



Foundation For Open Development

TRAINING MANUAL



ADVOCACY, GENDER GOVERNANCE, HUMAN RIGHTS BASED APPROACH
AND LOCAL GOVERNMENT PLANNING PROCESSES

Co-funded by:



Implemented by:



PREAMBLE

The aim of this manual is to promote understanding of Advocacy, Gender Governance, Human Rights Based Approach and Local Government Planning Processes and how they apply to inform Foundation for Open Development (FODs) programming at the National and Local Government levels in Uganda and beyond. Overall, the training manual, will lead to capacity development of Foundation for Open Development Staff, partners, local government staff, like minded development institutions and Community Civil Society representatives to understand and appreciate the concepts of Advocacy, Gender Governance, HRBA and Local Government Planning Processes.

The implementers and consumers of this manual will become familiar with and gain knowledge on how to apply the different concepts in their programming. While the Manual itself is a self-standing 'how-to' guide, the manual materials are to help participants read, understand, train and apply the contents in a wider context for knowledge transformation.

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ACRONYMS

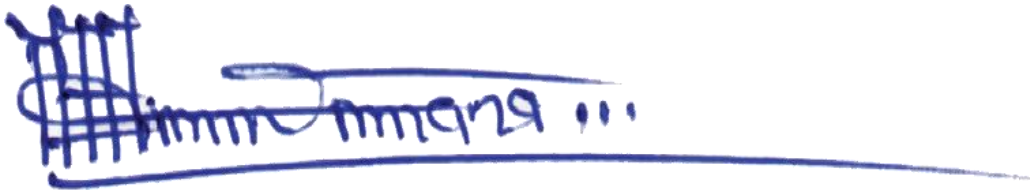
AIDS	: Acquired Immune Deficiency Syndrome
CAO	: Chief Administrative Officer
CBO	: Community Based Organization
CEO	: Chief Executive Officer
CUSP	: Civil Society in Uganda Support Program
CSO(s)	: Civil Society Organization (s)
DEO	: District Education Officer
ED	: Executive Director
EU	: European Union
FOD	: Foundation for Open Development
GIZ	: Deutsche Gesellschaft für International Zusammenarbeit GmbH
HRBA	: Human Rights Based Approach
HIV	: Human Immunodeficiency Virus
HLG (s)	: Higher Local Governments (s)
LG	: Local Government
LGDP	: Local Government Development Plan
M&E	: Monitoring and Evaluation
MOFPED	: Ministry of Finance Planning and Economic Development
NGO	: Non-Governmental Organization
OPS	: Operational Strategy
TPC	: Technical Planning Committee
UN	: United Nations

ACKNOWLEDGEMENT

Foundation for Open Development (FOD) wishes to recognize and thank all individuals, organizations, institution and Local Government officials in Tororo who contributed to the successful development of this training manual on **Advocacy, Gender Governance, Human Rights Based Approach and Local Government Planning Processes**. We acknowledge efforts and commitment by our different stakeholders including Tororo District Local Government, Media and other like-minded CSOs within the district and secretariat staff for their inputs and commitment in contributing to this manual.

I appreciate European Union (EU) and German Government for financial and technical support extended to Foundation for Open Development (FOD) through GIZ – Civil Society in Uganda Support Programme (CUSP) under the Change Project entitled **“Enhancing the Capacity of FOD and its Community Accountability Structures in Participatory Governance”** that financed entire process and development of this Resource Mobilization Strategy. I will forever be grateful.

We forecast that this document will be useful to: Foundation for Open Development staff, Board, key stakeholders, duty bearers, entities of government and especially in ensuring that development Programmes mainstream Advocacy, Gender Governance, Human Rights Based Approaches and fits into the local government planning process. Foundation for Open Development hopes that use of this training manual will promote effectiveness, efficiency and accountability entirely.

A handwritten signature in blue ink, appearing to read 'Peter O. Ekiikina', with a long horizontal line extending to the right.

.....
Peter O. Ekiikina
CHIEF EXECUTIVE OFFICER

How To Use This Manual

This manual will be used as a guide for training of beneficiaries of various programs implemented by Foundation for Open Development (FOD). Trainers will apply the methodology and to ensure that sessions completed within an appropriate time and evaluation is carried out at the end of the training.

Preparations Before Training Workshop

Attempts have been made to make this Manual ease the work of the trainer/facilitator. However, its usefulness and effectiveness will greatly depend on the extent to which the trainer is prepared and the depth of his/her knowledge of the subject matter. Preparations enable the trainer to think through the key issues and the materials required for effective delivery. It also helps him/her to think of appropriate examples and familiar situations that the participants can relate to.

Who is a Trainer?

Difference between a Trainer and facilitator?

Yes, but in most cases, a good trainer combines the training skills with facilitation skills.

- ✚ A **Facilitator** is a process expert, a guide or “discussion leader” for the group; someone who helps a person or organization do something more easily or find the answer to a problem, by discussing things and suggesting ways of doing things, enabling other people to work in the way that suits them best.
- ✚ The process of **facilitation** is a way of providing leadership without taking sides. A **facilitator's** role is to get others to assume responsibility and take the lead to reach the intended destination.

(Note to facilitator Icon)

Experiences in the training field have revealed that the success of training depends, to a great extent, on the abilities, skills and personal qualities of the trainer who carries out the training. The most important qualities of a trainer are:

- ✚ A **trainer** is a content expert.
- ✚ A trainer is a mentor, a coach, a person who teaches skills to people and prepares them for a job, or to implement a specific activity.
- ✚ A trainer applies various training methods and techniques to enable participants obtain the intended knowledge and skills.
- ✚ In the training process a trainer also applies some facilitation skills to make the training a success.

Attributes of a good Trainer

- ✚ Excellent understanding of the subject matter of the training and able to work in collaboration with co-facilitator or an expert in the training field
- ✚ Ability to understand your participants- their education levels, learning capacity, cultural background, gender sensitivity in order to accommodate them during the training
- ✚ Ability to prepare and deliver training lessons as per given training manuals
- ✚ Ability to communicate in a language that is well understood by the participants
- ✚ Confident and able to speak brilliantly before an audience and to listen to others

- ✚ Ability to apply participatory training methods and techniques, give clear instructions, offer constructive comments and not criticism, motivate participants and give honest feedback (including hard feedback to participants) yet maintain harmony during training

A good Trainer makes the Learning Easy while a good Facilitator makes the Process Easy. But the Best Trainer makes both the learning and process easy!

Group Task:

(Insert a group activity icon)

Put participants in small groups and ask them to share experience by reflecting on the following:

A: A training session you attended as a participant in the past. What did you like about it? Why did you like it?

B: A Training you attended as a trainer in the past: Do you have a desire to work with people? What were the:

1. Three things that you did best while carrying out the training?
2. Three things that were the weakest in your performance?
3. If you are to Train or facilitate a training again?

What would you do better in the next training?

What would you avoid doing in the next training?

Keep this list, review it before beginning the next training and afterwards, and make the appropriate conclusions about your professional growth

“A trainer will improve with each and every training session he or she conducts”

Selecting Appropriate Training Methods

One of the mandatory conditions of effective training is the balance between the content and the process. Adults digest information better if they take part in the training process. The trainer has to be able to determine at what time the facts should be presented, and when to use methods that allow for the participants to apply the facts and think them over. Some of these training methods and techniques include:

- ✚ Lecture,
- ✚ Group discussions,
- ✚ Case studies,
- ✚ Critical incidents,
- ✚ Demonstrations, and
- ✚ Questioning.

Selection of training methods depends on the following factors: goals and objectives of the training, special characteristics and needs of the audience, time, number of participants, and space.

The Don'ts for Trainers

- ✦ Do not judge or discriminate participants in terms of cultural background, or ideology, physical disability, or education level or sex or gender. You are there to support people learn
- ✦ Do not spoon feed the participants and treat them as empty vessels. Give them space to share knowledge and experience for learning
- ✦ Do not entertain bribes or engage in intimate relationships with participants
- ✦ Do not misbehave. Respect peoples' culture, religion and traditions e.g., dressing codes, greetings, socialization
- ✦ Do not get into the training session while drunk!
- ✦ Do not smoke in the session as it may affect others

Tips for Successful Trainings

- ✦ **Read and understand thoroughly this manual.** The trainer should have all the details by the fingertips. The trainer should understand the manual in details.
- ✦ **Know ahead of time details of the trainings.** The details should include the audience, the venue, the programme, and colleague trainers.
- ✦ **Confirm that all logistics are set before commencing the training.** Confirm the appropriateness of the venue. Ensure that all the materials for the training have arrived in the right quantity. Arrange the hall an evening before the training happens.
- ✦ **Hold briefing and debriefing sessions each day.** The training team should agree on roles and evaluate if they have achieved the training objectives.
- ✦ **Be in the right frame-** avoid any situation that might distract you from training. Dress appropriately and arrive on time.
- ✦ **Define roles and follow them through the training.** It is important that the host and the trainers agree on the roles. Although the trainer might not get all the welfare details, it is important to establish that the participants are comfortable and set for the training.
- ✦ **Continually evaluate the participants:** It is important that the trainer carry along all the participants. Take care to address individual needs throughout the training. It is important to clarify expectations at the start of the training and continually evaluate if you are meeting them.

CHAPTER ONE:

I.0. UNDERSTANDING ADVOCACY

I.1. Advocacy and Main Concepts

I.1.1. What is advocacy?

Advocacy is the intentional process of influencing those who make decisions about developing, changing and implementing policies.

Advocacy also refers to organized efforts by citizens to influence the formulation and implementation of public policies and programs by persuading and pressuring state authorities, international financial institutions, and other powerful actors.

