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Policy Brief No. 14-2018: **Fostering Female Leadership in Uganda**

Authors: Dilara Cilenti, Christopher Wickert, David Katamba, Catherine Tindiwensi & Andrew Seruma

AGRI-QUEST Policy Brief Series provide state-of-the-art analyses and policy recommendations on topics related to ethics, quality standards, sustainability, and Corporate Social Responsibility (CSR) in agriculture in the context of Uganda. They are part of the broader AGRI-QUEST research project funded by The Netherlands Organisation for Scientific Research (NWO-WOTRO).

For more AGRI-QUEST details, contact:

David Katamba,
AGRI-QUEST Lead Researcher
Website: www.agriquestuganda.com
Email: info@agriquestuganda.com
Tel: +256 774972532; +256 752794612

Introduction

Gender equality and women empowerment are terms that are commonly used when talking about a country's sustainable development. Its importance is reflected in the United Nation's Sustainable Development Goals (SDG), thereby addressing all countries worldwide (United Nations, 2015). Furthermore, this topic becomes increasingly important for developing countries, especially in Africa (UNDP, 2016). Increasing women's and girl's access to decent work and their participation in economic leadership has been on the African Union's agenda for a long time and is also included in their Agenda 2063 (UNDP, 2016; United Nations, 2017).

Zooming in, one country which is dependent on a sustainable development and therefore on gender equality is Uganda. An increasing population and economy requires a sustainable development in order to be successful (Bachmann, Kersting, & Kiguli, 2017; Ellis, Manuel, & Blackden, 2006). Decreasing the inequalities between men and women can have great advantages on organizations in Uganda, people's well-being as well as the country's GDP and can therefore contribute to the country's sustainable development. Organizations – formal as well as informal – can profit from gender equality as this diversity increases the employee's motivation and consequently their effectiveness as well as people's well-being (Duflo, 2012). The same rights for women on controlling their assets as well as an equal access to resources can increase the company's or the farming output, due to a higher motivation and an increased efficiency. This results in a higher income, which is beneficial for the employees, the organization and the overall economy. (FAO, 2011). Thus, increasing the employment opportunities for women can also foster a GDP growth (Blackden & Bhanu, 1999).

Taken together, the positive results deriving from gender equality can increase the country's GDP, due to the earlier mentioned efficiency and motivation, which results in a sustainable development and more profitable outcomes.

As women empowerment is often measured in women's access to leadership positions, this report focuses on female leadership. Common definitions of women empowerment include "the ability to make choices" (Kabeer, 1999) and the right to turn these decisions into action (Alsop, Bertelsen, & Holland, 2006), which are reflected in a leadership position. Therefore, empowering women by increasing their participation in leadership can help them to gain more control, advance their decision-making opportunities and consequently empower them (Duflo, 2012).

Gender equality has been an important topic for a few years in Uganda and positive progress has been made. The awareness about its advantages has increased, among women as well as men. Furthermore, a grade extension for women and girls in school contributes to their empowerment (Kagoda, 2011). Although even women's representation in political leadership increased, leadership positions within the business context are still occupied by men (WorldBank, 2011). Thus, the progress on female leadership in Uganda is slower than expected and women are still highly underrepresented in leadership positions (UNDP, 2016).

To conclude, despite the mentioned advantages and several interventions on women empowerment, women still face barriers in attaining leadership positions. This report is an extension to a master thesis which focused on the detection of the obstacles that women face in attaining a leadership position, which will be elaborated on in the further sections (Cilenti, 2018). Most importantly, the research revealed a need for actionable interventions, as there are many suggestions and theoretical interventions on female leadership, but these are not enforced and no action is taken (Cilenti, 2018).

Due to the small number of women in leadership positions and the highlighted necessity for feasible interventions, this report aims to generate an action plan by focusing on how to overcome the obstacles of female leadership. This leads to the following research question: *How can women in Uganda be encouraged to engage in leadership positions?*

Therefore, this report aims to provide new interventions and suggestions on how to support women in Uganda in attaining a leadership position, based on the findings of the underlying master thesis and additionally conducted interviews.

In the following sections, underlying important theories and the findings of the thesis will be explained, followed by a detailed explanation of the chosen research methods. Afterwards, the findings of this research will be described, followed by the policy recommendations.

Theoretical Background

As this report's main goal is to establish interventions that will foster female leadership, some underlying concepts will be discussed beforehand. These concepts and studies have examined the reasons for a low number of women in leadership positions in-depth and consequently established interventions on how to overcome these barriers. These theories therefore build a framework for this research.

