period 1st April 2016 until 31st March 2019, with no funding envelope for direct grants to local partners.

# Theory of Change

## Learning for Change (L4C) Strengthening Women’s Voices in East Africa



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Regional Program: Ethiopia, Uganda, Rwanda, advocacy components in Austria and European Union

**MAIN OBJECTIVE: Partners and CARE contribute to the Sustainable Development Goal 5: 'Achieve gender equality and empower all women and girls'**

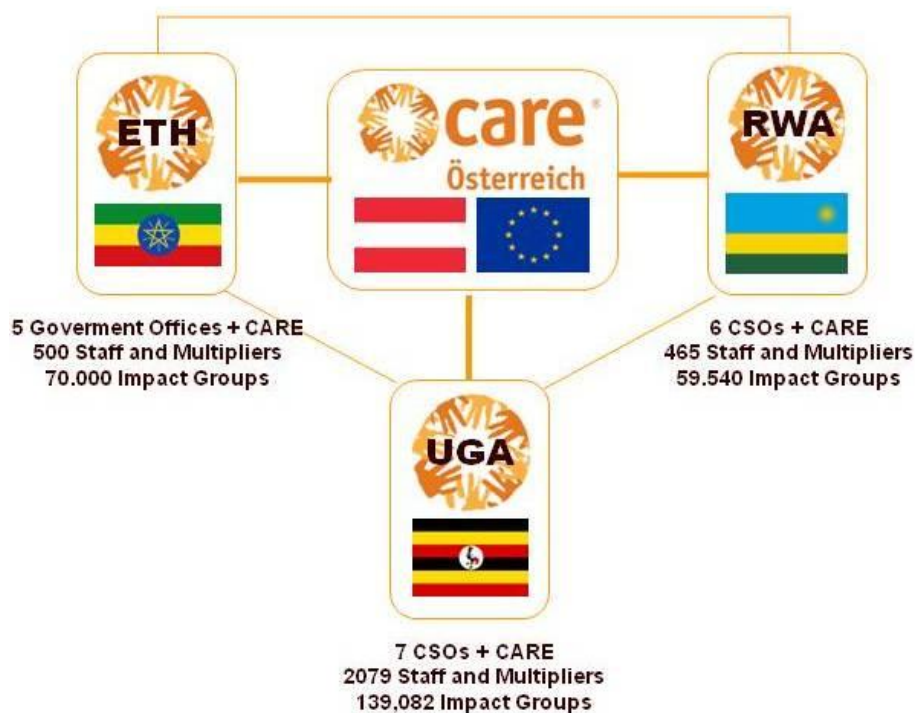
**PROGRAMME GOAL: 268,622 women and girls are meaningfully participating in decision-making at household, community, local and national levels**

**THEORY OF CHANGE (TOC) STATEMENT:** *If (1) government institutions and civil society organizations are capacitated to integrate gender transformative structures and services; if (2) organizations are strengthened in gender transformative programming and results-based reporting, and are able to effectively communicate and share their achievements; and if (3) women's voices influence strategic forums on women's peace and security at international and national level; then (4) women and girls will meaningfully participate in decision-making processes and have control over and access to resources; because (5) organizations and change agents are capacitated and committed to implement innovative, high-impact gender transformative programs that are powerful tools to build equitable social norms and structures.*



Version: 4<sup>th</sup> July 2017

As a regional programme, L4C worked with partners and beneficiaries in Ethiopia, Uganda and Rwanda and, to a lesser extent focused on WPS advocacy activities, in Austria and at the EU level.



As can be seen in the Theory of Change, the main focus in L4C design and activities is capacity building and organisational development of local CSOs and government partners in the region.

The evidence-based hypothesis underpinning L4C is that a **gender competent organisation yields better results for everyone involved, and at every level**. Internally, the organisational work environment, culture and processes are more responsive to all staff needs, which contributes to higher productivity and a healthier workforce. Externally, the organisation’s work is far more inclusive, far-reaching and sustainable, because it is founded on a nuanced and contextualized understanding of the social norms, lifestyles and conditions experienced by their diverse target audiences, which means that it can better plan for both impact and risk. While there is no single definition of a gender competent organization, L4C and partners identified a range of core elements, outlined in the table below.

Gender-responsive Systems	Gender-responsive Human Resource Policy	Equal Opportunities for all staff	“Together we create change”	Gender Equity & Diversity Practices
Team Spirit	Positive and Effective Communication	Gender-responsive Programmes	Space for Personal Growth	Transformative Leadership
A Culture of Learning and Reflection	Building competencies and capacities	Realizing the Gender Equality Framework	Respecting Diversity and Opinions	Work-Life-Balance

## How the L4C programme works

### L4C and CARE's Gender Equality Framework

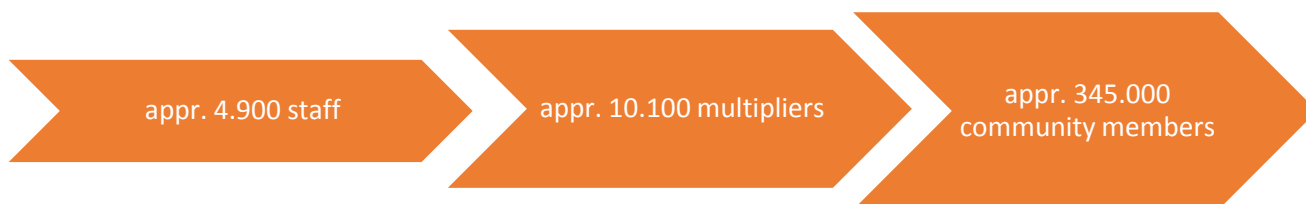
CARE places gender equality and women's voice at the center of all its work. L4C reflects CARE's Gender Equality Framework (below) which schematises how CARE understands and tackles social injustice and poverty based on decades of development and humanitarian programming experience. L4C aimed at building participants' **agency**, at fostering productive and supportive networks and **relations**, and at transforming **structures**, policies and processes at community, national and organisational level to reach its objective. As such, staff who participated in L4C increased their skills and confidence to initiate change in their organizations to achieve a more gender-sensitive and transformative approach to organizational development and programming.

Figure 1: CARE's Gender Equality Framework



### The multiplier and cascading approach

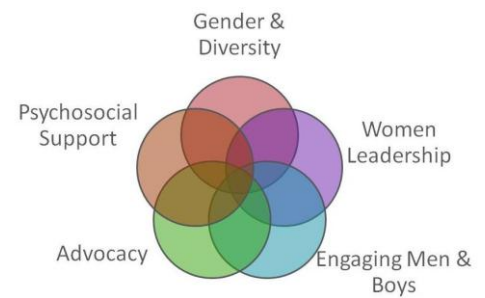
L4C's approach was designed to reach a greater number and variety of people – from local partner staff, to beneficiaries at the community level – and equip them with gender equality and women's empowerment skills and knowledge which they were encouraged to apply in their day-to-day work and lives. After participating in trainings and with ongoing technical backstopping and coaching support from the L4C team, CSO and government partners train their own colleagues and community-level volunteers and interlocutors. Staff and volunteers working in the communities are referred to as L4C **multipliers**. They are from diverse backgrounds and active in a range of roles e.g. as village activists, community facilitators, school mentors, health extension workers, development agents, etc. The multipliers then spread and **cascade** their new skills and knowledge in their own communities, reaching more beneficiaries. L4C's reach using the multiplier and cascading approach is outlined below.