What does ‘intentional process’ mean?

Advocacy is an intentional process, involving on purpose actions. Therefore, before implementing advocacy strategies, it is important to be clear who the advocacy process is trying to influence and which policy it is attempting to change.

What does ‘developing, changing and implementing policies’ mean?

Often policies are outdated or non-existent, or deliberately block what we want to achieve, so legislative changes are required. In other cases, policies are perfect on paper but are not being implemented. In this instance advocacy might focus more on trying to get policies enacted.

NOTE: Advocacy embraces various activities undertaken to **gain access** to and **influence decision-makers** on matters of importance to a particular group or to society in general

I.1.2. Principles of Advocacy

This section introduces us to the main beliefs that anchor the whole advocacy practice. Adhering to these values as an organization or advocacy practitioners leads to the effectiveness of the practice hence creating change in the various localities. The following are the key principles;

1. **Clarity of purpose:** We make sure the communities we advocate on behalf of and institutions we work with have information on the scope and limitations of our role. Our governing documents describe the aims of our work and we make sure that everyone we work with knows what we can do, and what we cannot do.
2. **Independence:** We are independent from statutory bodies, political affiliations, religious or cultural biases and as free as possible from conflicts of interest when we’re providing services.
3. **Putting People first:** The wishes of the people we advocate for direct our work. Our advocates are respectful of people’s needs, views, culture and experiences. In most cases, communities decide what we do on their behalf. We have a clear way of supporting people who cannot tell us what they want, to make sure their rights and interests are protected.
4. **Empowerment:** We support self-advocacy and empowerment. When communities that use our services, tell us what kind of advocacy they would like. They influence how we run our organization, including at board level. We encourage community members to speak up for themselves, and to take action. We believe in the capacity-building advocacy which is done *in partnership*

with community members. Through training, modeling, or mentoring we help community groups acquire new skills.

5. **Equality & Diversity:** We treat everyone equally and ensure that our clients receive the same treatment. We accept clients from as many backgrounds as possible. Discriminating individuals or groups due to bias is a breach of our advocacy principles. We are proactive in tackling inequality.
6. **Safeguarding:** When doing advocacy work, leaders, organizers, and advocates should be mindful of the hazards of well-intentioned paternalism i.e., the practice of inadvertently patronizing, undermining, or disempowering marginalized groups when attempting to “help” them. We have clear policies and procedures to make sure we act on safeguarding issues. Our teams understand what to do if they think someone might be at risk of abuse or neglect.
7. **Accessibility:** We cherish an open-door policy where at any time the people we work for can reach out to us freely and in all modesty.

1.1.3. TIPS for successful advocacy campaign or meeting.

Before the Advocacy Campaign or Meeting; the following should be noted

- ✚ *Know the mission;* define the objectives of the session with leaders of the organization. A facilitator should be clear about how this particular event fits within the organization’s overall structure and it is consistent with the organization’s stated mission and objectives.
- ✚ *Have the Right People;* Ensure that the people with whom you are coordinating the advocacy campaign have the backing of the organization this will avoid such problems as manipulation, poor attendance, or lack of credibility.
- ✚ *Organize Before;* Arrange for the facilitation by making sure that whatever technical equipment or materials needed for the advocacy campaign are available and functioning properly. Select training techniques that will fulfill the specific learning objectives of the training or campaign.
- ✚ *Be informed;* obtain as much information as possible about the organization: its history, current objectives, structure, activities, and internal dynamics. Information can be gathered through interviews, informal conversations, documents, and minutes.
- ✚ *Take Time off;* Be familiar with all the materials that will be used during the training sessions, ensuring their appropriateness for the particular group and issue under discussion.

During the Advocacy meeting

- ✚ Allow participants the opportunity to articulate their hopes for the session so that they feel as though their opinions are taken into account from the beginning.
- ✚ Agree upon some basic ground rules such as the need to be punctual, to listen to other people’s opinions, to be brief among others
- ✚ Create work groups of participants that will have specific responsibilities and tasks during the event to assist the team of facilitators.
- ✚ Agree on how to handle the taking of minutes. It is important to be clear about the type of minutes that are needed, who will prepare them
- ✚ Maintain fluid communication among members of the facilitation team, and model participatory and democratic work style characterized by mutual respect.
- ✚ At the end of each step, summarize it and highlight the main points of the discussion in order to clearly mark the end of one step and the beginning of another.
- ✚ Make visual contact with all of the people in the group of participants. Do not direct your attention at only one person or one subgroup of people. When participants speak, they should speak to the entire group.

- ✦ Be creative and use appropriate new techniques to communicate with the participants. Know when to switch to a different method. Varying the techniques helps keep participants energized and alert. Do not, however, go overboard and allow the techniques to distract from the content being presented or to curtail debate among the group participants on contentious issues.
- ✦ Recognize and deal with the conflicts and disagreements that arise during the session. It is counterproductive to continue to present content when it is obvious that conflict is brewing or that feelings are not being expressed
- ✦ Maintain a high level of motivation within the group throughout the session. It is important to create a positive and friendly environment by using techniques that allow the participants to get acquainted with one another.

1.1.4. Advocacy as a tool for community participation

Advocacy is a tool for real participation by community members in decision-making by government and other powerful bodies. It is one of the ways that different sectors of civil society can put forward their agendas and have an impact on public policies, participating in a democratic and systematic way in decision-making about matters that affect their lives.

1.1.5. Advocacy as the exercise of power

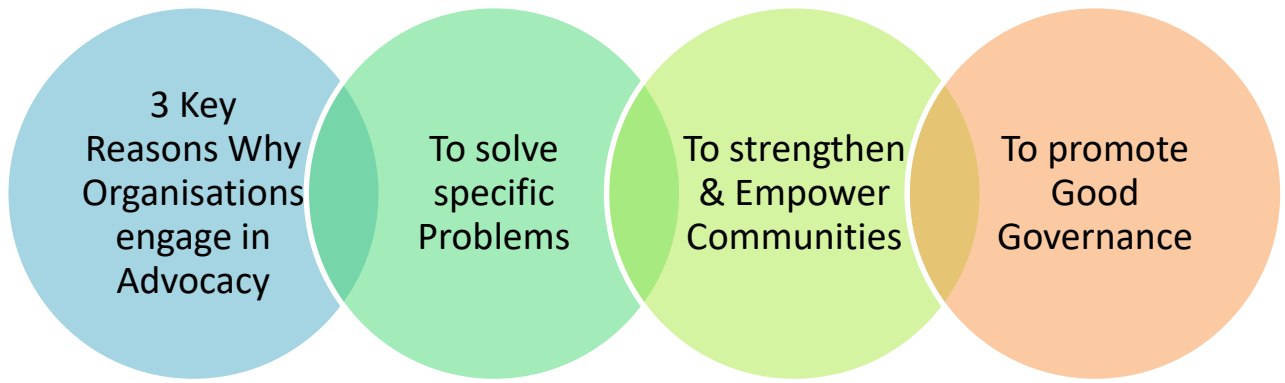
The citizenry is able to influence decisions made by entities of the state, exercising their own power as civil society. Advocacy can be seen as the exercise of power by the citizenry in the face of the government's power. Effective advocacy requires using different approaches to tap into various sources of power.

1.1.6. What advocacy is not?

- ✦ **Advocacy is not Extension work;** Encouraging households to change their agricultural or health practices is a vital programming approach used in many Programmes. However, extension work is designed to influence individual decisions made at the household level, not the decisions of policy-makers that affect many households.
- ✦ **Advocacy is not Information and communication;** Advocacy intends to change or implement a policy issue. It will always need to be supported by tactical communications. Advocacy messages can have the beneficial effect of raising public awareness of the organization's work. However, general communications, e.g., case studies and photographs of projects, do not count as advocacy.
- ✦ **Advocacy is not fundraising;** the primary purpose of advocacy is not to increase FOD's funds. Some advocacy may involve asking policy-makers to allocate more resources for development priorities, and sometimes this may benefit the organization's target communities

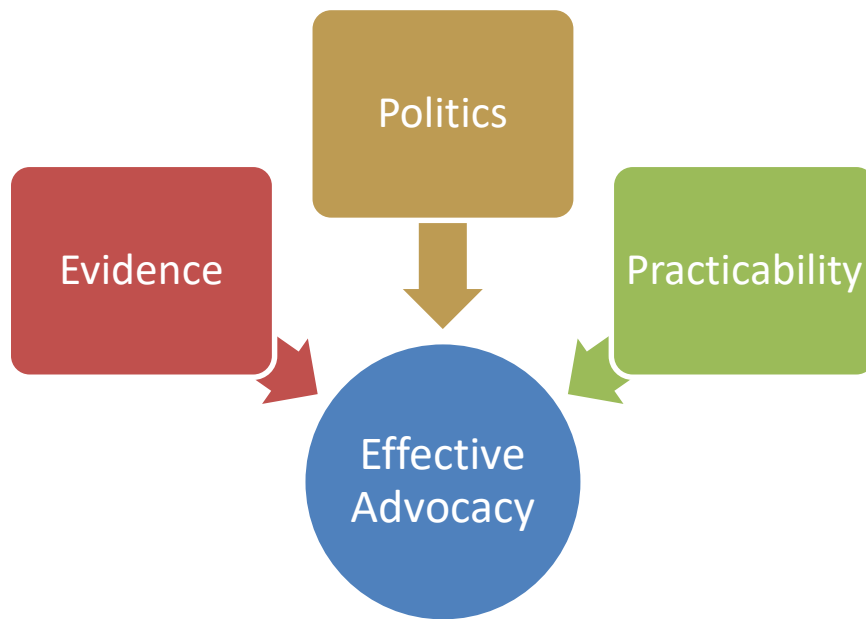
1.1.7. Why Engage in Advocacy?