Gender Role and Role Congruity Theory

Two important theories that explain why it is still difficult for women to attain a leadership position is the gender role theory together with the role congruity theory (Eagly & Karau, 2002; Eagly & Wood, 1991). The first one explains that the society holds certain beliefs about women's skills and characteristics, thereby affecting their behaviour (Eagly & Wood, 1991). Additionally, the role congruity theory specifies this by describing that these beliefs about the genders are linked to certain roles in the society. As women are expected to be communal and caring, they are responsible for the family, whereas men are equipped with analytical skills and therefore suitable for a leadership role (Eagly & Karau, 2002). Thus, these are prejudices against the female gender, which have existed in the society for a long time and therefore explain the incongruity between women and leadership. These prejudices create barriers for women to attain leadership positions due to the belief that they are not suitable for it. One factor that triggers those gender-specific expectations is culture (Eagly & Karau, 2002). The importance of gender roles and its relation to roles differs within societies. The Ugandan society puts a greater emphasis on traditional roles than western societies, which amplifies the prejudices about women's skills and their suitable roles.

Based on these theories, suggested interventions have been developed that can increase women's access to leadership. One step women can take is to adapt more agentic behaviour, for example being self-confident, independent or controlling (Eagly & Karau, 2002; Lanaj & Hollenbeck, 2015). As this opposes their typical female gender role, it reduces the prejudices against them and is more in line with the masculine definition of leadership. Consequently, it can increase women's chances for a leadership position (Eagly & Karau, 2002). However, adapting their behaviour to the rather masculine expectations of the society is not the most effective solution for women's empowerment. The mentioned theories also highlight the necessity to change the norms that trigger those prejudices (Eagly & Karau, 2002). To ensure a long-term development, it is therefore also important to change the assumptions towards gender roles and the typical behaviour associated with them (Eagly &Karau, 2002; Lanaj & Hollenbeck, 2015). A long-term change in the society therefore involves changing people's perceptions about gender roles and about the requirements of a leader.

These theories are used as an explanation on why women are still excluded from leadership. Together with the suggested interventions, they provide a framework for this research. Although these theories and suggestions are very popular, they cannot be generalized to all contexts, especially not within different cultures. Furthermore, the provided solutions are too vague to be put into practice. Therefore, three experts will be studied and interviewed in order to find out if the theories are applicable to the Ugandan context and how these interventions have to be changed and adapted to the local context. Based on this, a successful action plan that can be adapted by AgriQuest will be developed.

Additional research on this topic has been done during this internship to collect data for a master's thesis where this report is based on. The thesis aimed to detect the barriers that women still face when attaining a leadership position in Uganda. In order to answer the research question of this report, the findings of the thesis will be mentioned as well, because fostering female leadership also means overcoming the current barriers. The detected barriers are based on a distinction between micro- and macro-level factors. With their *lack of intrinsic motivation* as well as their *lack of confidence,* women exclude themselves from those positions, which are the micro-level factors. Additionally, the macro-level factors provide further difficulties and consist of the *normative* (e.g. societal norms, assigned gender roles) as well as the *economic environment* (e.g. female leaders are less respected and less trusted). The findings of the thesis are provided in the appendix (Cilenti, 2018).

Research Methods

Research Context and Design

This report is a contribution to a master thesis, which has been conducted with AgriQuest Uganda in April 2018. The research for the thesis was based on theoretical insights of the barriers women still face, whereas the research for this report aimed to collect data that can be used as practical interventions. Additionally, it contributes to AgriQuest by providing policy recommendations that can be adapted and implemented in the future.

The chosen research design was a qualitative approach, supported by semi-structured interviews. As research on this topic within the chosen context is still unexplored, it is necessary to get useful insights (Creswell, 2009). Additionally, information from an insider's point of view is required to be able to answer the research question (Creswell, 2009). Due to these necessities, semi-structured interviews were chosen. These interviews enabled the researcher to get a deeper understanding of the context and the people's perceptions. As the interviews were semi-structured, it was possible to adapt the questions during the interviews, which allowed to gain more detailed information (Myers, 2013).

Data Collection

As the research internship for this report was conducted in Uganda, the researcher had the chance to interview the local people. Additionally, the cooperation with the AgriQuest project allowed the researcher to travel to two rural districts in Uganda, Bugiri and Oyam. Although no interviews necessary for this report were conducted in those areas, observations enhanced the understanding of the distinction between rural and urban areas, which was necessary to develop the policy recommendations.