## The integrated approach

L4C was designed as an integrated programme combining trainings in various capacities and skill sets. This not only made the programme as holistic as possible but also created opportunities for synergies and greater impact. L4C's thematic areas of focus were: 1) Gender Equity and Diversity; 2) Women's Leadership; 3) Engaging Men and Boys; 4) Advocacy; and 5) Psychosocial Support.

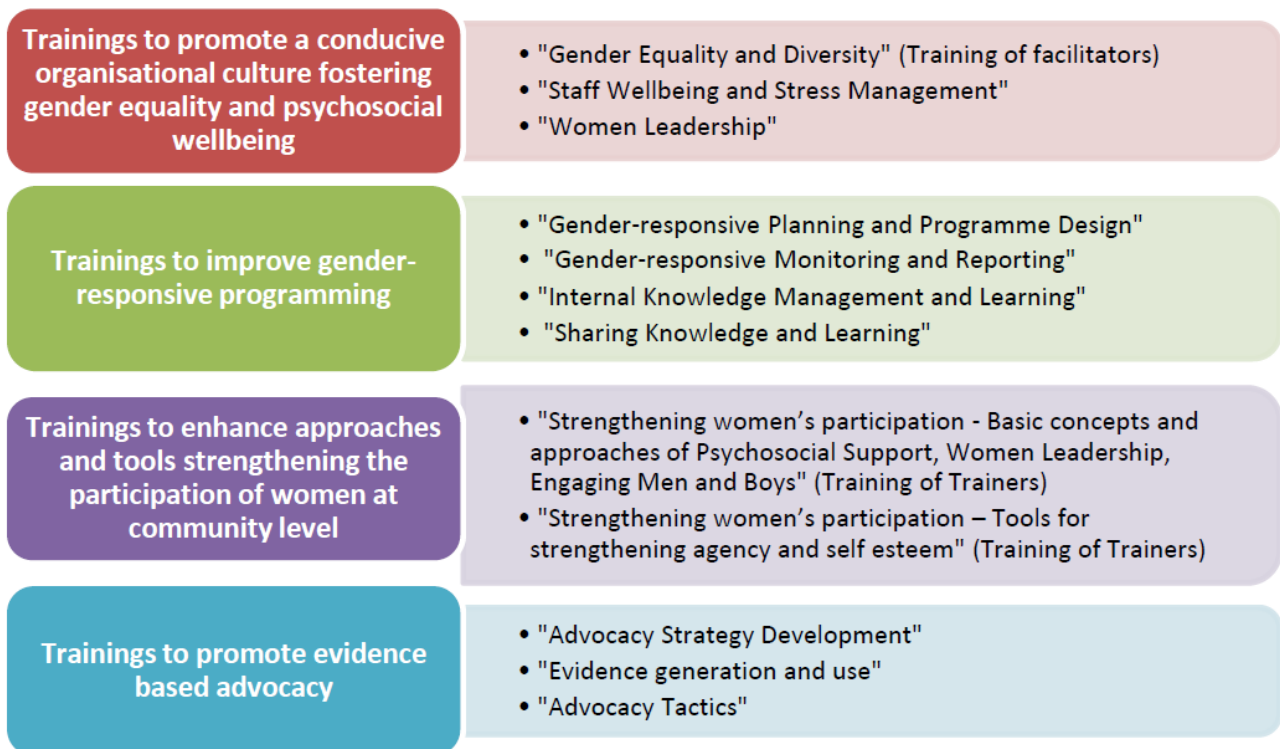


## The capacity development approach

L4C worked directly with local CSOs in Uganda and Rwanda, and with government partners in Ethiopia, to build their own knowledge and programmatic and organizational capacities in gender equality and women's empowerment. To do this, L4C developed a number of **learning packages**, which included<sup>22</sup>:

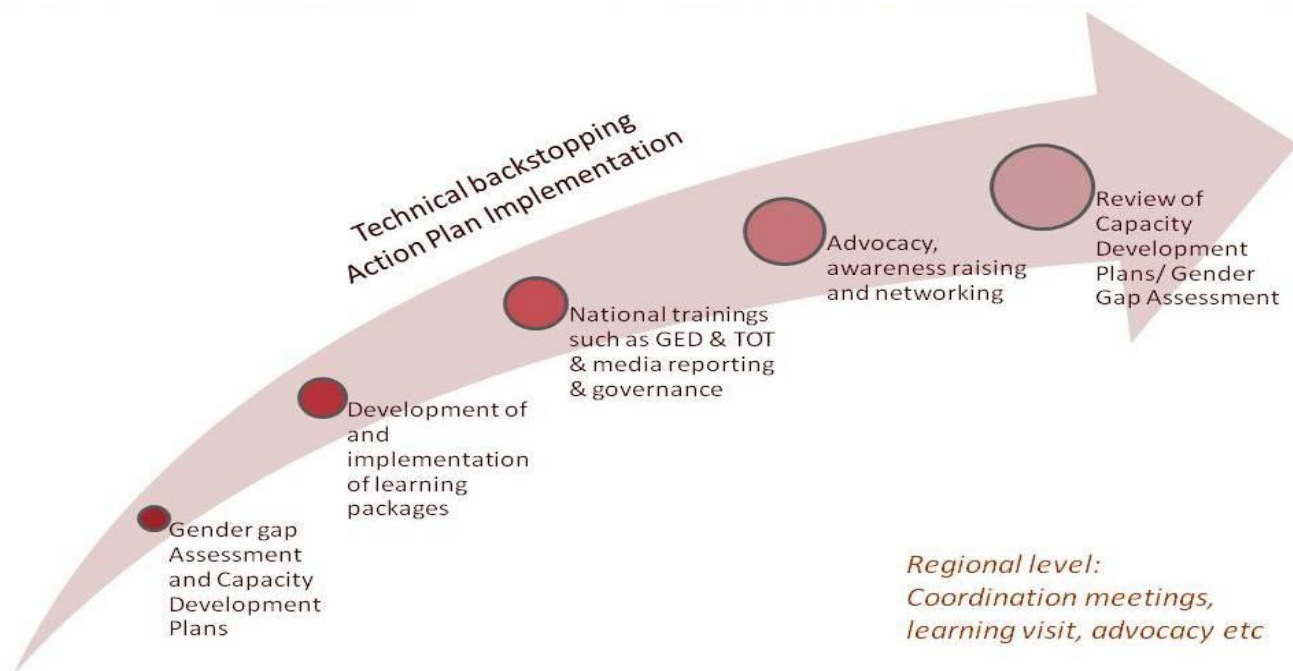
- Two three-day training workshops;
- A training manual (to accompany the workshops);
- The development of action plans by the participants at the end of the workshop; and
- Provision of regular technical backstopping and coaching from CARE staff to training participants to ensure supportive follow-up and ongoing learning after / in between the workshops.

## L4C Learning Packages



<sup>22</sup> As the programme was implemented, some learning package components were changed to adapt to circumstances.