A number of reasons are brought forward to justify the use of advocacy; below are the key three reasons



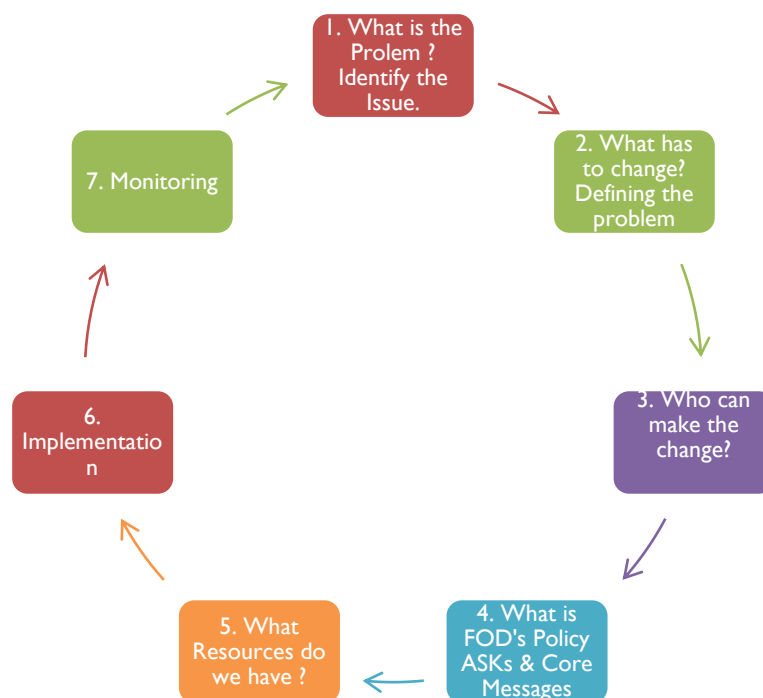
1.1.8. Three key Factors for Effective Advocacy

The three key ingredients of advocacy and policy-making are the politics, the evidence and the Practicability (as illustrated in the figure below). Pulling together a strong evidence base is important in realizing an effective advocacy exercise. However, evidence on its own does not achieve advocacy impacts. The evidence needs to signpost policy-makers towards achievable policy solutions – i.e., be clear about the practicability of what the organization is advocating for. Finally, the political context is very important. For example, there is no point lobbying a government for an increase in spending for a particular service near to a general election, as they will not be in a position to commit new funds; instead, consider how to incorporate the ask into a manifesto commitment of the main political parties.



1.2. The advocacy planning and implementation cycle

Figure 1: Advocacy Planning & Implementation Cycle

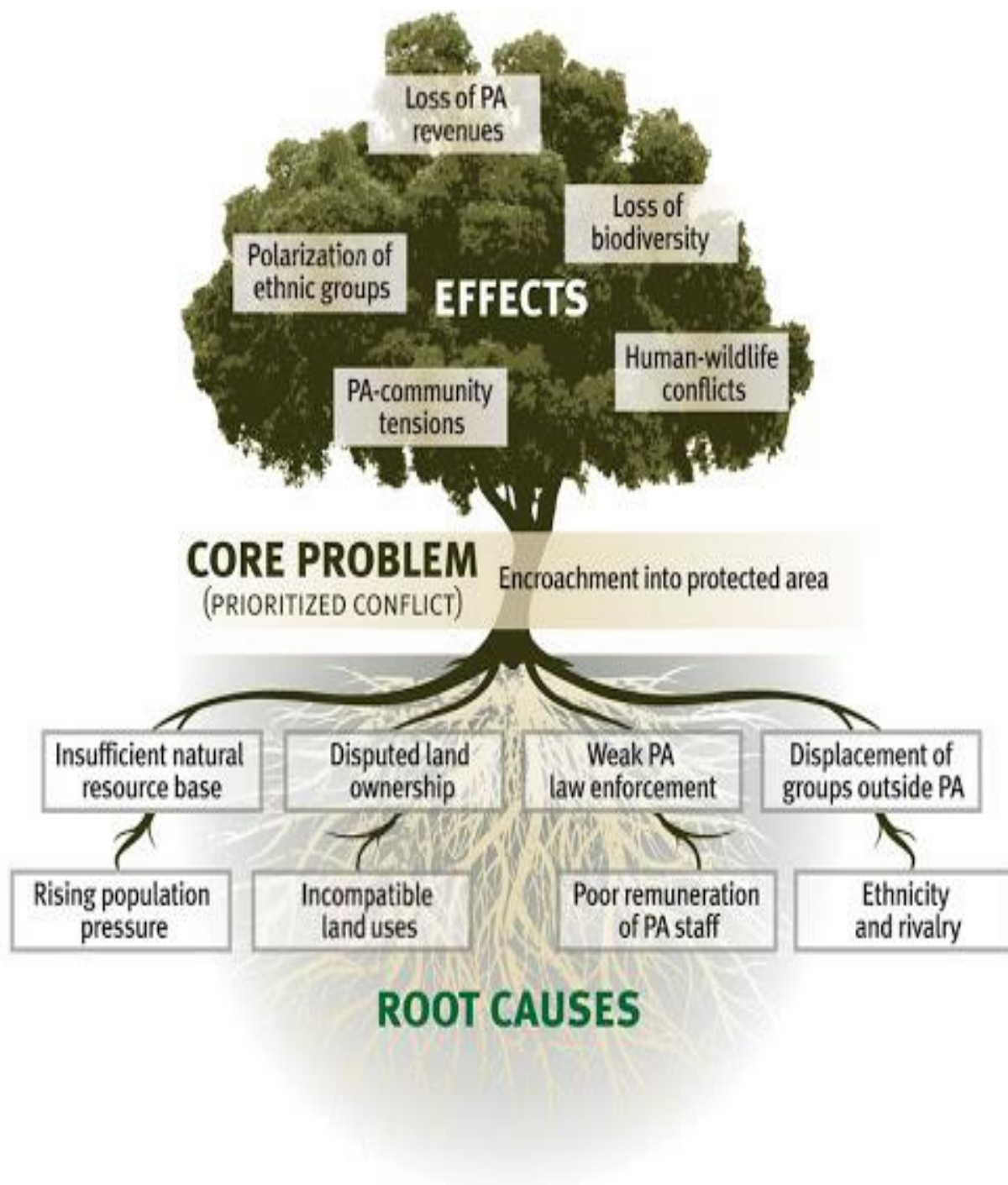


Note; How do we start an advocacy campaign? The facilitator should Pose this question to the trainees so as ideas can be gathered through the brain storming exercise. Drive the contributions towards these seven (7) steps.

1.2.1. Step 1: Identify the Issue (What is the Problem?)

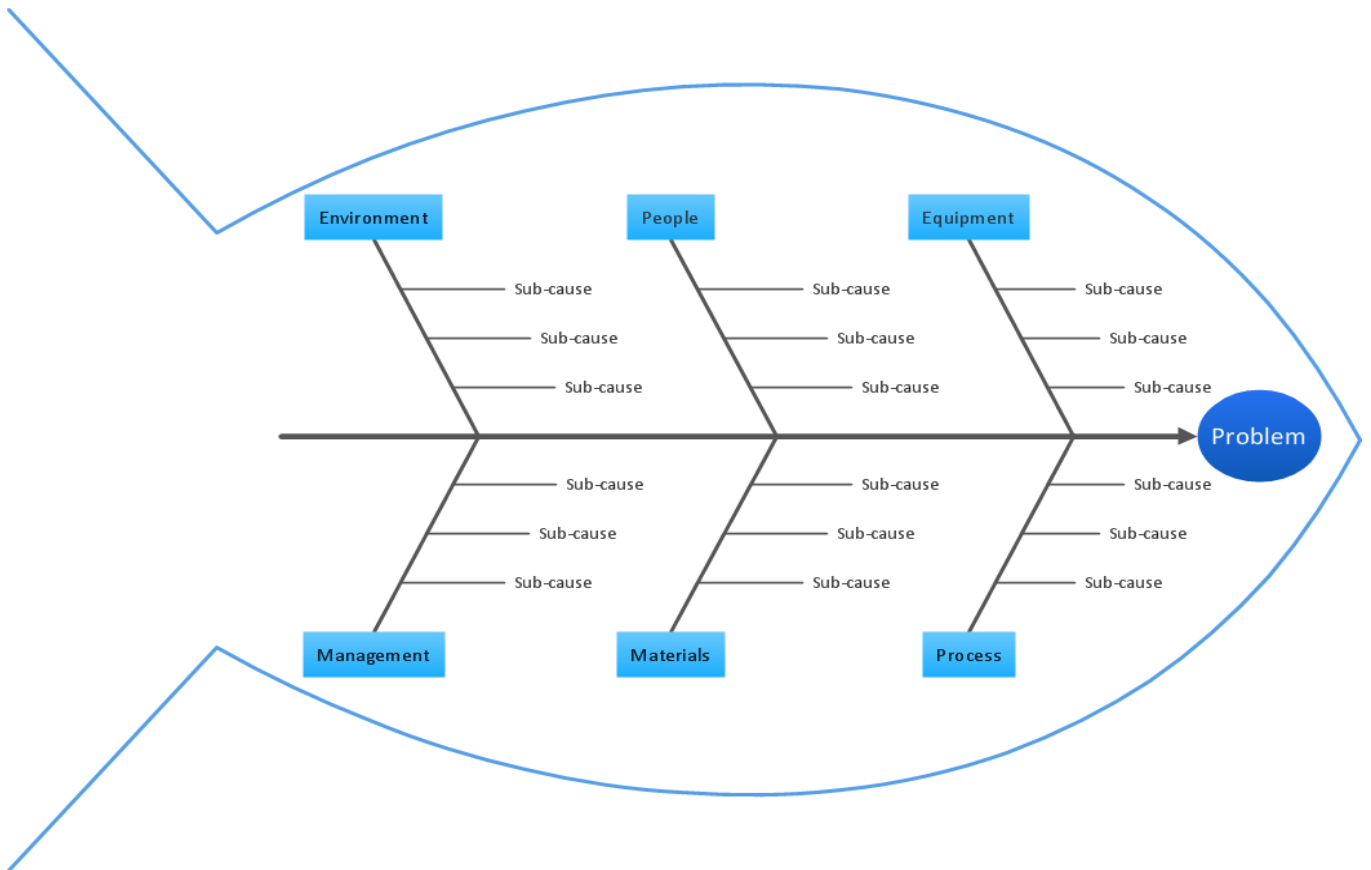
The first step is to identify the policy-related problem that needs to be solved and its underlying causes for example, policies might be nonexistent, ineffective or never enforced. When a problem is assumed rather than diagnosed, it leads to ineffective advocacy Sometimes policy issues can be identified using tools like score cards, fishbone or the Problem tree.

