TRAINING MANUAL ON IMPROVING YOUTH PARTICIPATION IN GOVERNANCE AND DEVELOPMENT IN UGANDA

Edited by Deborah Asikeit and George Kanyomoozi
TRAINING MANUAL ON INCREASING YOUTH PARTICIPATION IN GOVERNANCE AND DEVELOPMENT IN UGANDA

A Publication of British Council Uganda and Uganda Youth Network

With support from
TRAINING MANUAL ON INCREASING YOUTH PARTICIPATION IN GOVERNANCE AND DEVELOPMENT IN UGANDA

Published under the project: “ours by right: participation of youth in democratic governance”.

Contacts:
British Council Uganda
Plot: 4 Windsor Loop, off Kira Road, Kampala
P.O. BOX 7070 Kampala
T: +256 (0) 414 560800
E: info@britishcouncil.or.ug
www.britishcouncil.org/africa

Published by: British Council Uganda

© British Council 2013

All rights reserved. Reproduction of all or parts of this publication for educational or other non-commercial purposes is authorised without prior written permission from the copyright holder provided the source is fully acknowledged and any alterations to its integrity are indicated. Reproduction of this publication for sale or other commercial purposes without prior written consent of the copyright holder is prohibited.

This publication has been produced with the assistance of the European Union & British High Commission. The contents of this publication are the sole responsibility of British Council and can in no way be taken to reflect the views of the European Union or the British High Commission.
FOREWORD

Uganda has one of the youngest populations in the world and is expected to remain so for the next fifteen years. The population aged 30 years and below now constitutes about 78% of the total population (Uganda Bureau of Statistics). Despite these numbers, participation of youth in governance and development processes is still low. This is due to several factors including lack of leadership skills, limited understanding of the on-going political processes, apathy, limited accountability to youth & limited interactions between the young people & decision makers among others.

In the run-up to the 2011 general elections, UYONET steered a process that culminated into the formulation of “The Youth Manifesto”. The Youth Manifesto was designed as a tool for continuous engagement for sustained, participatory and meaningful dialogue between political players, the majority of who are young people, and those who represent them.

This training manual aims to enhance youth participation in decision making and the key areas identified in their manifesto. The manual should be used to equip the young leaders, those they lead and those who work with them with the requisite skills to meaningfully participate in the democratic governance and development initiatives.

We at the British Council strongly believe in the role of young people in transforming society. This Uganda’s big young population can be turned into a resource for strengthening democracy and development if well prepared.

Through the publication and free distribution of this manual, the British Council wishes to make a humble contribution to the efforts aimed at turning the youth into a resource for democratic growth and development rather than a challenge.

It is expected that this manual will contribute towards the following specific outcomes:

- Strengthened capacity of youth and youth leaders to participate more meaningfully and continuously in governance;
- Increased institutional capacity of civil society organisations to enhance youth participation in governance and development;
- Increased understanding of specific youth issues and needs for meaningful participation in multi-party democratic dispensation; and
- Increased and sustained engagement and accountability between youth councillors, political leaders and youth in local governments.

We hope that this manual will be used by all leaders and CSOs to train youth leaders who will add value to Uganda’s on-going social, political and economic transformation.

Peter Brown
Country Director

British Council Uganda
ACKNOWLEDGEMENT

This manual evolved from a project known as named “Ours by Right” implemented by the British Council in partnership with Uganda Youth Network. This project was implemented between 2011 and 2013 in the districts of Apac, Bushenyi, Nebbi and Pallisa with co-funding from the European Union.

The British Council therefore wishes to acknowledge the support extended by the EU towards the implementation of the ‘Ours by Right” project which was the foundation for this publication.

We wish to thank UYONET, all our partners – the civil and political leadership in the four districts and all the youth leaders who participated in the project training component. The trainings helped us to refine the materials and to synthesise them into this manual.

We thank the facilitators, Mr. Matovu J. Isa, Mr. Musolin Ethan, Mr. Keneth Nkumiiro, Mr. Otim Ronald and Ms. Ashanut P. Okille who provided the initial materials that have been used to put together this manual.

We are indebted to the project implementing team both at the British Council and UYONET. This team was coordinated by Ms. Deborah Asikeit Tumusiime and George Kanyomoozi from British Council. The UYONET team was coordinated by Mr. Otim Ronald and Mr. Kitamirike Emmanuel. Overall leadership of Hugh Moffat outgoing Country Director of British Council Uganda.