The interviews that contributed to the findings of this report were conducted individually in Kampala and lasted between 45 and 90 minutes. As the overall topic is on female leadership, the chosen respondents were women. Two of them had a leadership position and were helpful experts in this field. The other two women were students in Kampala and useful for this research as they are at the

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intersection between education and business. This provided the researcher with important information on the view of female leadership of well-educated and young women.

Data Analysis

Before the data was analysed, the interviews had to be transcribed with the recorded files of the interviews. The data analysis followed the Gioia-method, which compiles the data of the interviews into abstract, overall topics (Gioia, Corley, & Hamilton, 2013). First of all, the researcher read through the interviews and marked necessary parts of it with a short phrase. These phrases were then grouped together, which are called the first-order-codes. Second, the researcher read through the generated concepts to find links between them. If similarities were detected, the first-order-concepts were grouped together and labelled with a descriptive category, the second-order-themes. These second-order themes are *Inspiration, Confidence, Education.* Lastly, *the aggregate dimensions* were developed by further categorizing the second order-themes. Within this research, one aggregate theme that was necessary to answer the research question, was detected, which was labelled *enablers.* Figure 1 gives an overview of the structure of the findings.

Findings

The analysis revealed that the opinions and suggestions of three main interview groups often overlapped. Thus, the following section first introduces these women and their roles, together with their contribution to this research, as well as conducted observations. These women provided the most useful insights for this report, as they were all experts on different levels and could therefore provide useful insights and solutions from different perspectives on how female leadership can further be promoted in Uganda. Afterwards, the three main enabling factors of female leadership will be presented, supported by quotes of the interviewees. Following this, the

policy recommendations, who are based on the findings, will be presented, thereby answering the research question.

Interviews

Students

The first interview group were two students from the Makerere University in Kampala. Both students were female and did their bachelor in Women and Gender Studies. One of the girls was additionally chairman of the guild representative council of her faculty, which can be compared to a leadership position. Both girls were very communicative and confident, they had future plans of being a leader and were enthusiastic about women empowerment and female leadership. Interestingly, the mothers of both students were the owner of a small business, which could explain their confidence and passion. Regarding their own education, they explained that their faculty offers a lot of education on women's rights and invites guest speakers, but both added that more educational programs are necessary.

Teacher

The second interview that will be used within this report was with a female teacher, who is also the head of performing arts of an international and well-established school in Kampala. She was very well educated and confident and an interesting respondent, because she could give insights from different perspectives. On the one side as a leader, but also as a teacher, who has an objective opinion on the youth and education. She emphasized that women need to be confident to attain a leadership position, but also to succeed in this position, which she explained with her own experience. Her personal hobby of being a singer motivates her, which positively affects her confidence. Additionally, her parents played an important role for her career choice, especially her father, who put a great emphasis on his daughter's independence. Consequently, she emphasized

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that a father-daughter relationship is an influential factor, which can be used when educating other men and fathers. Additionally, she emphasized the need for action to drive women empowerment forward. Furthermore, in her role as a teacher, she realized that education is necessary to drive women empowerment forward

NGO Leader

The third interview was with the executive director of an NGO that focuses on women empowerment. This NGO has been very active in women empowerment for many years and therefore has had a lot of positive impact. She was very useful for this research, as she is an expert on women empowerment, female leadership and its barriers and possibilities. It could repeatedly be observed that she was very well educated and confident. She often mentioned the education of men as part of women empowerment, and provided evidence that working with men was very helpful for the organization in the past. She further emphasized that women groups have been a great contributor to women's movements. Overall, it was very important for her to realize that women empowerment is a long, continuous process and that women and organizations should continue to engage in it, even if there is no quick improvement.

Analysis of Results

After analysing the interviews with the mentioned methods, several enablers of female leadership became apparent. After a detailed analysis of the interviews, three enabling factors emerged, which will be presented in the following. The enablers are based on the opinions of the introduced interviewees. Figure 1 provides an overview of those findings.

Inspiration

One of the most interesting themes that became apparent among students or female leaders was the importance of inspiration. Many of the interviewees mentioned role models as a source of inspiration. After the leader of the NGO was asked why she wanted the job she has now, she answered: *"One woman is called Maria Matembe, she is one of the founding members of this organization. When you get to speak to her, you think 'I wish I could be to like her' "*. She later explained this statement with the following: *"So if you ask me how and why I have this position it is because of the exposure, the mentoring. Then my increased knowledge and the role models that I was looking at".* Thus, the reason for attaining this leadership position was the inspiration by a popular role model. Interestingly, the same woman was associated with an inspiring role model by a student from Kampala: *"There is for example this woman, Maria Matembe, she empowered women, especially in politics. And her speeches and actions empowered many women and inspired me and also gave me the confidence. She is like a role model and a motivator for me."* Although the two respondents are in different positions, they both highlighted the importance of a role model's inspiration as an enabler of empowerment.