The L4C capacity development approach was both **practical** and **adaptive**. L4C's learning packages were hands-on, interactive and provided room for practice and technical support. At the end of each training, participants were required to implement action plans with the support of L4C backstopping and coaching support, before attending a second follow up workshop to build their skills further and draw on their experience between trainings. Country context and participant needs were considered in the development of all learning packages. The L4C team's on-the-ground expertise in all three countries meant that learning packages and other aspects of L4C programming could be tailored to country context. For instance, in Ethiopia, L4C worked with local government (Departments of Agriculture, Women and Children, Cooperatives, Education and Health) rather than CSOs and developed learning package content to respond to their specific needs and capacities. In some cases, learning packages were adapted in real time to respond to capacity need expressed by the participants.



## Working with local partners

A unique aspect of L4C is that it provided no direct funding to local partners who participated in L4C activities and was mainly implemented through other existing CARE programmes<sup>3</sup>. It provided only small funds to support partners' implementation of action plans, or other one-off activity expenses (the implications of this are discussed further below). Depending on the learning packages, L4C partners were invited to not only send technical staff but also other relevant personnel and even board members. One key and deliberate intention of working through existing programmes was to expose L4C learning packages to a wider variety of staff members, and therefore to facilitate larger scale institutional capacity development in gender competent programming and organizational development.

## L4C governance and implementation

The L4C programme was driven by CARE Country Office and CARE Austria in-house expertise and resources. All training manuals – bar CARE's existing Gender Equity and Diversity (GED) training modules – were developed by team members, and most learning package components were delivered by team members. The L4C governance structure includes:

- A **Steering Committee**, consisting of CARE Country Directors from Ethiopia, Uganda and Rwanda; the CARE Regional Director for the East, Central and Southern Africa Regional Office; the CARE

<sup>3</sup> In Uganda, L4C was implemented alongside the Women and Youth Financial Inclusion Program (WAYFIP) and the Northern Uganda Women Empowerment Program (NUWEP), in Ethiopia the Food Security for Farmers (FSF+) programme, and in Rwanda, the Vulnerable Women and OVC programmes.

Austria National Director and the Programme Director. The Steering Committee met on a biannual basis to monitor L4C progress at a technical level and provide strategic guidance.

- A **Coordination Team** consisting of three Capacity Development Coordinators (CDCs) from Uganda, Ethiopia and Rwanda and the L4C Capacity Building Coordinator. CDCs were responsible for implementation, management and reporting on L4C activities.
- **Thematic Leaders** based in Uganda and Rwanda who covered Women's Leadership and Engaging Men and Boys (Uganda), Psychosocial Support (PSS) (Uganda) and Advocacy (Rwanda). There were also two Technical Advisers based in Austria (PSS and Advocacy, and Gender). Thematic Leaders were responsible for developing the learning packages, conducting trainings, and providing backstopping and coaching. Ethiopia-based Thematic Leaders for Organizational Development/Gender Mainstreaming and Knowledge Management and Learning/Monitoring and Evaluation were replaced by consultants and the Austrian Technical Advisers in 2017.
- **National specialists** within each Country Office provided technical backstopping and coaching to partners.
- **Short-term external consultants** supported in knowledge management and learning, and baseline and endline evaluations.



## Successes & impressions at a glance

Some key programme successes in numbers include:

- 8 Master Trainers for Gender, Equity and Diversity (GED) certified. Through the trainings they provided to CARE and partner staff, a pool of skilled GED trainers was established in Ethiopia, Uganda and Rwanda.
- 12 trainings developed and implemented, including trainings agendas and manuals/handouts. The materials are being used by other programs as well.
- More than 1,100 staff from 21 civil society organizations and government institutions directly participated in L4C trainings/ the learning packages and developed Action Plans to implement the knowledge/skills. L4C provided on the job technical backstopping to the 21 partners in order to support the Action Plan implementation. They initiated changes in the organisational culture and in regard to gender mainstreaming.
- More than 14,000 colleagues in the organizations and multipliers (such as village agents, village activists, VSLA members, community activists, school mentors, health extension and development army members etc.) benefitted from knowledge cascaded by the CARE and partner staff who were trained. Many integrated elements of L4C in their activities.
- More than 340,000 persons were reached by the trained staff and multipliers by applying the new skills on facilitation, women leadership, psychosocial approach and engaging men and boys in their work with different community groups and through awareness raising activities. Many success stories show changes at community and household level.
- Journalists in Uganda and Ethiopia trained on gender-sensitive media reporting and use this knowledge.
- More than 10 policy recommendations have been developed and shared with decision-makers.
- Partners and CARE were active in and strengthened relevant networks on Gender Equality and Women, Peace and Security at local, national and EU level.

L4C was noted for the quality of its learning packages. In particular, one respondent distinguished L4C's Gender Equity and Diversity training as being particularly well developed, compared to a GED training he had received as part of another programme. He explained: *"Before I became part of the L4C program, I attended gender and equality training in Uganda and India. However, the Gender Equity and Diversity training delivered under L4C was more detailed and provided tools which are useful for the work I do under L4C as well as other projects... The GED training combined gender with diversity which deepened my understanding of gender issues at multiple levels."* (CARE partner staff, Uganda).

Across the three countries, respondents highlighted that gender equality is important because it contributes to well-being at all levels, healthy and happy communities, sustainable outcomes and realization of aspirations by women and girls. L4C staff and partners identified positive changes resulting from their efforts to promote gender equality in organizations and institutions, in communities and at household level, such as:

Individual/Household Level	Organisational Level	Community Level
More equitable distribution of household chores	Fair distribution of positions (e.g. women also heading organizations)	Women's right to access and control assets and community resources
Agricultural productivity increased	Diversity is promoted	Promotion and appreciation of women and girls' leadership (e.g. through girls' clubs in schools and VSLA groups in communities)
Increased women's participation in household decision making	Protection of women's human rights	Affirmative action (e.g. women given priority for participation in CARE projects)
	Gender equitable policies and infrastructure	
	Women taking up non-traditional posts	

*A L4C community participant undertakes traditional 'women's work, Ethiopia*





## Key lessons learned

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### 1. Change starts with the individual

L4C started with the individual to achieve wider change. For L4C, the ‘individual’ included CARE staff, local partner organisation and local government staff. These individuals participated in training to bring about individual level change with regard to gender equality and women’s empowerment, ultimately contributing to more gender competent organisations and gender aware communities and households. A L4C partner in Uganda explained, “L4C focussed on ‘building you to build others’ and helped us to learn to change our perspectives.” L4C enabled participants to strengthen and practice new skills and knowledge in gender competent programming and organisational development, women’s leadership, engagement men and boys, psychosocial support and advocacy.

L4C participants reported that to achieve individual development, it was critical to be open to changing one’s mindset and to adopting new practices at work, in the community and at home. L4C trainings deliberately engaged in the type of sensitive discussion that encouraged this mindset flexibility and provided a practical and interactive space, during and after trainings, to facilitate the adoption of new working (and living) practices. “Working from the inside out”, the mindset change that L4C prompted among staff and project participants helped to achieve change at organisational and community levels.

L4C’s approach contributed to transformative changes in attitudes and behaviour among some participants. Participants shared their own stories of embracing role reversal and sharing of responsibilities within their own households. Men increasing their share of household work helped to promote healthier and happier families whilst addressing the challenges of time poverty for women.