Finally, we appreciate the support of the British High Commission. This has enabled us to publish this manual for distribution and use by youth leaders and all interested organisations.
# TABLE OF CONTENTS

Foreword: .................................................................................................................. ii
Acknowledgment: .................................................................................................. iii
List of acronyms: ..................................................................................................... v
Overview of the manual: ...................................................................................... 1

## Module 1: Political context and emerging issues for youth participation: ......... 3

Session 1: Overview of democracy and multi-party system: .............................. 3
Session 2: Role of the youth in Uganda’s politics: .............................................. 10
Session 3: Legal and policy framework for youth participation: ....................... 14
Session 4: Need for meaningful youth participation: ........................................ 16
Session 5: Accountable political leadership: ..................................................... 21

## Module 2: Decentralisation and local government frameworks in Uganda: ... 23

Session 1: Background to decentralisation in Uganda: ..................................... 25
Session 2: Legal and policy framework for decentralisation: ............................ 28
Session 3: Key actors in decentralisation and their roles: ................................. 29
Session 4: The LG planning and budgeting cycle: ........................................... 33
Session 5: Budgeting in the local governments: ............................................... 34

## Module 3: Lobbying and advocacy for social accountability: ......................... 41

Session 1: Introductory session: ................................................................. 42
Session 2: Introducing lobby and advocacy: .................................................... 45
Session 3: Advocacy framework: ................................................................. 49
Session 4: Advocacy methods and approaches: ............................................ 59

## Module 4: Key skills for transformational leadership: ................................. 80

Session 1: Assertiveness: ............................................................................... 80
Session 2: Influence and Persuasion: ............................................................ 83
Session 3: Effective Communication: ........................................................... 88
# LIST OF ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>British Council</td>
</tr>
<tr>
<td>CAO</td>
<td>Chief Administrative Officer</td>
</tr>
<tr>
<td>CBOs</td>
<td>Community Based Organisations</td>
</tr>
<tr>
<td>CSOs</td>
<td>Civil Society Organisations</td>
</tr>
<tr>
<td>DDP</td>
<td>District Development Plan</td>
</tr>
<tr>
<td>DGAP</td>
<td>Democratic Governance and Accountability Programme</td>
</tr>
<tr>
<td>DPU</td>
<td>District Planning Unit</td>
</tr>
<tr>
<td>DTPC</td>
<td>District Technical Planning Committee</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>LG</td>
<td>Local Government</td>
</tr>
<tr>
<td>LGA</td>
<td>Local Government Act</td>
</tr>
<tr>
<td>LGFAR</td>
<td>Local Government Finance and Accounting Regulations</td>
</tr>
<tr>
<td>LGG</td>
<td>Lower Local Government</td>
</tr>
<tr>
<td>NGOs,</td>
<td>Non-Governmental Organisations</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths Weaknesses, Opportunities and Threats</td>
</tr>
<tr>
<td>UYONET</td>
<td>Uganda Youth Network</td>
</tr>
</tbody>
</table>
OVERVIEW OF THE TRAINING MANUAL

This manual, is intended for a training aimed at increasing meaningful youth participation in governance and development.

Objectives of the manual

The overall objective is to contribute to strengthening accountability in districts of Uganda through promoting and enhancing meaningful participation of the youth and youth leaders in the democratic process.

The specific objectives of this manual are:

1. To enhance the awareness and knowledge of youth councillors and leaders by equipping them with knowledge and skills on human rights, governance processes, accountable and responsive leadership and workings of multi-party democracy.

2. To promote greater accountability of leaders and citizens at district and national level to ensure increased responsiveness to the rights and development priorities raised by the youth.

3. Increased and sustained engagement and accountability between youth leaders, political leaders, technical government officials and youth at the local government level.

Target group

The target for this manual/training are the youth councillors at sub-county and district levels, youth CSO leaders and public officials/organisations addressing youth and governance issues.

Duration of the training

The training for which this manual has been designed is expected to take 4 – 5 days.

Training methodology

The training relies on a participatory approach with the trainer acting as a facilitator rather than a teacher. The facilitator should stimulate learning using adult learning principles, drawing from down-to-earth local case studies and allowing participants to share their experiences.

Throughout the training, emphasis should be placed on the practical tips and follow up activities which the youth leaders should engage in to increase their meaningful participation as key actors in the governance processes.

Although this is a training manual, it can be used as reference material for youth leaders who may or may not have undertaken the training.

Training content

In line with the objectives stated above, this manual covers mainly four themes:

I. Political context and emerging issues for youth participation
II. Decentralisation and local government frameworks in Uganda
III. Lobbying and advocacy for social accountability
IV. Key skills for transformational leadership
### Indicative time table:

<table>
<thead>
<tr>
<th>DAY/TIME</th>
<th>SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY I</strong></td>
<td></td>
</tr>
<tr>
<td>8.30 – 10.30am</td>
<td>Opening and climate setting</td>
</tr>
<tr>
<td>10.30 - 11.00am</td>
<td>Multi-party systems</td>
</tr>
<tr>
<td>11.00 – 12.00pm</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>12.00 – 1.00pm</td>
<td>Role of the youth in Uganda’s politics</td>
</tr>
<tr>
<td>1.00 – 2.00pm</td>
<td>Legal and policy framework for youth participation</td>
</tr>
<tr>
<td>2.00 – 3.00pm</td>
<td>Need for meaningful youth participation (human rights)</td>
</tr>
<tr>
<td>3.00 – 4.30pm</td>
<td>Need for accountable political leadership (RBA)</td>
</tr>
<tr>
<td></td>
<td>Recap of Day 1</td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
</tr>
<tr>
<td>8.30 – 10.30 am</td>
<td>Recap of Day 1</td>
</tr>
<tr>
<td>10.30 – 11.00am</td>
<td>Overview and background to decentralisation in Uganda</td>
</tr>
<tr>
<td>11.00 -1.00pm</td>
<td>Legal and policy framework for decentralisation in Uganda</td>
</tr>
<tr>
<td>1.00 -2.00pm</td>
<td>Role of key actors in the decentralisation process</td>
</tr>
<tr>
<td>2.00 – 3.00pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>3.00 – 4.00pm</td>
<td>Local government planning and budgeting cycle</td>
</tr>
<tr>
<td></td>
<td>Budgeting in the local governments</td>
</tr>
<tr>
<td></td>
<td>Recap of Day 2</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
</tr>
<tr>
<td>8.30 – 10.30am</td>
<td>Recap of Day 2</td>
</tr>
<tr>
<td></td>
<td>Introductory session</td>
</tr>
<tr>
<td></td>
<td>Introducing lobbying and advocacy</td>
</tr>
<tr>
<td>10.30 – 11.00am</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>11.00 – 1.00pm</td>
<td>Advocacy framework</td>
</tr>
<tr>
<td>1.00 – 2.00pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2.00 – 4.30pm</td>
<td>Advocacy methods and approaches</td>
</tr>
<tr>
<td></td>
<td>Recap of Day 3</td>
</tr>
<tr>
<td><strong>DAY 4</strong></td>
<td></td>
</tr>
<tr>
<td>8.30 – 10.30am</td>
<td>Recap of Day 3</td>
</tr>
<tr>
<td></td>
<td>Introducing transformation leadership Assertiveness</td>
</tr>
<tr>
<td>10.30 – 11.00am</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>11.00 – 1.00pm</td>
<td>Influence and resusasion</td>
</tr>
<tr>
<td>1.00 – 2.00pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2.00 – 4.30pm</td>
<td>Communication skills</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
</tbody>
</table>
MODULE 1: POLITICAL CONTEXT AND EMERGING ISSUES FOR YOUTH PARTICIPATION

Introduction to the module:
This module focuses on the political context and emerging issues for youth participation in democratic governance. The module will cover an overview of democracy, good governance and multi-party system in relationship to youth participation.

Overall objective of the module:
The overall objective of this module is to enhance awareness and knowledge of youth councillors about human rights, governance processes, accountable leadership and the working of a multi-party democracy.

Learning objectives of the module:
By the end of this module, participants should be able to:

• Understand and appreciate the context of the multi-party political system in Uganda.
• Understand the legal and policy framework for youth participation.
• Understand the concept of meaningful youth participation in governance.
• Enhance the role of the youth in Uganda’s politics.

Module duration:
1 Day

SESSION 1: UNDERSTANDING MULTI-PARTY SYSTEMS

Introduction to the session:
This session will discuss the meaning, basic principles and actors of a democratic system. The session will explain the essential conditions for democracy and democratic governance and look at multi-party systems as a form of advancing democracy. Finally, the session will explore challenges and prospects to the multi-party political system in Uganda.

Learning objectives:
By the end of this session, participants should be able to:

• Explain the meaning and basic principles of democracy;
• Understand the concept and practice of multi-party political system as one of the key pillars of democratic governance;
• Identify and address the challenges of multi-party politics in Uganda; and
• Identify themselves as key actors in the democratisation process of Uganda.

Session duration:
2 hours

**Session methodology:**

- The facilitator introduces the session, using the principles of adult learning to get all the participants interested and involved (link the session to their day-to-day work as councillors).

- Lead participants into a brainstorming session on the background, definition, and local meaning of the concept democracy.

- Using the exercise of ‘the democracy tree’ (See Exercise 1), the facilitator gets participants into three groups to discuss the values needed for democracy to thrive, the pillars of a democratic system and the fruits/benefits of a functional democracy. During a plenary presentation and discussion, the facilitator fills in the gaps.

- The facilitator explains the link between democracy and multi-party political systems.

- Using the ‘African village market square’ (See Exercise 2) as a symbol for multi-party politics, the facilitator uses the question and answer brainstorming technique to enhance participants’ appreciation of the meaning and practical working of a multi-party system.

- The facilitator leads a recap of the whole session re-enforcing the key messages and emphasising the role of the participants in applying this knowledge.