Figure 2: The Problem Tree tool¹



¹<https://www.google.com/url?sa=i&url=http%3A%2F%2Fwww.mspguide.org%2Ftool%2Fproblem-tree&psig>

Figure 3: Fish Bone Tool



Problem Tree; Problem Trees help find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind Map, but with more structure.

Fish Bone: Fishbone diagram is a graphic technique and is a good tool to find and significantly analyze affecting factors in identifying the characteristics of the problem². By studying the roots for our successes, we may find strategies that can be applied to improving all the advocacy processes.

1.2.2. Step 3. Defining the Problem

It's equally important to state what policy an organization and her partners would want to change, implement, adapt, or reform. when undertaking advocacy as part of a wider programme, SMART Goals (specific, measurable, achievable, realistic and time-bound) are required They should clearly state what will change, who will make that change, by how much, and when. When goals are poorly articulated or ambiguous, it can be difficult to understand what the advocacy initiative is trying to achieve, to maintain focus and to evaluate efforts.

Five questions to ask when setting a goal

1. **Importance:** How important is this goal to the communities that FOD is working in and was it identified it as a priority? Does it meet the strategic interests of the people?

² San, G. S., Tjitro, S., & Santoso, M. (2003). Desain Eksperimen untuk Mengoptimalkan Proses Pengecoran Saluran Keluar Teko. JURNAL TEKNIK MESIN, 5(1), 5–10. Retrieved from <http://www.academia.edu/1071634/>

2. **Achievable:** Is there a practical solution to the goal that has been set and do people have the power to make the changes? Is there a process where key decisions could be made? Is the time, right?
3. **Sellable:** Can FOD communicate this issue effectively? Are influential people interested in it? Can FOD prove having evidence to back this position up?
4. **Added value:** Are other partners already working on the issue, does FOD have something to add? Would FOD have an impact working on the issue alone or its better they partnered? Does FOD have a good reputation in this field already?
5. **Organizational fit:** Does the goal fit within the organizational objectives, vision and mission?

1.2.3. Step 4. Who can make the difference?

It's critical in any advocacy campaign to target the people who have the power to make the changes needed to achieve the advocacy objectives. These are known as decision-makers. It is vital to know who makes the decisions so as time or resources targeting the wrong people are saved.

For example, a gender focal point in a ministry is not generally the person who will have the power to decide how much money is spent on violence against women; this decision will lie with the treasury.

Stakeholders and Power Analysis Tool

This tool is used to categorize stakeholders with the power to influence policy or practice according to the advocacy need. The participants can fill the table as illustrated below during a brain storm session to identify the stakeholders according to their influence and power relation on the selected subject matter or Objective of the advocacy.

POWER	High		
	Low		
		High	Low
		INTEREST	

Tool 3: Stakeholders and power analysis How to use the tool?

- + The power rows are related to the level of power of the stakeholders identified
- + The interest columns are related to the level of interest of the stakeholders identified
- + The stakeholders must be placed in the corresponding boxes depending on their levels of power and interest.

When filling the table, it's important to first ascertain the Power dynamic. For example; if the problem is to address practices that lead to GBV, then we need to ask; who are the stake holders that can be targeted to address this issue?

- (In this case we can say Religious and cultural Leaders. However, the religious leaders hold so much power but they are least interested. Whereas the religious leaders hold some power and are very much interested. Below is how the table will look like)

POWER	High		Cultural Leaders
	Low	Religious Leaders	
		High	Low
		INTEREST	

Note for facilitator: The stakeholders and power analysis enable the identification of supports and barriers to the implementation of FOD strategic Plan and prepares the “identification of targets” step. The following exercise will help the participants identify and assess the influence and interest of stakeholders.

1.2.4. Step 5: What is the Organization’s Policy ASKs & Core Messages

This step is one of the most important stage however it requires more time and attention. Governments and other power holders are often unable or unwilling to take action, so asks must be as solutions-focused as possible to capture their attention

What is Policy Asks?

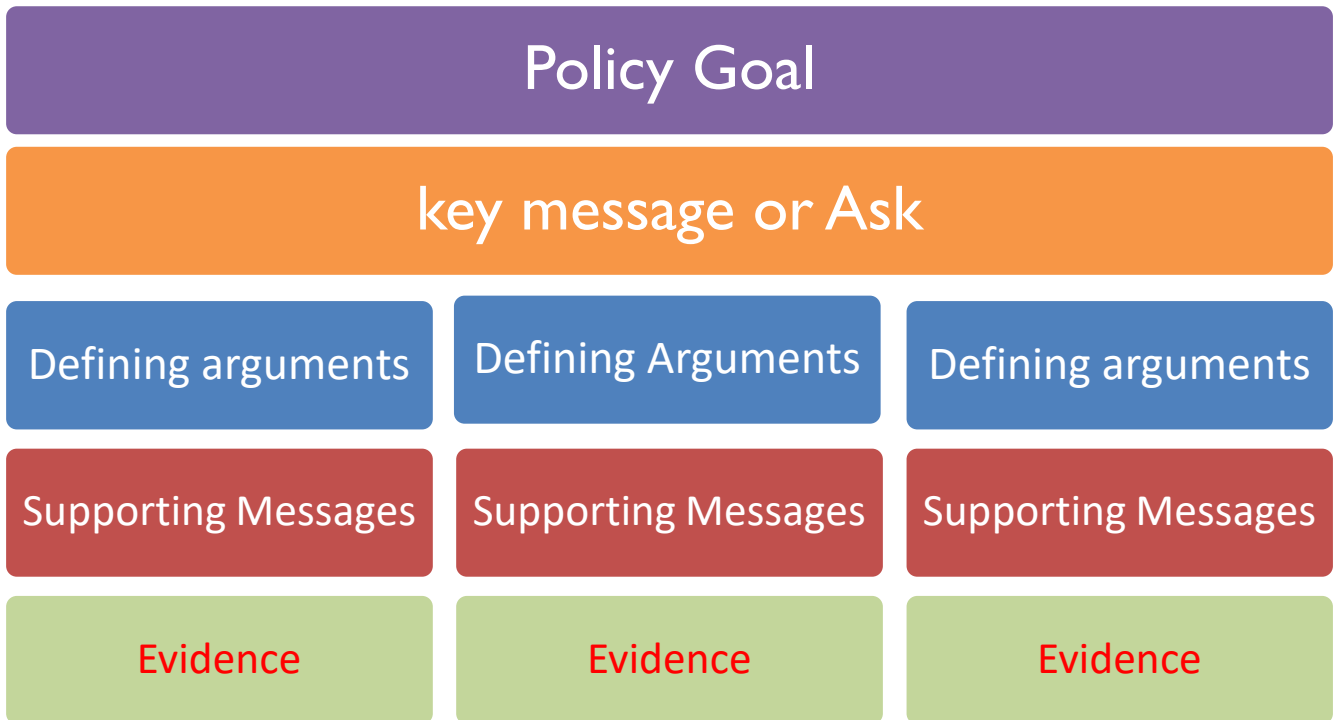
Policy asks are the specific, real-world actions that your organization want targets like political, religious leaders to take, in order to achieve our goals. They must be SMART; specific, measurable, achievable, realistic and time-bound.

Communicating for Influence

It is usually easier to engage and influence stakeholders if they have an on-going relationship with FOD or the community groups rather than on a one-off interaction. Effective messaging also takes into account different audiences, purpose and therefore format and style of communication.

Communicating For Influence Tool

This tool can help shape the message needed for a specific category of stakeholders. Below is the detailed outlook of the tool structure.