This “individual change” also very much applied to L4C CARE and partner staff. In some cases, L4C trainings led staff to realising their potential and passion for other areas of development work. One staff member from a partner organisation shared that through the L4C trainings and repeated exposure to the positive impact the programme was having on the community, she decided to make a career change from finance to programme and is now actively working to develop her career in that direction. An Ethiopian government staff member explained that she was motivated to apply for a higher-ranking position as a result of her participation in the L4C programme.

### Personal transformation: L4C Government participant, Ethiopia

*For the past five years, I have been working in the Women's and Children's Affairs Office. I have been married to my wife for 10 years; she is a housewife and we have a 5 year old child. Life has not been smooth for us as I was spending my money on luxuries and not fulfilling my roles at home. For 16 years, I was drinking and smoking and conflict arose within my family because of this behaviour as I was spending much of my income and would give my wife very little money.*

*The turning point for me was the GED training which was conducted by CARE under the L4C programme. After attending the training, I have transformed my life. I am now doing some chores and giving my wife money. She now has equal right and benefit from any of my income. Instead of going to the beer hall after work, I go home and my friends started thinking that I no longer have money. My outlook on gender has really changed. Initially I was ashamed of performing women's work. My friends say I am not being a man, they say I work for the Women and Children's Ministry so I am being modern.*

### Personal transformation: L4C participant, Rwanda

*Before I got married, I did not cook and I wanted to do things my own way. I married someone who also believed that a man should not be in the kitchen. After I attended the GED training as part of the L4C programme, I changed my mindset but it was difficult because my wife still held onto her beliefs. When friends came over to visit us, I would try to help her because I had this new knowledge, but she would not allow me to. With time, I was able to convince her that I should play a role in the well-being of our family and take part in roles such as caring for the baby. Now my wife appreciates the help.*

*The fact that I am now practicing gender equality in my home means that I can now train others based on my experience. As a teacher, I now encourage girls to take on more responsibility and to take the lead. I cascade the trainings and encourage other [female] teachers to take on leadership roles.*

## 2. Expanding networks, connections and opportunities

L4C expanded partners' networks by facilitating new connections and strengthening synergies with one-another. It provided opportunities for rich exchanges between individuals, within and across teams, between partner organisations, and across the three countries. Partner staff engaged in cross learning among themselves to learn about common areas of interest. For example, L4C partner, COVOID, sought information on the 'role model men' approach<sup>4</sup> from GWED-G (another L4C partner) and the Digital Sub-Wallet technology from L4C's private sector partner, Aprocel. Participants in Uganda used technology and social media platforms (such as WhatsApp groups) after formal trainings to continue sharing. This has kept the network alive.

### Strengthened skills & networks: WORUDET's experience

A staff member from WORUDET (an L4C partner organisation in Uganda) shared that the L4C programme had strengthened her skills in facilitating training on gender-based violence (GBV) and engaging men and boys (EMB). She explained that through L4C, she had managed to sharpen her networking skills, which helped her to identify and take full advantage of opportunities. Through her interaction with another L4C partner – Akina Mama wa Afrika – she successfully applied for GBV in emergencies training which has been useful for her work. She also worked with another L4C partner organisation, CEWIGO, to hold joint activities during the 16 Days of Activism against Gender Based Violence.

For the government departments in Ethiopia, all five sectors engaged in cross learning through joint trainings, action plans and review meetings, which strengthened coordination, cooperation and learning. For example, as a result of participation in L4C the Department of Women and Children strengthened their ability to mainstream

<sup>4</sup> [https://careuganda.org/contentimages/Role%20Men%20Model%20Brief\\_FINAL%20Version.pdf](https://careuganda.org/contentimages/Role%20Men%20Model%20Brief_FINAL%20Version.pdf)

gender into other sectors. L4C provided a platform for sharing across the five sectors, with four out of five Government sector partners being officially recognised for their achievements in gender mainstreaming. A government representative from the Agriculture Sector shared their appreciation for the collaboration facilitated by L4C, *“Working alone is like clapping with one hand.” There are many beneficiaries who have been empowered by working together.*” A representative from the Cooperative Sector shared that, *“Experience sharing across sectors has helped us. Gender issues are everyone’s concern. We received experience from different experts and worked together with other sectors.”*

### **Organisational development: Ministry of Women and Children, Ethiopia**

The Ministry of Women and Children is responsible for promoting gender across 27 sectors. Through L4C, Ministry staff strengthened skills and knowledge to provide trainings and facilitate meetings to review joint sector plans. Staff from the Ministry of Women and Children used L4C’s Women’s Leadership tools with VSLA members at the community level, and have applied their new results-based management skills to improve how sector teams develop and monitor training plans. The Psycho-Social Support training provided by L4C has increased staff members’ awareness on harmful traditional practices and rehabilitation of survivors. Similarly, the L4C Organisational Well Being and Stress Management training helped to resolve a conflict between a supervisor and subordinates. Using the skills gained from L4C, the leader and the subordinates discussed the problems and proposed solutions to resolve the disagreements.

One L4C participant from the Ministry of Women and Children said, *“All this has helped the Ministry improve our performance.”*

## **3. The embedded approach: wider learning in organisational development**

### **Enhancing gender-responsive programming**

L4C’s trainings aimed to allow participants to not only understand gender and challenge their own knowledge, attitudes, practices and beliefs, but also to integrate gender more effectively into programming. This was particularly the case for CARE staff who, in some cases, were asked to integrate gender into new and existing project designs. The increased gender expertise of the L4C team in CARE offices was used as a resource for advice on gender responsive programming beyond L4C. This wider spread of L4C learnings within organisations is partly a result of the programme being implemented through other existing programmes – i.e. the embedded approach.

This implementation approach meant that L4C results and learnings could reach a wider variety of staff, working on different programmes and at different levels of the organisation. This allowed gender equal programming and organisational development to spread further within organisations. For example, CARE participants applied results-based management (RBM) skills gained through L4C to review colleagues’ differing monitoring and evaluation systems.

A staff member from CARE Ethiopia described how L4C facilitated cross learning; *“L4C has increased collaboration across units. CARE is project based and most people focus on their area, but now different projects are working together. This project was a common resource for all projects; it gave an opportunity to build capacity even for those who did not have it on their plans to do such trainings.”*

Participants are using skills developed through L4C learning packages (gender equity and diversity/GED, psychosocial support, results-based management, engaging men and boys, and women’s leadership) in other projects both within CARE and in partner organisations. For example, COVOID, a partner organisation in Uganda, used components of the GED training to encourage increased women’s participation in project activities beyond L4C. COVOID also used facilitation skills gained from the women’s leadership, engaging men and boys,



and psychosocial support (PSS) trainings to facilitate household dialogues to promote gender equality in the communities they work with. Another example is how valuable and rewarding it was to include PSS as an important element of CARE's gender transformation model. For example, the L4C team in CARE Uganda promoted PSS and gender across programming.