**Key messages:**

- Democracy and multi-party politics are not foreign to Africa and it is the best way to manage politics (even with the challenges involved).

- Youth councillors/leaders must play a key role in enhancing multi-party democracy in Uganda.

**Exercise 1: The ‘Democracy Tree’**

- Ask three volunteers to draw a tree, each with roots, a stem and leaves/fruit.

- Get participants into three groups and make them understand that this particular tree has the same features as a local fruit tree only that it is called a democracy tree.

- Group A is asked to identify the input that gets into the roots of the democracy tree.

- Group B is asked to identify the pillars/stem of the democracy tree.

- Group C is asked to identify the fruits of the democracy tree.

**Detailed content overview:**
Democracy: Definition and origin

• Democracy as we understand it today is traced from ancient Greece. The Greece meaning was “demos” = people and “kratos” = power or rule. Democracy therefore meant rule by the people.

• Democracy has since then taken on several definitions but the ideals remain the same.

• For purposes of this training, democracy will be defined as “a form of government in which power and civic responsibility are exercised by all adult citizens, directly or indirectly through their representatives.”

Context of democracy

• Democracy is universally accepted as the best form of governance. Democracy has proved more sustainable and more acceptable than all other forms of governance in the world.

• This explains why the struggle for democracy in all parts of the world has become a global assignment.

Exercise 2: The ‘African village market square’

Many villages in Uganda have a designated open market day in a known market square. On this day, several traders display and sell all types of merchandise to several buyers using the well known method of persuasion and haggling.

Participants are asked to brainstorm on the merits and demerits of the ‘African village market’, linking this competition in the market to an open and competitive multiparty system.
### Key characteristics of democracy

Functional democracy is built on the following tenets:

- Protection of basic human rights
- Free expression of opinions and discussion
- Freedom of association
- Civic education/competence and general interest in public affairs by the citizens
- Equality and protection of all the people before the law
- The role of government as a serving agent for the people
- The existence and respect for civil society
- Citizen involvement in all matters of decision making
- Political questions/contests/problems are settled through discussions
- Regime change and transfer of power is in accordance with set and agreed-upon rules of regular free and fair elections
- Commitment to values of tolerance, co-operation and compromise
- Economic freedom
- Separation of powers and checks and balances of key government institutions
- Political pluralism seen through functional multi-partyism

### Types of democracy

There are mainly two types of democracy:

- Direct/participatory democracy. This is feasible at the grassroots (LC1s in Uganda) or where populations are small as was the case in the Greek city states.
- Indirect/representative democracy. Except for L.C 1, Uganda’s democracy is built on this model (Refer to Article 1(1) and 1 (4) of the 1995 Constitution.)
Values are inherent norms which people cherish and which binds them together. Democracy should be turned into a value which Ugandans cherish and are ready to defend at all levels. This calls for both formal and informal nurturing beginning from the family to the state level.

Political freedom should be looked at as part of the broad human rights and not a gift handed down by the regime in power.

The values of democracy: Equality of human beings; respect for all citizens; a clear understanding and appreciation of every citizen’s role; right to be heard; right to fully participate in decision making; right to vote on issues and elect leaders.

| Democratic institutions and actors | • The three arms of government (Legislature, Judiciary and the Executive).  
| | • The political parties  
| | • The civil society organisation(NGOs, the media, think tanks, religious institutions etc)  
| | • The citizens  
| | • The elected representatives e.g. councillors |

What role does each of these institutions/actors play in a democracy?
As noted above, freedom of association and expression is a cardinal pillar for democratic governance. This pillar is built on the assumption that different people will hold divergent opinions. The second assumption is respect for diversity.

This gives rise to the concept of political pluralism. Political pluralism refers to a concept of democracy where multiplicity, diversity or many opinions exists. Groups are free to express themselves within a political system. Pluralism relationship to democracy is very crucial – democracy requires that all people (with their different ideologies, opinions, values etc) be free to connect to government. All groups and opinions must be heard and enabled space to compete for attention and followers.

In the Ugandan context, political pluralism means multi-party politics. All Ugandans should be free to form and join/belong to different political parties and to hold different political ideologies. The different political parties are free to compete for political positions at all levels. In addition, the people are free whether as individuals or political organisations (parties), pressure groups, or social, cultural and economic institutions to express their opinions on different aspects of politics and governance. It does not matter whether these opinions are in support of in opposition to the Government.

Democracy needs strong and sustainable political parties with the capacity to represent citizens and provide policy choices that demonstrate their ability to govern. With the adoption of multiparty politics in Uganda, political parties are the major political institutions and actors. Parties are the main vehicles for organised political work and action.