Inspiration, however, does not only come from speeches of well-known people. The successful teacher, for example, got inspired by her father: *"Plus my dad is one in a million – he told me to always find a way to support myself. No matter if you find a rich husband. You have to learn to work for yourself, it will come in handy. [...] So he encouraged us to work and keep working [...].".* For her dad, it was very important that his daughters are independent, and he therefore put a great emphasis on their empowerment. Due to this inspiration, she was encouraged to engage in higher education and to attain a leadership position, which resulted in her current successful career.

Additionally, the NGO leader said that she occasionally has to hold speeches about leadership in front of young girls and therefore

inspires them. Thus, having a role model inspired her to apply for a higher position, whereas she is now able to act as a role model herself. Furthermore, she emphasized the importance of inspiration while she inspires her employees towards leadership: "*I also encourage my people for leadership. I don't have a deputy, but every time I am not around, I encourage my people to take on leadership".* She explained that whenever she is not available, she assigns a different person within the organization to take on her role. With this behaviour, she inspires other women and acts as a role model.

To sum up, inspiration, whether it is in the form of role models or encouragement, is important as an enabler of female leadership for all women, which was very well summarized by a female student: *"And this female leader can also help others to come forward within the organization. It's like a chain. Similar to the speaker of parliament, she is also a woman and has inspired others and brought other women to the top as well.".*

Confidence

Another important enabler of female leadership is women's confidence. Throughout the interviews, women mentioned confidence as a necessary factor to attain and succeed in leadership positions. This finding follows the findings of the master thesis where this report is based on. The research for the thesis revealed that one of the barriers to attain a leadership position is a lack of confidence (Cilenti, 2018). The interviewees of the current research also used this factor as a suggestion on how women can get to the top. As an example, the leader of the international school said that *"As a woman you have to be tough and forceful. [...] that is necessary, you have to be pushy. You have to say 'I can do this, just give me a chance' ".* As men are usually preferred for those positions, women need to have the mentioned characteristics to succeed in the competition. Thus, in order to be tough and forceful, a woman needs to have a lot of

confidence. These strong characteristics are necessary to overcome the obstacles faced and consequently attain a leadership position.

Following this, some interviewees mentioned that they were discouraged from other people – their family or male and female friends – when they applied for a leadership position. When the student, who also has a high position at the guild representative council, was asked if other people tried to discourage her, she replied "*Yes. I always thought "If a man can do it, I can do it". But my friends, even my female friends, tried to discourage me and said I will lose if I compete against a man.*" This statement reveals that she was very confident and believed in herself, whereas her friends tried to stop her and did not expect her to succeed. Without her confidence, she might have listened to the other people and therefore not applied for this position. However, she had to overcome these obstacles by ignoring the negative influence of the other people, which required a lot of confidence. Therefore, confidence is also necessary to overcome mental barriers.

Furthermore, the interviewees did not only emphasize the necessity of confidence, but also used this factor in combination with the roles models. "*And her speeches and actions empowered many women and inspired me and also gave me the confidence".* Thus, the student explained that the inspiration of her role model also gave her confidence, which then led to her engagement in women empowerment.

Additionally, women's groups were often emphasized to increase women's confidence, especially in rural areas. This was confirmed by the experience of the NGO leader: "*And because they have these groups, others are being encouraged to even contest for political leadership at a local level.[...] Because these groups in a way serve as a building ground for leadership".* As the traditional gender roles are stronger in rural areas than in urban areas, women need to be even more confident to be

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able to overcome the prejudices against them as leaders. Women's groups were mentioned as a suggestion for the future, but also as a contributor towards women empowerment in the past. During the internship, it could be observed that women who were in a women's group were more confident than women from areas without those groups. The members of the groups were speaking louder and included hand gestures, which made them appear more confident, whereas other women were often shy and looked away during the conversation.

Overall, confidence can be gained through several ways, but always appeared to be connected to female leadership in order to succeed in this position, but also to overcome barriers that impede women from those positions.

Education

The third enabling factor that became apparent during the analysis of the interviews was education. Although there has been a lot of education on women empowerment, followed by an overall progress, many respondents wish for more education and gave interesting ideas on its content and its receivers.