## Improving organisational culture

L4C's learning package also helped partners and government departments improve performance and organisational climate. For example in Rwanda, CARE's partner ARCT Ruhuka - which focusses on PSS - shared that L4C's module on staff wellbeing helped because before L4C only technical staff were included in self-care activities. As a result of L4C, all staff in the organisation engage in team-building activities together, which has had a huge and beneficial impact on the organisational climate. The government sectors in Ethiopia also benefited in several ways:

*We did not know much about gender in this sector... Women are now coming into leadership of cooperatives and increasing their decision making in cooperatives. We are also promoting women employees and are now promoting women within the organization. There are 27 cooperatives with strong female membership.* (Department of Cooperatives, Ethiopia)

*My leadership approach was autocratic, and people were usually afraid of me and kept their distance from me. I rarely delegated tasks to others and did not trust them on project activities. After the stress management training, I learned about the importance of delegating tasks to others based on their area of expertise and I started to positively nurture subordinates, and developed team reflection sessions. All of this reduces stress on our team and improves our unit performance. The TOT training helped me to see what is missing from my side. The characteristics of good and bad facilitator created a good awareness and gave me courage for change.* (Department of Education, Ethiopia)

## 4. Gender assessments for organisational change

L4C participants singled out the Gender Assessment of CARE and partner organisations, which was conducted as part of the L4C baseline, as a key ingredient in the capacity strengthening process at organisational level. Participants highlighted that the gender assessment made staff aware of areas for improvement in terms of gender and helped inform the development of capacity development plans.

Based on the findings, the L4C programme successfully supported CARE, CSO and government partners to review organisational policies that relate to gender equality and women's leadership so that they could implement changes to create a more gender equitable workplace. Some partners made changes to their organisational structure in terms of demographics, and others are strengthening areas where policy was weak, such as safety and security. Policy issues addressed as a result of L4C include:

- Greater gender balance among staff; prioritisation of Prevention of Sexual Exploitation and Abuse (COVOID, CARE Uganda partner)
- Development of a gender policy and creation of a space for breastfeeding and expectant mothers (Aprocel, CARE Uganda partner)
- Creation of a new position to champion gender issues (COVOID, CARE Uganda partner)
- Reflection on gaps in women's representation within the organisation and subsequent recruitment of a female driver – a position traditionally occupied by men (CARE Rwanda)
- Implementation of gender policy areas that previously were not implemented, such as a space for breast-feeding mothers (CARE Uganda and Rwanda)

## 5. Leaving room for practice, makes perfect

As described in the project overview, L4C deliberately built room in for practice within its learning packages. Rather than holding training workshops consecutively, time for participants to practice learnings between each workshop was deliberately planned to give participants a chance to apply new knowledge and skills. With this practice and reflection, participants were able to attend a second workshop building on the same capacity but from a position of better judgement and experience. The second workshop also provided space for sharing practical experiences with peers.

This approach of having a break between training workshops gave L4C local partners a valuable opportunity to link gender to their own contexts and projects, not only during the training workshops but also in their day-to-day work. The periods in between workshops were crucial for participants to contextualise and practice new knowledge and skills, which they could then come back to improving and strengthening in the follow up workshop on the same theme.

## 6. Action planning and backstopping

During the training, participants developed action plans to encourage teams to plan and set targets for applying their skills and cascading their learning to peers or communities. Cascading was an important element not only to disseminate knowledge but also to reinforce participants' own skills. Action plans helped participants to be more engaged, sharpen skills, undertake ongoing learning, and be held accountable to the commitments made during the training(s). One participant in Rwanda explained that the Action Plans *“encouraged you to put learning in practice; you could not put in the drawer what you have learned.”*

While action plans linked training to practice, there were learnings on how action plans could have been more effectively developed and implemented. Participants recommended that the action plans be simpler, and that activities included in the action plans needed to be discussed with the leaders within their organisations to ensure that participants have the mandate to implement them. L4C participants identified a need to have a plan in place to ensure actions plans were implemented in cases of staff turnover, and suggested that action plans be linked to staff performance targets, staff contracts and included in Annual Operating Plans to ensure implementation. Another learning highlighted by the participants was that there is value in adaptive management; there should be some flexibility to revise action plans and to identify alternative pathways to achieving objectives in response to contextual and other changes.

Effective backstopping was identified as an important part of capacity strengthening for the L4C programme and was highlighted as a process, which enabled facilitators to provide practical tips and feedback to participants. However, it appears that participants would have benefitted from more feedback on action plans and that not all trained staff made use of the mentoring and coaching. Participants recommended that facilitators develop a backstopping plan to build dual responsibility for the achievement of project objectives, and that remote support should be included in the backstopping plan where in-person support was not possible. Respondents also suggested that backstopping should have been more regular rather than being concentrated in the program's final few months. Another recommendation was that backstopping be provided at both the individual and organisational levels for continuity and systems strengthening.

*Community training participants, Ethiopia*



## 7. Relevance of training attendance and material

The extent of capacity strengthening was limited to some extent by the fact that different people attended different trainings. Inconsistent training attendance compromised the effectiveness of the trainings and presented a challenge for facilitators who found it difficult to build on successive trainings. In some cases, participating organisations addressed this by ensuring that all staff who participated in L4C trainings cascaded the skills and knowledge to their colleagues. It was always suggested that more than one person be trained from an organisation and recommendations were made in regard to the participants' function in the organisation.

L4C training manuals existed in draft form throughout the program and were written in English. This presented challenges with "version control", standardisation and quality control. Translation into local languages was challenging and some participants shared that the quantity of manuals they received for cascading was insufficient.

## 8. Senior management and leadership buy-in is crucial for success

Changing organisational policies was not always easy, with a lack of leadership from senior staff being a challenge. L4C participants observed that decision-makers from some organisations did not join L4C trainings due to competing commitments and demands on their time. In some cases, volunteers and interns were trained and they had limited assertiveness, confidence and authority to affect organisational change. One participant suggested that future projects include a strategy to engage management.

*Management in our organisation were engaged in various ways including during a training on governance, which looked at how to retain and motivate staff. So the issue is... how do we engage management at critical points of the project cycle so as to ensure buy-in and sustainability (WORUDET, Uganda).*

*We made sure that reporting back to all staff including management was the first priority on post training action plan (COVOID, Uganda).*

Similarly, participants in all three countries emphasized the importance of senior leadership buy-in in advocacy activities, particularly lobbying and influencing power-holders. They felt that follow up from CARE should not be with the trainees but with leadership on these commitments they made at the start. In the instances where senior leadership did participate in the trainings, this had a positive impact on the programme implementation and impact.

The fact that there was no separate budget for L4C activities in partner organisations – and therefore no financial incentive – could have made it more challenging to secure partner leadership's buy-in to the programme. In other words, senior management may have had no financial incentive to push for the diligent implementation of L4C action plans, and this has obvious implications on the sustainability of results achieved. L4C participants felt that future programmes like L4C should have their own funding rather than relying on staff and resources of other interventions.

## 9. Demystifying gender equality and women's empowerment

The L4C programme helped to demystify gender equality and women's empowerment in different respects. Most training participants, for instance, associated women's leadership with high political office or high positions in large organisations. L4C helped to depoliticize women's leadership. Previously, women's leadership was conceived as a politically sensitive subject but L4C helped to clarify that women's leadership was more about improving women's life prospects by allowing them to appreciate their potential professionally (at any level) and personally. L4C's Women's Leadership module created space for women to discuss issues affecting them and to increase assertiveness, confidence and leadership opportunities for women within their organisations. It broke leadership down into smaller understandable steps, which gave participants confidence that leadership is do-able

and achievable. More than one CARE field staff in Ethiopia highlighted, for instance, that she felt empowered by the Women's Leadership module.