Legal frame work

- Multiparty politics is fully provided for and guaranteed by the 1995 Constitutional right. Articles 29(e); 69(1) and (2)(b); 71; 72(1) and 75, among others, guarantee the right to form political parties and sets their operational framework.
- The Political Parties Organisations Act, 2006 details the operational framework for political parties in Uganda.
- The Electoral Commission Act, 2006
- The Police Act
- The Local Government Act, 1997
- The Presidential and Parliamentary Elections Act
### Challenges of Democratic Governance and Multi-Party System in Uganda

- Low levels of citizen participation in governance and decision making
- Weak civil society organisations working under some harsh laws
- Poverty undermines the participation and independence of many citizens
- Most political parties are still weak and continue to work under a restrictive environment
- Low levels of civic education and competency
- The police and the army are still viewed as partisan by some actors
- Lack of accountability and transparency
- Lack of tolerance of divergent views
- Management of an acceptable electoral process

### Consolidating Democratic Governance and Multi-Party System in Uganda

There is need to build consensus among the key political actors to address the challenges highlighted above and to benchmark good practices from other functional democracies across the world. Above all, there is need to consolidate a culture of constitutionalism and to promote genuine political party respect and dialogue.

### Reference Materials and Further Reading

1. The 1995 Constitution of Uganda
SESSION 2: THE ROLE OF THE YOUTH IN UGANDA’S POLITICS

Introduction to the session:

This session will trace the historical role of youth participation in Uganda’s political development, analyse the current role of the youth in today’s political landscape and focus participants on the expected role of the youth in Uganda’s politics.

Learning objectives:

By the end of this session, participants should be able to:

- Appreciate the historical and current role of the youth in Uganda’s politics.
- Understand the need to have a vision for the country as a basis for the youth role.
- Work on improving the current youth role by focusing on the bigger governance and development picture.

Session duration:

One hour

Session methodology:

- The facilitator introduces the topic by highlighting the fact that the youth started playing a role in Uganda’s politics prior to independence.
- Through a brainstorming Q&A method, the facilitator challenges participants into discussing whether this role has been improving or deteriorating over the years.
- The facilitator gets participants into three groups to have an in-depth analysis of the current role of youth in politics, the youth’s vision for the country and the expected role of the youth based on this vision.
- Based on the group presentations and discussions in the plenary, the facilitator fills in the gaps by emphasising the new role that the youth should take on and how the councillors can spearhead this role.

Key messages:

- The youth have a critical role to play in Uganda’s politics. This role must be long-term and focused on making the country better.
- Youth councillors have to use the council institution to provide the leadership needed for the youth population to play this role.

Group A: Envisioning Uganda: What is our vision for Uganda/describe the kind of Uganda you would like to live in.

Group B: What is the current role of the youth in Uganda’s politics?
Group C: What is the expected role of the youth in Uganda’s politics?

Brainstorming session: What issues have pre-occupied your councils for the last 8 months?

To what extent is the role of the youth focusing on politics as a vehicle for tackling the following key areas/issues of development?

<table>
<thead>
<tr>
<th>Issues identified in the Youth Manifesto:</th>
<th>Issues identified in the Citizens Manifesto:</th>
<th>Issues identified by the UN (MDGS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Education</td>
<td>2. Poverty</td>
<td>2. Achieve UPE</td>
</tr>
<tr>
<td>3. Health</td>
<td>3. Agriculture</td>
<td>3. Promote gender equality and empower women</td>
</tr>
<tr>
<td>5. Tolerance and non-violence</td>
<td>5. Poor infrastructure</td>
<td>5. Improve maternal health</td>
</tr>
<tr>
<td></td>
<td>7. Break down in the health delivery system</td>
<td>7. Ensure environment sustainability</td>
</tr>
<tr>
<td></td>
<td>8. Poor quality education and mismatch with Uganda’s needs</td>
<td>8. Develop a global partnership for development</td>
</tr>
<tr>
<td></td>
<td>9. Un-sustainable population growth rate in Uganda</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Low levels of civic consciousness</td>
<td></td>
</tr>
</tbody>
</table>

Please note that the manifesto has specific regional issues.
### Historical role of the youth in Uganda’s politics

- Several youth were at the forefront of the pre-independence struggles.
- Youth formed, led or actively participated in political parties.
- They participated actively in all political, economic and cultural development of post-independence Uganda.
- The youth took part in all the post-independence liberation wars/movements.

### Current role of the youth

- Participation in leadership at all levels including parliament, cabinet and local governments
- Participation in political party activities
- Some few are creating wealth and employment
- Participation in civil society work
- Negative participation especially during elections

### Youth vision for Uganda

The youth leaders must be able to appreciate the kind of country they desire in order for them to be able to appreciate their expected role.

Several attempts have been made by Ugandans to define a vision for the country although no consensus has been built around a single vision.