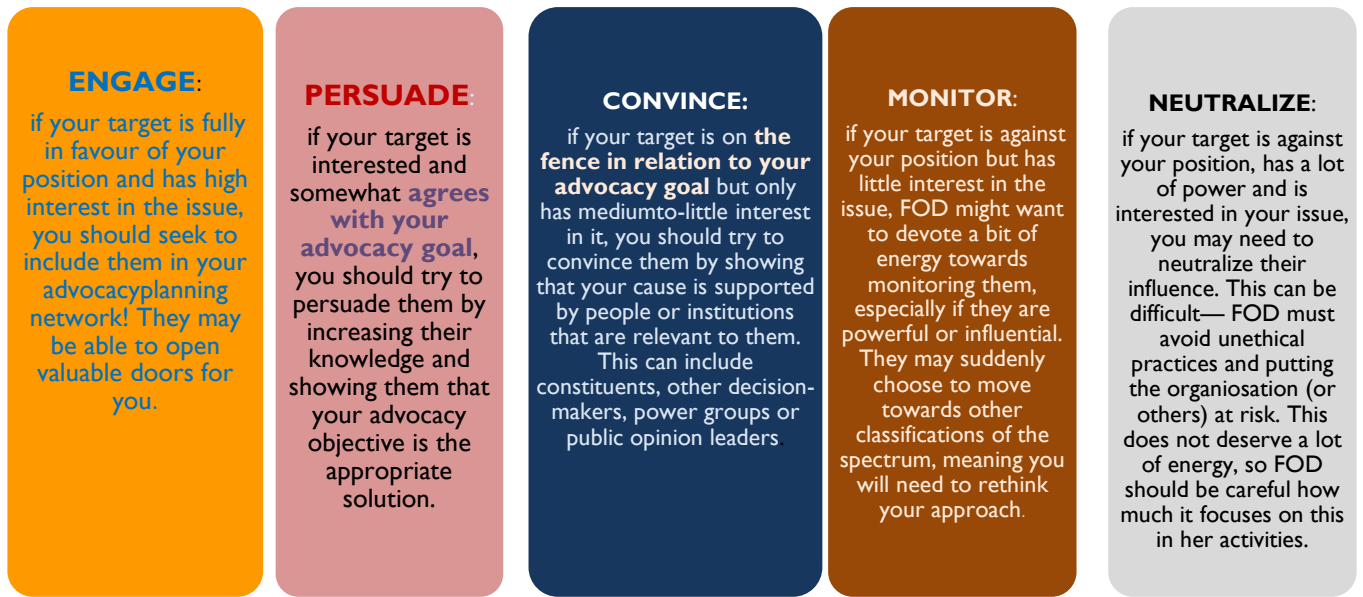
Start with the advocacy goal, and then the key asks or message, then the arguments and evidence.

5 Cs for Successful Messaging

- ✚ **Clear:** Easy to understand and remember no matter the audience.
- ✚ **Concise:** Direct and to the point without unnecessary insertions that may distract audiences from the main points.
- ✚ **Credible:** Believable in that the messages are backed by proof points and incorporate supporting details to strengthen the key points.
- ✚ **Compelling:** Catches your audiences' attention and inspires them to take applicable action.
- ✚ **Consistent:** Repeatable and flexible enough to be incorporated into varying communications channels again and again.

Explore Your Communication Approach; Start to think about which communication approach will be most effective for making your case to your targets. The diagram below illustrates, each category has a tailored communication approach that you will use to frame messages, and these approaches will help shift your targets towards being allies.

Figure 4: Communication Approach according to Target



TIPS & TRICKS: struggling to find the evidence to back-up your argument? You may find your government does not collect data on your advocacy issue. If that is the case, consider advocating for improved data as part of your agenda.

Using a targeted approach, one should assign a communication approach from the classification above and three key messages (challenge; Action & Results) should be listed and convey to each target as illustrated below;

TARGET	APPROACH	MESSAGES
Minister of Foreign Affairs	CONVINCE	<p>CHALLENGE: AIDS-related deaths among adolescents living with HIV are estimated to have increased by 50% over the past seven years when deaths in all other age groups have fallen. Despite being a vulnerable population, there are no specific targets to increase access to prevention and treatment amongst young people. The new global development framework is suited to address this urgent issue if it receives support from national governments.</p> <p>ACTION: as the Minister of Foreign Affairs, I ask you to encourage us Government to actively support a target in the post-2015 development agenda that increases access to HIV prevention and treatment for young people.</p> <p>RESULT: with this global target to guide our work, this country can build a stronger and more ambitious plan to reduce new HIV infections and AIDS related deaths amongst young people, which will be a huge step towards ending the AIDS epidemic.</p>

1.2.5. Step 6. What Resources do you have?

It is essential to make a realistic assessment of existing capacities, resources and gaps, and of potential sources of funding to support the work before developing a budget and action plan for advocacy work.

Analyzing capacities and resources; The following tool will assist any advocacy campaign in knowing the current resources.

Resources	What to look out for?	Capacity		
		Very Low	Moderate	Very High
1. Human Resources	Availability, skills & experience			
2. Partners	Availability, Relevance			
3. Information & Knowledge				
4. Relationships	Available for Use by staff, volunteers of Partners			

5. Time	Is it enough to implement? Do we have deadlines?			
6. Money	How much do you have as available, is it enough?			
7. Reputation	Do partners have reputation among the target audience? Is the spokesperson with reputation?			

1.2.6. Step 7: Implementation

Note: Advocacy Implementation Approach is dependent upon the category of your Target Audience. As indicated in Figure 4 above, one has to decide whether you are going to monitor, neutralize, persuade, convince or engage your targets in your communication plan.

Exercise: It's time to think about what kind of advocacy approach you might take in order to deliver your communication. Remember the approach (es) you choose will inform the activities that you decide to use.

One way is a public method, which generally means mobilizing broad support from the government and/or the public through highly visible activities (such as publicity and media stunts, or online campaigning). Compare this to a private method, which involves working quietly with a few key partners to make changes behind the scenes.

Choose the right advocacy methods and tactics

Though methods or activities may need to be changed once the advocacy initiative is implemented, defining them at the planning state helps to make sure the necessary resources are in place. In advocacy, people often refer to certain categories of activities as tactics. Tactics are types of activities that support the strategy. Advocacy tactics are often chosen based on their level of risk, their cost, and their chances of success in the existing political environment.

Exercise; Brainstorm the various tactics the advocacy groups can use for the different audiences

The Following Tactics or Strategies can be used

Public Panel
Discussion

Distribute
Information

Arrange Lobbying
Meetings

Write Letters &
Emails to
decision Makers

Mobilise Others
Via Pettitions

Lobbying decision-makers

Lobbying is the main activity used to persuade the target audience to take a particular course of action. This can be done through direct approaches, for example face-to-face meetings with those that hold decision-making power (e.g., local authorities, ministers, heads of multilateral institutions, party leaders), or more informal contact (e.g., during a reception, in the corridor outside a negotiation room).

Tools to Use;

- ✚ Policy Brief
- ✚ Position Paper
- ✚ Short Stories (showing evidence)
- ✚ Abstract of a research report like Open Budget Survey

High-level visits to the Organization's projects

Given the high quality of our programming, showing our work to key decision-makers can be very effective in influencing them to take the action we are calling for.

Tools to Use;

- ✚ Testimonies from Beneficiaries or affected people
- ✚ Request Letters from community members

Campaigning

Promoting activism by supporters and the public is another useful way to influence the target audience. Public campaigns can help to create political will and put pressure on decision-makers. Activism includes

supporting the establishment of activist groups, writing letters and petitions, using technology to engage citizen actions, and organizing demonstrations.

Tools to Use;

- ✚ Petitions
- ✚ Letters
- ✚ Demonstrations (peaceful like Picketing)
- ✚ Sports events (Charity walks, Marathons)

Using communications and the media

Using communications and the media is a powerful way to support the Organization's advocacy work and influence the target. It can help bring public attention to the problem and get support for our recommendations. To be effective, the communications and media strategy needs to be an integral part of advocacy planning; having communications experts on the planning team will help to ensure this happens.

Tools to Use;

- ✚ Press conference (press release)
- ✚ Communication Advert
- ✚ DJ / Presenters' Mentions
- ✚ Talk shows (Invite a key personality to target your communication)

Using social media

Social media is now an essential part of advocacy. It can help to build up information and research on issues, create networks of allies and can be used to reach policy-makers directly. Twitter in particular is becoming increasingly influential and is an ideal tool for raising awareness, sharing information, participating in discussions and influencing decision-making. Policy-makers have dramatically increased their use of social media including Twitter and Facebook as well as mobile technology. The Use of influencers on social media platforms too can amplify any advocacy campaign.

Tools to use

- ✚ Tweet & Re-tweet
- ✚ Make it Viral
- ✚ Live events
- ✚ Tagging an influencer
- ✚ Short interesting videos

Get creative³

Photography and film are particularly good at sending messages in a quick and memorable way. And if you're feeling really creative, then why not devise a short performance to tell the story of SRHR, HIV, GBV, VAW/G and many other challenges? Perhaps you could turn this into a song or a film for sharing online, or you could partner with an artist in your community and paint a mural to share the vision for the future that young people are working towards there is no limit to the creativity that you can employ.

³<http://beautifultrouble.org>.

Prepare a budget

When preparing a budget, it's important that the budget should be based on the advocacy strategy and activities (such as lobbying, media work, working with coalitions, and/or mobilizing constituencies). Always include a line for unexpected expenses. Planning for such contingencies will allow for a flexible activity schedule and for changes, if required.

Activity-based budgeting; this is an approach to budgeting where a project budget is built up from a detailed activity plan. You therefore might find it a useful approach to take when developing a budget for your advocacy planning.

Remember the Following:

- ✚ Goals and objectives of your project;
- ✚ Activities that contribute most to achieving your project's goals and objectives
- ✚ Resources needed to implement your activities
- ✚ Cost of the resources including human resources and
- ✚ Ensuring that you are allocating sufficient funds to support the resources identified.

1.2.7. Step 8. Monitoring & Evaluation

Advocacy projects can be a lot of work, so it's important to stop and re-examine the goals as the community led advocacy groups carry out their roadmap. Monitor progress, recognize risks and challenges that groups encounter, and celebrate successes along the way. Finally, when the end is reached, carry out a participatory evaluation together with colleagues to learn from the groups' experiences and share best practices.