Within the Women's Leadership module staff prepared personal development plans, instead of action plans, which contributed to increased self-esteem and confidence among the partner organisations' staff. Some L4C participants report that they are shining within their organizations as evidenced by the new and elevated roles they are now being offered (for example, representing their organisations and leading major activities and assignments).

## 10. Knowledge, Management and Learning from the outset

L4C included a learning package on Knowledge Management and Learning (KML) and had assigned a specific L4C staff position for KML early on in the programme. The KML Thematic Lead left the programme however, and the KML learning package unfortunately fell by the wayside, and was mostly focused on in the last year of the programme.

In autumn 2018, L4C staff and partners were trained in developing their own knowledge products, and CARE country offices (CO) further defined the L4C KML products to be developed<sup>5</sup>. The KML workshops were found to be very useful and participants spoke highly of them. They were very interactive and practical, and helped to build the capacity, understanding and courage of the partners to produce KML products themselves.

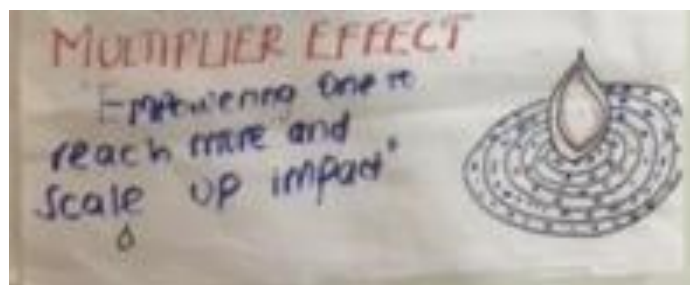
However, participants noted that they would have benefited more from the KML learning package had it been implemented at the outset and throughout the programme, so that they could have captured and documented learnings and lessons at earlier and at various phases of the programme cycle. In addition, the importance of prompt and effective feedback from collaborators in developing KML products (i.e. other CO staff for L4C KML products) and the availability of adequate recording devices were also noted to be lacking.

A key learning from the KML workshops was the importance of ensuring participation in KML processes. The more staff are involved in developing KML frameworks, the more diversity, innovation and motivation such frameworks could benefit from.

## 11. Working with communities: the 'Multiplier Approach'

The L4C programme used a Multiplier Approach to efficiently extend its reach. These multipliers were drawn from existing programmes' community volunteers, change agents etc and the key lesson in this respect is that this approach – i.e. that building on existing programmes and structures - leads to high outreach and impact with a relatively small budget. As a L4C participant in Uganda put it, the Multiplier Approach created “a momentum which is unstoppable”, which helped spread L4C learnings beyond partner organisations, and into communities and households. He added: “All we had to do was to follow up on action plan implementation and to provide support and mentoring.”

*L4C Participants, Uganda: “What the Multiplier Approach means to me”*



One of the key considerations of this approach was in the selection of the multipliers. Participants noted the need to be careful in how multipliers are selected as their personalities are a key consideration for the success of the

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<sup>5</sup> COs developed the following L4C KML products: „The Multiplier Approach“ (CARE Uganda), “The Integrated Approach” (CARE Uganda), “Strengthening Partners’ Advocacy” (CARE Rwanda), “L4C Organisational Development” (CARE Ethiopia) and “Results Based Management” (CARE Ethiopia)

project. One partner CSO in Uganda selected multipliers from existing voluntary structures (VSLA members) for ownership and sustainability. In Ethiopia, impact multipliers were government workers selected from the five participating sectors. Government impact multipliers (extension workers at grassroots level) were trained and they in turn prepared joint action plans after each training, which included training women's associations at different levels and offering follow up support.

In some cases, L4C partners took deliberate steps to work with and train women and girls (who were already working as community actors) as impact multipliers to promote women's leadership. Another strategy was to engage couples or households (rather than individuals) as multipliers, as demonstrated by the experience of this multiplier in Uganda:

*As a role model, I often go out to have household dialogues. During my work, I encountered a man who had a vasectomy. This made him insecure, and one of his reactions was to limit his wife's mobility. In order to lead by example, I often go for household dialogues with my wife so that the man can also see that a multiplier can act as a role model. I was not like this before, so I shared my story and illustrated how my wife can participate in community activities. Through a series of dialogues with the couple, positive change happened. Men have begun to appreciate seeing another man living a man where he is equal with women. We have challenges here and there but am happy to be part of that change.*

Multipliers reported that L4C's training content and tools were practical and relevant to the population. They identified that facilitation skills, active listening and activities and games to use with different groups (such as adolescents) were the most useful skills learnt from L4C. A multiplier in Rwanda shared her experience:

*I encountered a young schoolgirl who had become pregnant. Based on my L4C training, I talked with her parents about girls' rights to education and for them to allow her to go back to school after giving birth. She was facing some stigma and I was able to counsel her. Her parents looked after the baby and she went back to school.*

Multipliers shared some suggestions for strengthening the L4C training approach. They felt that the vast learning package required more time, and that they would have liked refresher training after implementing their action plans. This highlighted a key learning on the need to support trainers and multipliers in the field after the training of trainers are conducted. For instance in Uganda, technical backstopping helped partners to put their skills into practice, clarify methods, activities and approaches and to help partners adopt them into their regular work. Regular backstopping also allowed further reflection and technical support to the implementation of individual and organisational commitments made during the trainings.



*'Bonga' girls sharing their experience of L4C with COVID*

The multipliers also felt that some specific topics relevant to their contexts were missing such as Adolescent Sexual and Reproductive Health (Rwanda) and Nutrition (Ethiopia). They also requested more copies of the training resources (manuals) to be translated to the relevant local language. In turn, L4C staff noted that a simpler or shorter version of the training materials could have been developed for multipliers' use at community level, as their audience needs differed from the local partner organisation training needs.

While L4C teams viewed the Multiplier approach as an innovation, some participants questioned to what extent this approach is different from CARE's ways of working globally. A key informant in CARE Uganda explained,

*What is really different about the Impact Multiplier approach from all the other structures at community level CARE works with around the world? Perhaps the difference is not in the 'what' but rather in the 'how' CARE Uganda is working with these community change agents which is impactful.*

While the L4C Multiplier approach was highly successful, it faced a number of challenges. Multipliers' primary challenges were: a lack of transport to reach community members far from their homes; inconsistent ways of working compared with other organisations which provided cash and refreshments, while L4C did not; a lack of motivation among some multipliers due to the fact that they did not receive a salary. Multipliers suggested that non-cash incentives would be appreciated, such as shows of gratitude, feedback and regular visits to their areas of operation.

## 12. Leveraging synergies for advocacy work

L4C's learning packages were comprehensive enough to enable participants to make linkages and foster the change process. For example, the Women's Leadership modules were used to enhance women's leadership, which reinforced efforts at a political level in advocacy on women's political participation. In terms of women's leadership, participants highlighted that the advocacy approaches they used before L4C were not effective in increasing women's representation in leadership as women were not viewed as leaders. The key learning is that future similar programming should be aware of these unanticipated but welcome links between different programmatic components that can be capitalised on during implementation.