Following the statement of the leader of an international school, it is necessary to already educate the young people and children. "*[...] but this must start from a young age, at age 5. Let a child to know what they are; their identity, rights and what they want to be. It needs to come all the way from a young age. So not only in secondary school.*" Currently, educational programs are mainly addressed towards female students and women. However, it is necessary that girls are educated early about their possibilities in the future, which can foster female leadership in the long run. Additionally, early education can further impact the earlier mentioned factor of confidence.

Within the research for the underlying thesis, the influence of men was one barrier which

currently impedes women to attain leadership positions. The research revealed that men directly or subconsciously influence women negatively, which is often caused by men's fear and their feeling of intimidation, as they are afraid of giving up their power (Cilenti, 2018). Therefore, many women emphasized the education of men about women empowerment. One woman explained this with the following: "*Because right now, men still always act as the stronger gender and in households they are the ones who are the boss. And when a woman is empowered, it has broken up many relationships. So men need to learn how to deal with this too.*". This was confirmed by the NGO leader's experience: "*We integrate the issue of power [...] because we are talking about patriarchy and social practices, [...] by for example working together with men, we encourage them to use the power they have positively. So that they use that power to change perceptions and the behaviors.*" Thus, in order to empower women, it is necessary to create awareness among men about the advantages of women empowerment. Additionally, men's education has to include possibilities on how to integrate them into this process, so that they can encourage women to attain leadership positions instead of creating barriers for it.

A more general aspect on education in relation to the prevailing existing social norms and gender roles was also mentioned: "*Let women to get information, to be educated, knowledgeable [...] They think they need to keep the house clean, clean shoes. But they can actually go out and look for money and jobs and start up something to generate income*". Thus, education can decrease the beliefs about gender roles and therefore foster female leadership, because it demonstrates that women are capable of doing more than what the society expects them to do. It consequently increases the awareness that women are able to take on other roles, for example leadership roles. Combining this with the earlier mentioned enabler, educating about gender roles and thereby decreasing its

importance can also be useful within men's education.

The following section provides three action-oriented pathways that can be implemented by AgriQuest, as this research has been conducted in collaboration with AgriQuest Uganda, but also by other organizations who work towards sustainability or gender equality. The suggestions are based on the findings of this research and following them can foster female leadership in Uganda. Although the structure of the following recommendations is similar to the structure of the earlier mentioned findings, some interventions are interrelated, as they influence each other. The policy recommendations are also linked to the findings of the underlying master's thesis. Furthermore, the pathways do not have to be adapted in the provided order but can be used interchangeably.

Pathway 1: Increase the access to speeches

The first enabler of female leadership was *Inspiration.* As role models were an important factor to inspire people, this concept can be used as a framework. Although the interviewees mentioned well-known role models, their status does not necessarily matter for the suggested actions. On the one side, because the appearance and rhetoric of the speaker is more inspiring than authority or popularity, which was proven by the arguments of other interviewees, whose inspiration came from other speakers or parents. On the other side, it is difficult to get in contact with very famous female leaders. However, these recommendations are aimed to provide solutions that can easily be translated into action. How the access to speeches can be enabled in rural and urban areas, will be explained in the following.

Role Models in rural areas

Although the role models were mainly mentioned by people from urban areas, the effects are expected to be similar within rural areas. A possibility to use the concept of role models in rural areas is to connect the students from the Makerere University in Kampala, preferably those who are in the women and gender studies, with the people from those areas. As the AgriQuest project members are active at this university, they can make a connection between the local people and the students, while the students represent the speakers. By holding speeches in the rural areas, the students can act as role models, provide insights on women's possibilities and create awareness about the advantages of women empowerment. Additionally, as the students are still young, they can inspire the youth in the rural areas. Furthermore, in order to include men's education, which was detected as an enabler, male students can speak in front of men in the rural areas and therefore act as role models for them. Furthermore, it also has an advantage for the students, because they can exercise leadership skills. By presenting in front of a big crowd about a topic they are passionate about they can improve their skills and consequently their confidence.

Overall, whereas an inspirational speech will inspire the local women to engage in leadership and raise awareness about it amongst the male citizens, it can also benefit the students. At the same time, it can cover the enabler of *confidence* and *education* and additionally overcome the earlier detected individual barrier of women's intrinsic motivation and lack of confidence (Cilenti, 2018).