- At independence in 1962, the vision for Uganda is believed to have been well captured in our National Anthem. After 50 years of independence, have we achieved these aspirations? Does our National Anthem still represent our vision for Uganda?
- The 2010/11 - 2014/15 National Development Plan (NDP) sets the vision for Uganda as ‘A transformed Ugandan society from a peasant to modern and prosperous country within 30 years’.
- In 2010, the Uganda National NGO Forum coordinated a nationwide consultative mechanism which culminated in ‘The Citizens’ Manifesto 2011 – 2016’. In this Manifesto, the Vision for Uganda is described as ‘a peaceful, prosperous nation with happy people’.
- See also paragraph 3 of the preamble to the 1995 Constitution.
- What is the youth vision for Uganda? (Refine group discussion).
Contributing to the vision – expected role of the youth

The youth should up-grade their role to focus on helping the country achieve its vision by solving the key hindrances to this vision. Fortunately, the hindrances have now been well documented at local, national and international level.

Expected roles include:

- Effective participation in policy formulation, decision making and implementation.
- Developing a clear vision for the future.
- Willingness to sacrifice short-term gains and personal benefits for the bigger cause/vision.
- Promoting human rights, peace, constitutionalism and good governance.
- Working for unity and constructive dialogue in society.
- Building a democratic state founded on strong political institutions, democratic ideals and recognition of respect for the superiority of the citizens.
- Exercising political tolerance, maturity and respect for divergent opinions.
- Desisting from lawlessness, violence and hooliganism.
- Building a strong and a more competitive Ugandan economy.
- Getting involved in income generating activities.
- Sustainable exploitation and protection of Uganda’s natural resources from all forms of greed, abuse and misuse.
- Building a strong and vibrant civil society, free and independent media and a focused and strong opposition as pillars of democratic and accountable governance.
- Youth councillors should ensure that councils allocate adequate time, resources and facilities towards the key issues needed to advance our vision. Youth councillors have additional roles stipulated under section 31(1) of the Local Government Act.
- See also paragraph XXIX of the “National objectives and directive principles of state policy” and Article 17 of the 1995 Constitution.
SESSION 3: LEGAL AND POLICY FRAMEWORK FOR YOUTH PARTICIPATION

Introduction to the session:

This session introduces participants to the legal and policy framework for youth participation. The session explores the current legal and policy environment that facilitates youth participation at the local, national, regional and international levels.

Learning objectives:

By the end of this session, participants should be able to:

- Understand the current legal and policy framework for youth participation;
- Use the above framework to enhance meaningful youth participation; and
- Apply the legal and policy framework as lobby and advocacy tools for youth development programmes.

Session duration:

One hour

Session methodology:

- Facilitator starts with a brainstorming Q&A in a plenary session (general discussion on the existing legal and policy framework for youth participation, the gaps in the framework and how the youth can utilise this policy environment to improve their participation and development.
- Participants should be encouraged to reflect on their day-to-day interaction with other government institutions/stakeholders and to identify how the legal/policy framework has helped them.
- The facilitator fills in the gaps by pointing out the legal and policy framework for youth participation at all levels. There is need to emphasise the session key messages so that the practical use of this framework comes out very clearly to the participants.
**Key messages:**

Youth participation is no longer an issue of courtesy from governments or individual leaders. There is a comprehensive policy and legal framework at local, national and international level to support youth participation. This framework in itself, however, will not directly translate into meaningful youth participation and programmes. It requires good leadership and advocacy skills.

**‘OURS BY RIGHT’ – MOVING FROM POLICY TO PROGRAMMES**

How can the youth turn the favourable policy and legal framework into concrete programmes that will improve the welfare and participation of the young population?

How come that meaningful youth participation and improved welfare have not accrued to the youth amidst this favourable policy and legal framework?

How can the youth utilise this favourable policy and legal framework to increase their participation and socio-economic benefits?

**Detailed content overview:**

**Legal and policy framework for youth participation**

- The 1995 Constitution has several provisions which establish and guarantee youth participation. See paragraphs II (i)(ii)(iii) of the “democratic principles” under the national objective and directive principles of state policy.

- The 1995 Constitution, Articles 29; 38 (1)(2); 59(1); and 78(1)(2), give further room for youth participation, including representation in parliament.

- The 1997 Local Government Act, specifically sections 2(b) (c); 11(c); and 24(1)(c) establish youth participation in local governments and administrative units.

- The 1993 National Youth Council Act as amended in 2003(Cap 319 of the Laws of Uganda): This Act provides for the establishment of a National Youth Council (from village to national level), its composition, objectives and functions. The framers of this law envisaged that the National Youth Council structures will be the main vehicle for organized youth participation in governance and development.