*L4C Participants, Uganda: "What does advocacy mean to me?"*



Advocacy was a critical component of L4C's social transformation approach. Advocacy and influencing training provided by the programme helped partners to identify advocacy issues and more strategic actions based on their field of work. CARE Uganda's partner Aprocel, for instance, submitted a proposal to the Sub-County council to reduce the cost of acquiring Birth Certificates for vulnerable households and COVOID conducted a campaign against child marriage. Participants found the advocacy tools for analysis and strategy development (e.g. stakeholder mapping) most useful and appreciated the phased approach to advocacy training. A staff member from CARE Ethiopia shared that, *"Under L4C, I attended a number of trainings but the Advocacy/Influencing training one stood out for me and it paved the road to work on influencing activities for the CO and as an individual."*

During L4C trainings and with backstopping support from the L4C team, participants reflected on advocacy opportunities in their work, identified actions to be taken, and developed joint advocacy actions. This approach enabled participants to realise that they were already undertaking influencing through their work, and equipped them with the new skills and knowledge to do this more strategically. One CARE Ethiopia field staff shared that the influencing training helped him to work with government and to lobby for the needs of target groups more effectively. L4C also inspired him to nominate two girls to participate in a national girls' conference.

### Advances in women's leadership, Uganda

*"Kabugho is a 33 years old woman who was elected as a VSLA member to take part in L4C trainings. Between the first and second rounds of training there were local elections and as a result of advocacy efforts at community level, Kabugho participated in the elections but unfortunately lost to the male incumbent. During the lead up to the election, Kabugho received support from women who have attended Women's Leadership training but was also discouraged by other women in the community. For the first time she was nominated as a secretary at the village so that she can use that training to prepare herself for the 2021 elections were she hopes to participate."*

(COVOID staff member)

*"I have come to appreciate that the kind of leadership that women offer is quite unique and different from men. You'd be surprised to see that even the majority of men think that women offer better leadership than men because they are not corrupt, they are dedicated, they are committed. So you can see that it's important to bring more women into leadership at every level. We even saw a case where for the first time the clan leader was a woman. When we had a casual chat with the clan members, especially the men, they said there's a perception that the woman can always leave the family or clan, so that's why women can't lead the clan. But they are beginning to see that can change.*

*The kind of inequality that we used to see is beginning to die out of the knowledge people are receiving. They are getting to know that everyone is equal and everyone has something to offer. That means in the last election because of L4C and our influence as a multiplier, a woman became the LC1 chairperson. People are also better able to identify potential in themselves and in others. Women tend to shy away and say, "I am just a woman, what can I do?" But if you encourage them, you will see they take more leadership."*

(Male Multiplier, Uganda)

## 13. Regional collaboration

L4C was designed as a regional programme in terms of development, management and implementation. In other words, it not only implemented activities in a "region" in itself, it also made a point from the very outset of drawing on CARE Country Office (CO) expertise in the three selected countries in East Africa - Uganda, Ethiopia and Rwanda - rather than international consultants, in designing and delivering the work. The L4C project provided opportunities of cross-country exchanges, such as:

- **Regional meetings:** A number of regional workshops were held, bringing together mostly CARE staff related to L4C. During these workshops, activities were coordinated, participants shared experiences and approaches, identified learnings etc. Regional meetings also incorporated field visits and exchanges with partners, e.g. in Ethiopia in 2018 and Uganda in 2019.
- **Cross-country learning visits:** L4C enabled CARE Rwanda to visit Uganda where they learned about L4C partners' advocacy work, and how CARE Uganda was integrating L4C with other interventions and working with partners. Following the visit, CARE Rwanda identified a range of areas of improvement for their own programming.
- **Skype calls:** Periodic calls enabled country teams to share implementation updates, exchange on technical issues and trouble-shoot challenges. They were organised more/less frequently depending on demand and were hosted by CARE Austria.
- **Visits from Thematic Leaders:** Thematic Leaders prepared and implemented the learning packages together with colleagues from other COs. During in-country visits, they spend time to exchange with the country teams and offered technical advice as requested.

## Regional and CO expertise growth

The L4C structure included a regional team of Thematic Leads (TL) from Rwanda, Uganda, with support from CARE Austria. Thematic Leaders were specialists who provided sector-specific support to the team, adapting tools and approaches applied in working in their own countries to the specific contexts of other L4C countries. In this process, TLs were able to impart their expertise, whilst also building on it given the new contexts. Because TLs were from East Africa, they were able to share real life experiences that were relevant and useful for the neighbouring implementing countries. This was identified as a value-added component of L4C's approach. Participants felt that using CARE staff in the region was preferable to using international consultants because their own contexts can be very similar to those who are receiving the training / expertise. Respondents particularly liked trainings where TL and national staff were cooperating closely in the development and implementation of trainings.

### Mutual benefit: A learning exchange between CARE Rwanda and COVOID, Uganda

CARE Rwanda visited CARE Uganda's CSO partner COVOID to learn about COVOID's approach to training and community engagement. COVOID staff explained, *"The visit by CARE Rwanda was a two-way exchange. COVOID also managed to benefit from it. Their visit boosted morale in the team – we were proud that out of the many organisations involved in L4C, we were chosen to showcase our work. We visited a group of multipliers and this increased their motivation and morale to do their work because they are asking for this type of exposure. In future, we would be happy to also visit CARE Rwanda and contribute or learn from their work."*

Thematic Leads' visits to the participating Country Offices led to skills transfer, technical support and knowledge sharing. Participants indicated that this helped them to think outside the box and that the colleagues from other countries encouraged them to challenge their thinking. Participants highlighted that they did not only learn from Thematic Leads but also shared their own experiences. A Thematic Lead from CARE Uganda explained, *"the regional approach helped me to build my capacity to adapt as per the context. I got an opportunity to give technical support and to work as a regional team with the other colleagues. We shared different experiences and I was able to extend my expertise personally."*

Some L4C CO staff reported that an interesting consequence of the cross-country TL training approach was that it instilled a sense of positive competition within the L4C team, in that it would encourage host CO staff to "up their game" when a TL from one of the other two programme countries would visit to prepare and deliver a training in collaboration with them.

## Challenges of regional collaboration

Some aspects of the regional approach were challenging. Respondents shared the following key challenges of working regionally:

- **Complexity of coordination and communication structures:** Some participants felt that the platform for coordination and support for the region was not concrete and found working regionally to require more time on coordination, communication and contextualisation. Competing schedules and language barriers also made collaboration complicated, with Thematic Leaders having to work through interpreters in some countries, which complicated their ability to provide technical support. Participants felt that remote communication was not always enough; face-to-face interaction remains most effective.
- **Staff turnover:** Over L4C's three years, there were inevitable staff transitions that impacted program implementation. CARE Ethiopia lost three Thematic Leaders who left after being trained and were not replaced. In order to fill this gap, an external consultant was engaged, CARE Austria took over some tasks and national staff were engaged. Staff turnover affected all countries and some participants were of the view that other COs could have been more involved in decisions on staff replacement.