Monitoring and evaluation are important steps in advocacy, as it helps to check the progress of your work. Was your advocacy plan properly implemented? Does your advocacy plan achieve its intended purpose?

Therefore; In order to monitor and evaluate your work, you will have to develop two types of indicators:

1) **Indicators of process:** These represent the achievement of the small steps undertaken in order to achieve your goal

2) **Indicators of impact:** The indicators of impact represent the evidence that your advocacy activity positively influenced/changed the issue. Consider to measure the impact both at the level of policy and practice

You may consider using the following tool to monitor and evaluate your advocacy work.

Monitoring and Evaluation		
Objectives and activities	Indicators of process	Indicators of impact
Objective 1 Activities	What indicators will be used to monitor the Advocacy campaign progress?	What indicators will be used to assess the impact of your advocacy plan? How the policy position was changed as a result of the advocacy work?
Objective 2 Activities		
Objective 3 Activities		

Adapted from Jim Schultz: Strategy Development: Key Questions for Developing an Advocacy Strategy⁴

Note: Evaluating impact is an interesting process. It's therefore critical to ask ourselves the following broader questions.

- ✚ Have policy changes resulted in improvements in people's quality of life?
- ✚ Is there data to support these findings?
- ✚ Have policy changes contributed to protecting, promoting or expanding people's human rights?
- ✚ Has the policy change occurred, or are the prospects better than they were before?
- ✚ Have new policies been approved?
- ✚ Have outdated/adverse policies changed?

The **Evaluation Framework Below** can be used to have clarity on the outputs of the advocacy project then track the outcomes that emerge from the various activities and engagements. Key focus should be put on Institutional policy change and practice on the various advocacy projects. With change in practice, a lot can be investigated especially behavioral change when it comes to VAW/G, GBV, Environmental degradation practices, SRHR, Land Justice among others.

				Impact in Communities			
Longterm Impact							
Institutional & Policy Change			Civic Space	Change in Policy & Practice	Gender Justice		
OutComes		Empowered Communities	FOD advocacy Capacity	Target Auduiance Attitudes	Capacity	Equality	
OutPuts	Public Mobilisation	Evidence Gathered	Capacity Building	Public Education	Accountability	Coalitions	Community Participation

⁴Democracy Center, San Francisco and *Advocacy Toolkit. A guide to influencing decisions that improve children's live*, United Nations Children's Fund (UNICEF), New York, 2010

CHAPTER TWO:

2.0. UNDERSTANDING GENDER GOVERNANCE

2.1. Introduction

Over the years, the subject of gender equality has practically transcended all spheres of society ranging from social economic spheres and now to governance and leadership. The dynamics of the current times have made the world recognize the vital role of women in society like never before. The world now appreciates the special position of women in the transformation agenda and that the world cannot transform without the transformation of the place of women especially in matters leadership and governance. Governance may include the wide range of ways in which the political, social, and administrative structure of a society affects the access of its members to basic opportunities and capabilities. In promoting gender equality, it is important to promote the idea of women in leadership. Interestingly is the fact that women comprise more than half of most electorates, women presently can vote in almost every Country.

2.2. Women's Formal Participation and Representation

Women have often performed informal roles of influence, recognition and power within the community as mothers, teachers, volunteers, entrepreneurs, as well as community leaders. The leadership skills and abilities used in such roles can be leveraged on and formalized to give women political and formal decision-making power. The participation and representation of women in politics is a fundamental right recognized in all international and domestic human rights instruments. By fundamental right we mean the participation of women in politics is an entitlement and not a privilege or favor. It has all the basic elements of all rights which include; inalienability, indivisibility, non-discriminatory, etc. and only subject to limitations of public interest which are not beyond what is acceptable and demonstrably justifiable in a free and democratic society.

2.3. The Laws on Women's Formal Participation and Representation

- ✚ International Covenant on Civil Political Rights (ICCPR)
- ✚ Convention on the Elimination of All forms of Discrimination against women (CEDAW)
- ✚ African charter on Human and Peoples' Rights (Banjul Charter)
- ✚ Protocol to the African Charter on Human and People's Rights on the Rights of women (Maputo protocol)
- ✚ The 1995 constitution of Uganda as amended under Article 21 (2), Article 32, Article 33, Article 29 (1e), Article 38, Article 51, among other provisions.
- ✚ The Local Governments' Act (1997)
- ✚ The National Gender Policy

2.4. Enablers for Women in Formal Participation and Representation

- ✚ The political culture
- ✚ The laws and policies like affirmative action
- ✚ Active civil society participation especially in civic education

2.5. Why Women in Governance/Leadership?

There is growing recognition of the untapped capacity and talents of women and women's leadership. When women participate in politics, there are benefits for women, men, children, communities and nations.

The unique experiences of women in society imply that they are capable of bringing perspectives and strengths different from those of their male counterparts. It is these different perspectives that build into the ability of women making different decisions that respond more to the priorities of women.

The presence of women in governance leads to the prioritization of policies that positively affect quality of life in society. These include health, education, employment and welfare programs for the disabled and the elderly.

At the legislative level, female legislators place women's issues in the wider picture of social issues given the role women have traditionally played as mothers and caregivers in their communities. In this case women leaders use government as a tool to effectively serve the underrepresented groups of society.

- ✚ Through voting as it is a constitutional right for every citizen as provided for under Article 51 of the 1995 constitution as amended?
- ✚ Through running for elective positions as a candidate within a party or independent of a party as in Article 72 (4).
- ✚ Through working as agents for candidates running for elective positions
- ✚ Through participating in peaceful activities to influence the policies of government through civic organizations as in Article 38 (2).

2.6. Barriers to Women's Election

The barriers of women's participation in elections are multifaceted. They are structural, institutional, socioeconomic and cultural.

✚ The sexualization of the political space

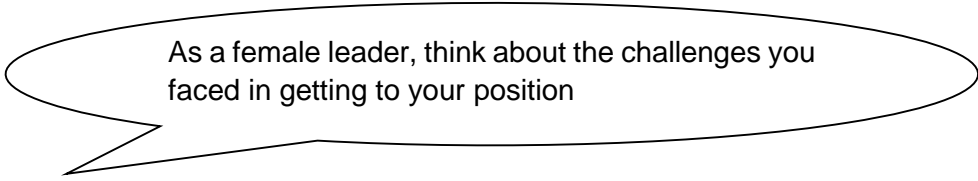
The process to political victory is in most cases mixed with a sex-specific dimension character which tends to affect the esteem of women running for positions of power. Women have to spend time convincing the electorate of their moral aptness to stand for political office instead of articulating political issues. They often encounter insults concerning their marital status, sexuality and it is worse for a married one for she is "penalized" for neglecting her husband and family.

✚ The patriarchal nature of Uganda's political space

Politics is often viewed, by both men and women, as a male domain where women will struggle to make a contribution. In addition, party politics tends to be dominated by men, making it more difficult for women to get on party lists for election.

Balancing public responsibilities with their domestic roles

Think Box 1 (Interaction)









As a female leader, think about the challenges you faced in getting to your position

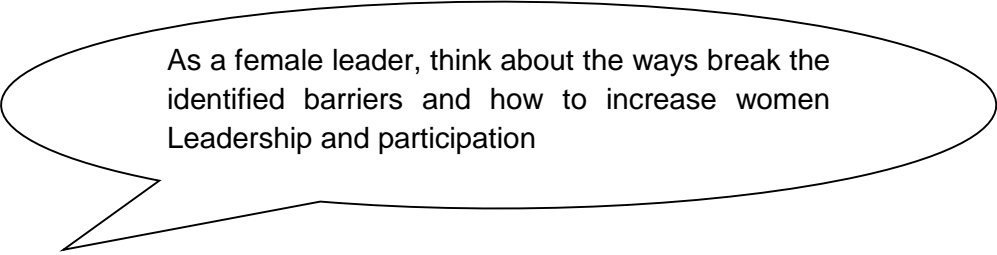
2.7. How to Increase Women Leadership and Participation-Breaking the Barriers?

“We believe that a nation’s progress depends on the progress of women; that the strength of democracy depends on the inclusion of women” -Hillary Rodham Clinton, Vital Voices of the Americas, October 1998

Some of the ways that we can increase women Leadership and participation include;

-  Formation of women groups which serves to increase participation at the grassroots. These can be leveraged on to empower women to participate civic and political life.
-  Increased investment and reach of voter education programs including voter rights and responsibilities.
-  Ways women can as well educate one another for political empowerment.
-  Civil society and government can collaboratively conduct participatory methods of education (e.g., debates, discussions) to give young women a political voice early in their lives.
-  Mentor young girls.
-  Teach women how to use the media

Think Box 2 (Interaction)



As a female leader, think about the ways break the identified barriers and how to increase women Leadership and participation

CHAPTER THREE:

3.0. UNDERSTANDING HUMAN RIGHTS BASED APPROACH

3.1. Introduction

This module is intended to allow the participant comprehend and imaginatively apply human rights-based approaches in their day-to-day activities. It has a moral as well as strategic value that cuts across the entire instructional management of the modules.

3.2. Objectives

At the end of this module, the participants will:

- ✚ Have a mutual understanding of the concept of human rights-based approaches and be able to apply the same in their day-to-day activities;
- ✚ Have defined, identified and comprehended the roles of duty bearers and rights holders in their respective areas of work;
- ✚ Clearly appreciate the difference between HRBA and other approaches;

3.3. Know the Basic Concepts

3.3.1. What does the term Human Rights mean?

Human rights are legal guarantees, which refer to those claims/entitlements that are inherent to a person. Human rights equally belong to all human beings regardless of their race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Human rights are guaranteed under international and national instruments.