Invitation of guest speakers in urban areas

In urban areas, successful guest speakers can be invited to the university and to organizations in Kampala. Although the faculty of women and gender studies occasionally offers speeches, the students were highlighting the necessity for more. Additionally, as it can be expected that students from this major are already engaging in women empowerment, the

speeches should be offered to other faculties as well, as it increases the scope of listeners and therefore the awareness. This could be organized either by the students from the women and gender faculty or by the AgriQuest team, which would have a beneficial side effect by increasing their reputation.

Inviting guest speakers to inspire employees can also benefit organizations, as gender diversity affects the company's profit. Listening to the story of a female leader can inspire many women, which can result in a higher number of women at the top of the organization. Otherwise, women can transfer this knowledge to other women and inspire them to engage in leadership positions.

To bridge this topic with the education of men, role models should not be limited to female guest speakers. Inviting male speakers to the university or to organizations can help to decrease their feeling of intimidation and their fear of losing their power. Especially because it can be expected that men would rather listen to and follow the suggestions of other men. Therefore, it can also positively influence the normative as well as the economic environment, as it changes traditional roles and role congruities (Cilenti, 2018).

Pathway 2: Offer workshops

Confidence was used as an important enabler and success factor of female leadership. The following section presents ideas that can increase women's confidence and therefore help women to overcome their uncertainty towards empowerment.

Soft skills workshops

Leaders are often expected to have negotiation, presentation or analytical skills. Many women think they lack in those skills, which limits their confidence in attaining a leadership position. However, these are skills that can be educated and practiced. Thus, rhetoric or project management workshop are

a beneficial source to increase women's knowledge and skills, which automatically increases their confidence. Additionally, the aspect of men's education can be included into this intervention. Offering female-typical workshops for men can decrease the beliefs about gender roles. Thus, if men are, for example, offered cooking workshop, it can publicly change the way domestic tasks are allocated. This, in turn, can lead to more men supporting women in the family care, thereby fostering women empowerment due to a reduced time burden. Therefore, it can help to overcome the barrier of the normative environment (Cilenti, 2018). These workshops can be offered at universities or at organizations and is therefore mainly applicable to the urban areas. However, the following subsection covers the rural areas more in-depth.

Women groups

Women's groups were mentioned as an enabler of women empowerment during the interviews. Additionally, the observation during the research revealed that they have a positive effect on women's confidence. During the field trips to the rural areas, it could be detected that the majority of the communities where AgriQuest is active, did not have those groups. In order to build up women's confidence, these groups are necessary. Although it can be expected that the women in these areas should be responsible to form a group, AgriQuest has the power to accelerate this process. The project team can educate the local women about the possibility and advantage of a women's group, assign a leader and provide suggestions about the necessary following steps. Providing first steps for the formation of a women's group makes it easier for the women to proceed.

Soft skill workshops and women groups can increase women's confidence, which is a necessary characteristic when engaging in female leadership. Thus, it overcomes

women's individual barrier of a lack of confidence (Cilenti, 2018).

Pathway 3: Educate Families

Although the analysis revealed that *education* as an enabler of female leadership includes men's education and education about traditional roles, these factors will mainly be neglected within this pathway, as they were covered within the other two sections. Thus, during all interventions, it is suggested to include men as well. It is important to educate them in a separate group and that this process is done by another man. However, this pathway focuses on how to educate families and children about women empowerment. Following the emphasis of educating young children, the suggestion of the teacher was to include this into the curriculum. Although it is a useful idea, it is difficult to implement it, especially within the scope of this project. Therefore, this pathway concentrates on parent's education. In rural as well as urban areas, parents should be educated about women empowerment as well, because they can on the one side inspire their children and act as role models. On the other side, they are able to encourage their daughters to engage in leadership and teach their children about gender roles. Currently, the AgriQuest team travels to rural areas to educate the citizens about the findings of the last research. In the future, they can include this topic into their agenda and raise the awareness of the parents. This can be done by a 'Training-of-Trainers'-Approach, where one pair of parents is trained by the project team. This pair is being educated about women empowerment and its importance and will then be able to transfer their knowledge to the other parents in the community. This training should contain the advantages of empowerment and current dangers and disadvantages that women, who are not empowered, face – for example being dependent on a man who violates their rights. Thus, it follows the teacher's suggestion of using the emotional subject of a father-daughter- relationship. At the same time, it

helps to overcome one factor that impedes female leadership, which is the normative environment (Cilenti, 2018). As family will always play a primary role in Uganda, it is necessary to change the influence of the family towards a positive influence that supports female leadership.

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