- **Real time contextualisation of training content and materials:** Although L4C strived to develop learning packages that could be used across the three countries in the region, the importance of contextualising agenda and training content to the different countries and audiences took precedence. This could be a logistical inconvenience for L4C staff during the training workshops (eg. last minute printing or preparation of training materials).
- **Variable uptake of backstopping support:** Thematic Leads depended on Country Offices to identify the need for backstopping, and call on them accordingly. However, this was neglected at times, and the provision of backstopping was not as systematic as it could have been.
- **Thematic Leaders:** Challenges with the Knowledge Management/M&E Thematic Leader affected the extent to which Country Offices were able to capture learning. There were also concerns with the time and costs associated with sending Thematic Leaders to other countries. Some L4C participants felt that the Thematic Leader approach denied other local trainers an opportunity to use their expertise and suggested joint teams (pairing) of TLs and local staff were most effective to building in-house capacity.
- **Homogenised performance measurement:** Another challenge to the regional approach was the use of a single logframe with shared indicators, which could have omitted some contextual differences between the three countries, and therefore make it more challenging for some COs to report against certain indicators than others.

Despite these challenges, L4C's regional approach demonstrates the power of leveraging and building on local and regional staff competencies rather than depending on external expertise. This approach requires that regional technical experts collaborate closely with strong local teams that have sound experience and knowledge of the local context.

*Multipliers in Southern Rwanda*





## Considerations for sustainability

While L4C participants in all three countries felt that the three-year duration of L4C was insufficient, they offered the following insights for sustaining the gains, actions and outcomes achieved through L4C into the future.

**Sharing evidence within CARE.** It will be important to share the evidence of successful approaches from the L4C programme within CARE globally, particularly with platforms such as Access Africa and Impact Growth Strategies to scale up use of L4C's tools and approaches with other technical groups. L4C's training resources (particularly Women's Leadership and PSS manuals) should be used in new programs within and beyond the L4C target countries.

**Continuity of networks established through L4C.** L4C has helped CARE and partners create new or re-build relationships with other actors. For example, in Uganda, L4C enabled CARE to re-establish links with the women's movement. This development should be leveraged and grown further.

**The Multiplier Approach.** This is a good foundation for sustainability as multipliers are able to train communities using learning and resources from L4C. Motivation issues raised by the multipliers (discussed previously) should be addressed to enable them to continue their activities, including exploring both financial and non-financial incentives for community engagement. As mentioned in other sections, engaging couples or households as multipliers is a key consideration for sustainability.

**Proper handover procedures to local leaders.** Sustainability will be ensured if proper handover procedures to local authorities are followed. Ugandan participants, for instance, suggested that a list of trained multipliers be handed over to the sub-county so that other NGOs who want to work with them in future can have access to such a database. There is need to deliberately plan to include this on the training schedule.

*CARE has instilled a higher level of knowledge in our partners on the importance of gender equality and putting women and girls at the center of our work. However, sustainability of their actions is beyond CARE's control. We have built a "cadre" of organisations with new capacities and skills. Hopefully this will enable them to work differently and more effectively to achieve sustainable change.*

- CARE Uganda

**Aligning the initiative with government structures.** This approach has been used as a sustainability mechanism in many of CARE's programs. The project had a limited timeframe and therefore working with existing government structures will support sustainability of actions and results.

**Institutionalisation of capacity strengthening at the organisational level.** Participants recommended that a program such as L4C should be implemented at the institutional level as opposed to being designed as a stand-alone programme. For CARE, it was suggested that future programs similar to L4C to sit with a Program, Quality and Learning function. In addition, a list of all staff who have been trained under L4C should be recorded so that CARE can call upon them to conduct trainings for other staff as needed.

**Participant targeting and ongoing support.** There were concerns around participant targeting for the L4C trainings, specifically whether senior program staff should have been targeted to ensure update and sustainability of new knowledge and skills. Sustainability could also be supported through balancing formal face-to-face time with greater investment in coaching and mentoring, getting to know the partners more intimately and supporting them more closely in their gender transformation journey.



## Conclusion

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The L4C programme realised many positive results for CARE staff, its CSO and government partners, as well as for communities and households across Ethiopia, Rwanda and Uganda.

The L4C programme was designed on the principle that for sustainable change to happen, interventions must be made at three levels: individual development (agency), supportive networks (relations) and conducive systems and policies (structures). L4C acted on all three to achieve more gender equitable organisations, policies and communities.

Through its focus on ‘starting with the individual’, L4C participants in CARE COs, CSOs, government departments and communities gained invaluable skills, knowledge and experiences in gender equality and women’s empowerment. This enabled them not only to further the objectives of the L4C programme but also to strengthen their ability to perform in their respective organisations and in their daily lives.

At the organisational level, gender transformative programming has been introduced in L4C partner organisations with a view to stay, and the PSS component was particularly well received. This is because it addressed issues that had been previously neglected (i.e., staff wellbeing) but also because it helped to sensitise the organisational culture to Gender Equality and Women Empowerment (GEWE) considerations, and therefore to fast-track the implementation of additional gender equitable policies and practices.

On the advocacy front, L4C helped support a number of activities, campaigns and successes. Importantly, L4C demonstrated how different programming components can inadvertently cross-fertilise to produce better results (i.e. how the women’s leadership module helped bolster advocacy efforts), and this is worth bearing in mind for future programming.

The regional dimension to this programme was both a challenge and a strength. The exchange of expertise across Uganda, Rwanda and Ethiopia helped to build capacity of those receiving the expertise but also of those providing it. TLs were able to develop and adapt their skills to new contexts, thereby

improving their own capabilities. As a result of L4C, expertise on GEWE in the region in these three COs has certainly been strengthened. The challenge, however, was that the regional approach demanded very smooth and functional collaboration which, in the context of L4C staff members' busy schedules and distance from one another, was not always easy. Nevertheless, the regional approach cemented the existence of expertise within the East African region, highlighting the rich skills and experience that exists within and across the three countries, and reducing the reliance on external consultants as a result.

The future is now about how well L4C results will be sustained. This report includes several recommendations for this such as continued use and dissemination of training manuals, adequate handover to local authorities and ensuring that a number of capacity building practices introduced by L4C are upheld within partner organisations. Finally, it will be important to sustain L4C through other / future CARE programmes and this can be achieved by sharing L4C learnings and knowledge products, such as this very report, as widely as possible to CARE staff.



## L4C Resource List

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As part of the L4C project, the following materials were developed.

### Learning packages:

- Staff Well Being and Stress Management Manual and Workshop Agenda
- Results-Based Management Manuals and Workshop Agenda
- Training-of-Trainers Manual and Workshop Agenda, including:
  - Psychosocial Support
  - Women's Leadership
  - Engaging Men and Boys
- Advocacy Handouts and Workshop Agenda
- Knowledge Management and Learning Workshop Agenda

### Knowledge Management and Learning Materials, such as:

- The Integrated Approach
- The Multiplier Approach
- Strengthening Advocacy Capacities for gender equality
- Changing organisational cultures
- Results-based Management
- Manual for Curriculum Development
- Technical Backstopping Guidance Notes

For further information on the workshops, manuals or KML materials, please visit <https://www.care.at/strengthening-womens-voices/> or contact [care@care.at](mailto:care@care.at)

## About CARE

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CARE works with poor communities in developing countries to end extreme poverty and injustice.

Our long-term aid programs provide food, clean water, basic healthcare and education and create opportunities for people to build a better future for themselves.

We also deliver emergency aid to survivors of natural disasters and conflict, and help people rebuild their lives.

We have 70 years' experience in successfully fighting poverty, and last year we helped change the lives of 72 million people around the world.

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## **Infos**

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