3.3.2. Human Rights-Based Approaches (HRBA)

Human rights-based approach (HRBA) is defined as an approach that integrates the norms, principles and standards and goals of the international human rights system into governance and development. It is characterized by methods and activities that link the international human rights system with, its notion of power and struggle, to service delivery.

3.3.3. Evolution of HRBA

The discourse on development and service delivery has evolved from the paradigm of compassion where interventions were seen as charitable acts of the state under the feudal system and nascent capitalism to providing services based on perceived needs of the people in mature stages of capitalism.

There has been an extended debate over the differences between needs and rights and whether development interventions need to be motivated by needs or human rights. The most basic difference is that needs do not imply duties or obligations although they may generate promises and may prompt charitable responses. By contrast, human rights always imply correlative duties and obligations of the State and its entities that are recognized by human rights law and which strengthen development efforts.

Although human rights are need-based claims, a human rights approach to development differs sharply from the basic needs approach, as the latter does not imply the existence of some form of 'duty-bearer'.

When demands for meeting needs have no ‘object’, there is no designated person or mechanism charged with the specific duty of meeting needs, and rights are therefore vulnerable to ongoing neglect and violation. A human rights-based approach expands choices and capabilities and encourages every person to define and direct the course of her or his empowerment.”

3.3.4. Benefits of Human Rights Based Approach (HRBA).

To government

- ✚ Aligns problems with human rights
- ✚ Identifies right holders and duty bearers and their capacity gaps
- ✚ Promotes institutional and behavioral changes of duty bearers
- ✚ Leads to optimal utilization of resources
- ✚ Shifts focus from average targets to disparities beyond the targets.

To citizens

- ✚ Empowers rights holders to claim their rights
- ✚ Prioritizes the rights of marginalized groups
- ✚ Promotes participation and information sharing
- ✚ Enhances accountability for results and process

3.3.5. Core Principals of HRBA

HRBAs are approaches that integrate the norms and principles of the international human rights system into governance and service delivery. Based on the Common Understanding developed by the UN system, HRBA is founded on ten core principles, namely:

- ✚ **Recognition.** Citizens are recognized as key actors in their own development as opposed to being passive recipients of goods and services.
- ✚ **Participation.** Active participation of the citizens is seen as both a goal and a means.
- ✚ **Empowerment.** Strategies employed must empower the people.
- ✚ **Inclusivity.** Analysis and interventions include all stakeholders.
- ✚ **Subsidiarity.** Development must be locally-generated and locally-owned.
- ✚ **Synergy.** Both top-down and bottom-up approaches are used in a mutually reinforcing manner so as to create positive, mutually empowering and mutually complementing energy.
- ✚ **Equity.** HRBA in interventions aim at reducing disparities
- ✚ **Accountability.** Programmes emphasize accountability to all stakeholders.
- ✚ **Social justice.** Programmes focus on the marginalized, disadvantaged and excluded groups.
- ✚ **Equality and Non-discrimination.** HRBA recognizes all human being as equal and whose needs are only tampered by natural or environmental circumstances. Discrimination based gender, race, ethnicity, disability, religion, creed, political ideology or any other consideration is therefore forbidden and amounts to gross violation.

Human rights are upheld by the rule of law and strengthened through legitimate claims for duty-bearers to be accountable to international standards. These are the same standards upheld in HRBAs to governance and service delivery:

- I. **Universality and Inalienability:** Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The universality of human rights is encompassed

in the words of Article I of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

2. **Indivisibility:** Human rights are indivisible. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.
3. **Interdependence and Interrelatedness:** Human rights are interdependent and interrelated. Each one contributes to the realization of a person’s human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual needs. The fulfilment of one right often depends, wholly or in part, upon the fulfilment of others. For instance, fulfilment of the right to health may depend, in certain circumstances, on fulfilment of the right to development, to education or to information.
4. **Equality and Non-discrimination:** All individuals are equal as human beings and by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status as established by human rights standards.
5. **Participation and Inclusion:** All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.
6. **Accountability and Rule of Law:** States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.

3.3.6. Characteristics of Human Right Based Approach

- ✚ Identifies right holders and their entitlements.
- ✚ Identifies duty bearers and their obligations.
- ✚ Works towards strengthening capacity of Right Holders to make their claim and duty bearers to meet their obligations.
- ✚ The primary entity that’s responsible is the state while other actors (non-state) contribute
- ✚ Focuses on realizing Rights of the marginalized and excluded.
- ✚ Wider participation of the poor and vulnerable in the formation & implementation of programs
- ✚ Holistic; it’s considers family, community, civil society and Authorities at all levels.
- ✚ Amplifies ownership and sustainability.
- ✚ Hinged on transparency and accountability

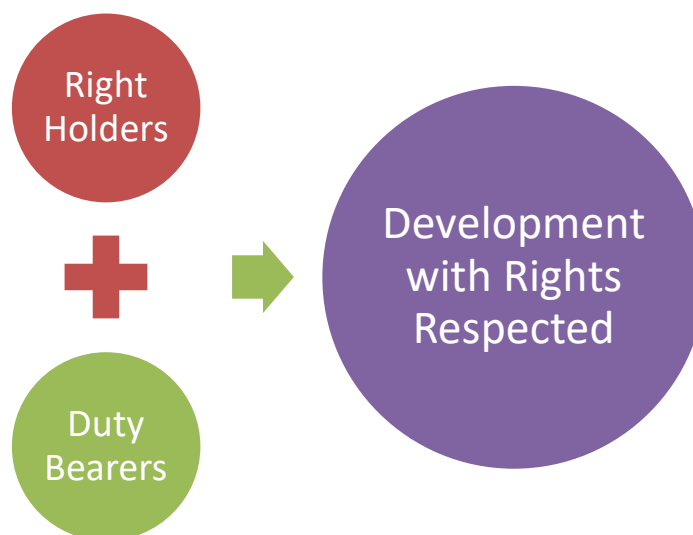
3.3.7. Human Right Based Approach; How to Advance it

The following tool can be used to clearly ground RBA in community activities

		Identified Persons & Issues
i.	Whose life do we want to change? Who has been left behind?	e.g., Women & Girls
ii.	Which rights are at stake?	e.g., Right to Education, Rights to Own Land
iii.	Who has to do something about it?	District Lands officer & DEO
iv.	What do they need to take Action?	Information on Land Rights, Education rights, Land registration processes etc.

What is at play?

Right Based Approach ensures that the Rights Holders interact with Duty Bearers to develop the community with due consideration of Rights



3.4. Rationale for adopting HRBAs in Service Delivery

The rationales for adopting HRBA are three, namely intrinsic, instrumental and institutional.

3.4.1. Intrinsic rationale

- ✚ A HRBA is based on the universal values (freedom, equality, solidarity, etc.) reflected in the human rights principles and standards that provide a common standard of achievement for all women, men and children and all societies, communities and nations.
- ✚ A HRBA moves development action from the optional realm of benevolence (or charity) into the mandatory realm of law.
- ✚ A HRBA establishes duties and obligations and corresponding claims, while underscoring the importance of creating accountability mechanisms at all levels for duty-bearers to meet their obligations.
- ✚ A HRBA ensures people are not passive beneficiaries of State policies but active participants in their own development and further recognizes them as rights-holders, thereby placing them at the centre of the development process.

3.4.2. Instrumental Rationale

- ✚ A HRBA leads to better and more sustainable human development outcomes because it:
- ✚ Focuses on analyzing the inequalities, discriminatory practices and unjust power relations that exacerbate conflict in human rights and development processes.
- ✚ Has a special focus on groups subjected to discrimination and suffering from disadvantage and exclusion.
- ✚ These groups include: the poorest of those already living in poverty, such as women survivors of violence and abuse; out-of-school youth; persons living with HIV; commercial sex workers; minorities and indigenous peoples; persons with disabilities; refugees and internally displaced persons; and aging populations.
- ✚ Emphasizes participation, particularly of discriminated and excluded groups at every stage of the programming process.
- ✚ Depends on the accountability of the State and its institutions with regard to respecting, protecting and fulfilling all the human rights of all people within its jurisdiction.
- ✚ Gives equal importance to the processes and outcomes of development, as the quality of the process affects the achievement and sustainability of outcomes.

3.4.3. Institutional Rationale

- ✚ Development challenges are examined from a holistic lens guided by human rights principles while taking into account the civil, political, economic, social and cultural aspects of a problem.
- ✚ A HRBA facilitates an integrated response to multifaceted development problems, including addressing the social, political, legal and policy frameworks that determine the relationship and capacity gaps of rights-holders and duty-bearers.
- ✚ A HRBA suggests using the recommendations of international human rights mechanisms in the analyzing development challenges and strategic response thereto.
- ✚ A HRBA shapes relations among various development actors since it is based on partnership, participation, inclusivity and mutual respect in accordance with human rights principles.

Exercise: Focusing at the Issues around your community, List the top 5 issues that are affecting Rights of the people. Categorize the people affected (right Holders) and assign the respective Duty Bearers and indicate the rights under threat. Fill in the tool below;

Figure 5: RBA tracking Tool

Issue in Community	Right Holders Affected	RIGHTS under threat	Duty Bearers to be targeted
			5

CHAPTER FOUR:

4.0. UNDERSTANDING LOCAL GOVERNMENT PLANNING PROCESSES

(Adopted from Local Government Planning Guidelines of April 2014)

4.1. Local Government Planning in Uganda.

The Local Government Act places the primary responsibilities for development planning to the Higher Local Governments and Lower Local Governments. Currently, the local Government Act calls for development plans to be produced at the district, Municipal, Town council Division and sub county levels of local government⁶. However, by emphasizing the involvement of local administrative units, CSOs, private sector organizations and community members in the local government planning process, the Local Government Act obliges the local government planning process to be a participatory one.