- The National Youth Policy of 2001: This is the main government policy framework for youth participation. The goal of the policy is “to provide an appropriate framework for enabling youth to develop social, economic, cultural and political skills so as to enhance their participation in the overall development process and improve their quality of life.”
<table>
<thead>
<tr>
<th>Regional framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The 1997 Treaty for the establishment of the East African Community: Articles 6(d) and 7 1(a) among others protects people’s rights and guarantees their participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The World Programme of Action for Youth to the year 2000 and beyond. This programme is anchored on three pillars of participation, development and peace.</td>
</tr>
<tr>
<td>• The Commonwealth Programme of Action for Youth empowerment, 2005.</td>
</tr>
<tr>
<td>• The United Nations Universal Declaration of Human Rights, 1948.</td>
</tr>
<tr>
<td>• The International Covenant of Civil and Political Rights, 1976.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From policy to programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to benefit from the above good legal and policy framework, the youth need to work on the following key areas:</td>
</tr>
<tr>
<td>• Effective leadership at all levels</td>
</tr>
<tr>
<td>• Building vibrant youth Institutions/organisations</td>
</tr>
<tr>
<td>• Starting meaningful youth programmes</td>
</tr>
<tr>
<td>• Resource mobilisation and networking</td>
</tr>
<tr>
<td>• Effective and sustained lobby and advocacy at all levels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Materials and further reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please refer to the legal and policy documents cited above. An attempt should be made by all the participants to access and read all the National Legal and Policy documents.</td>
</tr>
</tbody>
</table>
SESSION 4: NEED FOR MEANINGFUL YOUTH PARTICIPATION

Introduction to the session:

This session builds on the two previous sessions (role of the youth and legal and policy framework) to expand the concept of youth participation from a human rights perspective. Session 4 also explores the concept and need for meaningful youth participation.

Learning objectives:

By the end of the session, participants should be able to:

- Understand participation as a basic human right;
- Distinguish between formality and effective participation;
- Appreciate the need for meaningful youth participation; and
- Increase their participation in governance and development at all levels.

Session duration:

One hour.

Session methodology:

- The facilitator recaps the key messages and issues that arose from the discussions of session 2 and 3.
- The facilitator introduces the concept of participation and links this concept to human rights.
- The participants are given group tasks aimed at introducing them to the elements of effective participation.
- Through plenary presentations and discussions, the facilitator fills in the gaps and re-enforces the key messages.

Key messages:

The youth constitute a key sector of Uganda’s population and their effective participation is a major ingredient to transforming the country in all areas. Youth participation is not a favour but a fundamental right guaranteed by both local and international laws.

**EXERCISE 1: “Participation ladder”**

The term ‘participation’ is interpreted in different ways, and there are significant differences in the way it is applied by development agencies. Seven different types of participation were described by Jules Pretty in 1995.

**Passive participation:** People participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration or project
management without any listening to people’s responses. The information being shared belongs only to external professionals.

**Participation in information giving:** People participate by answering questions paused by researchers or such similar project approaches. People do not have the opportunity to influence such proceedings, as the findings of the research are neither shared nor checked for accuracy.

**Participation by consultation:** People participate by being consulted, and external agents listen to views. These external agents define both problems and solutions, and may modify these in light of people’s responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people’s views.

**Participation by material incentives:** People participate by providing resources in return for material incentives.

**Functional participation:** People participate by forming groups to meet pre-determined objectives related to the project, which can involve the development or promotion of externally initiated social organisation. Such involvement does not tend to be at early stages or of planning but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may later on become self-rehaint.

**Interactive participation:** People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple objectives and make use of systematic and structural learning processes. These groups take control over local decisions and so people have a stake in maintaining structures or practices.

**Self-mobilisation:** People participate by taking initiatives independent of external institutions to change systems. Such self-initiated mobilisation and collective action may or may not challenge existing inequitable distribution of wealth and power.

**Group A:** Basing on the above analysis, at what stage of participation are the youth in your district? Give practical examples and reasons to support your opinion.

**Group C:** What are the major hindrances to effective youth participation in your district?

**Group B:** Suggest practical ways for improving meaningful youth participation in your district.
Exercise 2: checklist for youth councillors’ participation

<table>
<thead>
<tr>
<th>Policy</th>
<th>How many bye-laws have you passed in the council to promote the youth cause?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmes</td>
<td>How many projects has your council initiated for the youth?</td>
</tr>
<tr>
<td>Budget</td>
<td>How much resources are being allocated to the youth?</td>
</tr>
<tr>
<td>Leadership</td>
<td>How much have you achieved in the above three areas as a result of your leadership skills e.g lobby and advocacy, networking and mobilisation?</td>
</tr>
</tbody>
</table>

**Detailed content overview:**

**Participation as a human right**

Participation is established as a fundamental human right by both domestic and international laws.

Refer to the 1995 Constitution

- Article 1(1): All power belongs to the people who shall exercise their sovereignty in accordance with this constitution.
- Article 1(2): All authority in the state emanates from the people of Uganda;
- Article 1(3): The power and authority of government…derives its authority from the people who consent to be governed in accordance with…
- The 1948 Universal declaration of Human Rights and the 1976 Covenant on Civil and Political rights.