Uganda's constitution of 1995 specifies a decentralized local government planning approach where the needs and aspirations of the citizens are supposed to determine how governmental units at the local level do allocate and use public resources for development and service delivery.

4.2. Local Government Planning Process.

The planning process in Uganda consists of three stages, namely; first, Consultations and data collection; second, actual plan formulation and third, plan approval and submission.

4.3. Consultations and Data Collection.

This is the first step of the planning process and it takes place at the district, municipal, sub-county/town council/division, parish/ward and village/cell simultaneously and starts in August of every fourth year of the District Development Plan implementation.

The step involves but not limited to:

- ✚ Dissemination of the information contained in the Planning Call Circular;
- ✚ The Local Government performance review; and
- ✚ Discussion of the Local Government key development potentials, opportunities, constraints and challenges.
- ✚ Identification of key development priorities

Local Governments are required to collect data on the items listed below to enable an informed discussion especially during consultations.

- ✚ The predominant physical, social and economic characteristics of a Local Government;
- ✚ Sector development situations focusing on opportunities and potentials for wealth creation and local economic development by each sector;
- ✚ The key stakeholders (private sector, CSO and development partners) situations, opportunities and potentials;
- ✚ Crosscutting issues;
- ✚ Any other basic data that is essential in informing the formulation of the LGDP strategic direction or its implementation modalities.

⁶ The Local Government Development Planning Guidelines

4.4. Actual Plan Formulation.

The second step of the planning process comprises of the following:

- ✚ Situation analysis and identification of development needs and opportunities.
- ✚ Definition of broad strategic direction of the LGDP.
- ✚ Description of development outcomes, goals, strategies and interventions.
- ✚ Description of the implementation and coordination Plan of the LGDP.
- ✚ Elaboration of procedures, roles and responsibilities for LGDP guidance and integration.

4.5. Situation Analysis and Identification of Development Needs and Opportunities

The Local Government Development Planning Process starts with analysis of the situation, identification of development needs and opportunities. All those involved are required to analyze and narrate facts/prevaling situations; their implications for development at the various levels of government; and how they inter-relate with cross cutting issues like environment, gender, HIV/AIDS, human rights, food security and nutrition and population issues, etc. At every level, all those involved or steering the process are required to define issues and problems in terms of magnitude, most affected groups of the population and spatial distribution. Use of a spatial map to present the situations analyzed is essential.

Alongside the situation analysis, identification of needs and opportunities, the team steering the process is required to:

4.6. Describe and analyze the Physical and Social Economic Characteristics of their respective Local Governments

At this stage, those steering the planning process are expected to share the physical characteristics of their respective Local Government, profile the population of the local government, give a description and analysis of the social economic data of a Local Government and analyze the livelihoods of Local Government.

4.7. Review and analyze the Sector Development Situations

At this stage, those steering the planning process are expected to review and analyze other sectors like Health, Education, Water and Sanitation, and CSOs with an aim of comparing performance, looking out for capacities, potentials, opportunities and challenges, budgetary and non-budgetary allocations of the sector for the previous five years and if there are any lessons to carry forward from the previous budgeting.

4.8. Review and analyze of the State of Crosscutting Issues

Here the development planning recognizes that it is important for all development actors crosscutting issues as a strategy of ensuring higher effectiveness of development policies and programs. This therefore, means that those steering the planning process at the local government are required to share lessons learnt from the previous budgeting process, relevance of the crosscutting issues as being proposed, review and analyze the Sector budgetary and non-budgetary allocations on the crosscutting issue for the previous five, compare the LG performance on each crosscutting issue's indicators in relation to national standards, Outline of main Opportunities, Constraints and Challenges for each crosscutting issue,

4.9. Analyze any other Data Informing the LGDP Process

At this stage, those steering the planning process are involved in analyzing of the situation regarding other issues that carry a significant influence on the development process of a Local Government. They are required to share data on the importance of the issues raised, provide the basic information on the

said issues, Budgetary and non-budgetary allocations on the issue for the previous five years, Opportunities, Constraints and Challenges for the issues and lessons learnt from the previous budgeting.

4.9.1. Identify and analyze the Major Development Issues, Potentials, Opportunities, Constraints and Challenges

At this stage, those steering the planning process are required to identify, analyze and rank the broad development issues, potentials, opportunities, constraints and challenges of a Local Government. This is best done through a desk-based analysis using the different data and statistics given by the different situation analyses and consultations. They will be Listing of all broad development issues, Analysis of the cause- effect relationships between the identified issues in order to determine their ranking and conducting a general analysis of the main development potentials⁷, opportunities and constraints (POCC) facing a Local Government.

4.9.2. How and When to Participate in Local Government Planning?

There are **windows** that community groups and citizenry can participate in the Local government planning process these are highlighted as below;

Time Line	Planning Process Available for Citizens	Who to Target
September	Draft HLGs Development Plan is presented to relevant committees for debate	DEC, Council Sector Committees & TPC
Sept - Nov	HLGs Consultations and Collection of basic data that will inform the LGDP formulation	CAO & District Planning Task Team
October to November	LLGs Conducting parish/ward/ community planning meetings to identify development priorities/issues	Parish Chiefs & Town Agents
November	Ward/cell planning meetings to discuss development situation and identify development priorities/issues	TOWN AGENTS

NOTE: Local Government Planning Process requires the citizens to participate through their leaders and directly. As noted above, it's important to engage the following officers in the advocacy processes of community Groups;

- ✚ Parish Chiefs
- ✚ Town Agents
- ✚ Town Clerks
- ✚ Sub-County Chiefs (SAS)
- ✚ Councilors (Especially members of the Planning Committee)
- ✚ CAO
- ✚ Sector Heads at the District

4.9.3. Local Government Budget Planning

The budgeting cycle takes a full year with a number of engagements at all levels the table below can be used to be acclimatized with the period of each budget planning process.

	Activity	Date
1	Regional Consultative Budget Workshops with local governments, discussing <ul style="list-style-type: none"> • Draft Grant and Budget Requirements and • LG Planning and Budgeting Guidelines 	20 Aug
2	Local Government negotiations with sectors to agree grant conditions and allocation formulae.	10 Sep
3	MOFPED issues the first Budget Call Circular, accompanied by the: <ul style="list-style-type: none"> • IPFs to local governments; • Final Grant and Budget Requirements communicated to LGs. 	30 Sep
4	Budget Desk prepares the first Local Government Budget Call Circular and shares with HoDs and LLGs. This includes: <ul style="list-style-type: none"> • Allocations to LLGs • Allocations to Departments 	5 Oct
5	Departments and LLGs prepare inputs for the LG BFP and draft LG DPs and submit to Budget Desk, including <ul style="list-style-type: none"> • Identification of Investments for inclusion in LG Budget • Preliminary Budget estimates and Annual Workplans 	20 Oct
6	LG Planning and Budget Conference to discuss. <ul style="list-style-type: none"> • LLG and Department Annual Workplans for the forthcoming budget. • Identification of Investments for inclusion in LG DPs. 	31 Oct
7	Budget Desk Compiles LG BFP and LG DPs.	5 Nov
8	Review of the draft LG BFP and LG DPs by the Technical Planning Committee and the LG Executive Committee.	10 Nov
9	Approval by LG Executive Committee and Submission of the LG BFP to the MoFPED and Council.	15 Nov
10	National Consultative Budget Conference.	30 Nov
11	Discussion of the draft BFP by the Standing Committees of Council.	31 Dec
12	National BFP to Parliament Incorporating <ul style="list-style-type: none"> • Grant allocations in the MTEF • Grant allocation formulae and Information 	31 Dec
13	Review of LGBFPs by central government to assess compliance with overall and sector budget requirements.	1 Feb
14	National BFP Approved by Parliament <ul style="list-style-type: none"> • NB: Approval involves commitment that allocation formulae and grant allocations will not be changed/reduced in nominal terms in the final budget 	1 Feb
15	MoFPED Issues the Second Budget Call Circular, incorporating <ul style="list-style-type: none"> • final IPFs, • Feedback on compliance with budget requirements. 	20 Feb
16	Budget Desk prepares Second LG Budget Call Circular. <ul style="list-style-type: none"> • Revised IPFs for Departments and LLGs. • Instructions to address feedback on compliance with budget requirements. 	28 Feb
17	Draft Departmental Budget Estimates and Annual Work Plans submitted to Budget Desk.	10 Mar
18	Budget Desk Compiles Draft Budget Estimates and Annual Work plans.	15 Mar

	Activity	Date
19	Review of the Budget Estimates and Annual Work plans by the Technical Planning Committee and the LG Executive Committee.	25 Mar
20	Laying of the Budget before LG Council and Submission of draft Performance Contract to MOFPED <ul style="list-style-type: none"> Submission includes a response as to how adjustments have been made to ensure budget requirements have been met. 	1 Apr
21	<i>MoFPED Lays the National Budget before Parliament</i>	<i>1 Apr</i>
22	<i>Central Government reviews draft performance contracts and budgets to assess compliance with sector budget requirements.</i>	
23	Approval of the Budget by Council	31 May
24	<i>Approval of the National Budget by Parliament</i>	<i>31 May</i>
25	<i>Presentation of the National Budget Speech in Parliament</i>	<i>15 Jun</i>
26	<i>Budget Execution Circular issued by MOFPED</i>	<i>15 Jun</i>
27	Submission of Final Performance Contract to MOFPED	15 Jun

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