**Concept of meaningful participation**

Please refer to exercise 1 above.

- Participation can take on several forms. Meaningful participation demands that the participants enjoy and reap tangible results from their participation. Their participation adds value to society through causing positive change.
- Relevance of participation in a democracy.
- Channels and forms of participation.
- Participation in the social, economic and political transformation of Uganda.
- Basic rules of participation.
### Need for meaningful youth participation

The youth have been recognised at all levels as having inherent attributes which make their meaningful participation an asset to a country:

- Uganda has the second youngest population. Over 70% of the population is below 30 years;
- The youth have abundant energies and creativity, which can be channelled into productive work;
- The youth have skills, including 21st century skills like ICT;
- Mind set for adaptation, change management, networking and appreciation of diversity, among others.

### Challenges to youth participation

- Challenges at a personal level
- Institutional challenges
- Structural and societal challenges
- Global challenges

### Strengthening youth participation

- Several attempts made at national and international level to strengthen youth participation (please refer the legal and policy framework)
- How do we move from policy to actual programmes that enhance meaningful youth participation in Uganda at all levels?

### Further reading

SESSION 5: ACCOUNTABLE POLITICAL LEADERSHIP

Introduction to the session:

This is the last session of the module. The session covers the need for accountable political leadership as the ultimate goal for the entire module. The session draws from the concept of Right Based Approach (RBA) and Good Governance to provide participants with a clear appreciation of accountable leadership.

Learning objectives:

By the end of this session, participants should be able to:

- Understand the meaning of accountable political leadership;
- Identify the mechanisms for enhancing accountable leadership; and
- Appreciate their role in promoting accountable leadership.

Session duration:

One hour.

Session methodology:

- Brainstorming on the concepts of good governance, accountability and RBA.
- Collect participants’ input on mechanisms to achieve accountable leadership, emphasising the role of youth leaders.
- Use available hand outs e.g. newspaper articles, TV clips, documentaries to review cases of good/bad accountability. Discuss positive and negative examples. Encourage participants to share local examples.
- Fill in gaps through lecture method.

Key messages:

Democracy, multi-party politics and meaningful participation does not add value to society unless efforts are made to enforce accountability and to have accountable leadership at all levels. This single ingredient of accountable leadership has seen many nations rise from third world to first world .

Group exercise:

Participants will be split into groups to discuss the following questions: What are the available mechanisms for holding our leaders accountable? What can the youth do to hold leaders accountable/enhance accountability? What are the positive and negative examples of accountability in your local area?
### Detailed session notes:

#### Meaning of governance, good governance and accountability
- Governance is the process of decision-making and how decisions are implemented.
- Good governance adheres to the principles of accountability, transparency, participation, rule of law, equity and inclusiveness and responsiveness.
- Accountability requires that all elected leaders and other public officers explain their decisions and actions to the citizens/stakeholders.
- Please note that the concept of accountability goes beyond finances to include a wide range of issues like policies, social dynamics and political actions/in-actions.

#### Right Based Approach and accountability
- The Right Based Approach (RBA) to development is founded on the principle that every person by virtue of being human is a holder of rights.
- RBA recognises obligations on the part of the Government and political leaders to respect, promote, protect and fulfill human rights.
- RBA integrates the norms, standards and principles of human rights into the planning and policy making process in development.
- RBA is based on the principles of accountability, empowerment, participation, non-discrimination and attention to vulnerable groups.

#### Strengthening accountability
- Accountability can be achieved through 5 mechanisms:
  - A civically competent citizenry.
  - A vibrant civil society.
  - Administrative reforms aimed at making the bureaucracy more transparent and responsive.
  - Legal reforms aimed at strengthening the judiciary, increasing access to justice and enhancing rule of law.
  - Political reforms aimed at making the politicians transparent, responsive and answerable to their electorates.

#### Need for accountable leaders
- Transformational leadership
- Creating holistic development
- Promoting human rights

#### Reference Materials and further reading
MODULE 2: DECENTRALISATION AND LOCAL GOVERNMENT FRAMEWORKS IN UGANDA

Introduction
The right to participate and influence development and governance processes by the youth is enshrined in several legal and policy instruments of Uganda. The right thereof is hindered by limited knowledge and information among the youth. While government services are demand driven, citizens’ ability to demand remains a big challenge owing to ignorance about the processes involved in the planning and budgeting processes of local governments.

Decentralisation is generally regarded as a process that can guarantee the most developed forms of democracy, in that it intends to be more accountable, accessible, innovative and effective than centralised governance because of its closeness to the people. In other words, decentralisation is believed to increase the accountability of government by increasing its localisation (Ahikire 2007). With such initiatives (decentralisation), the Ugandan government aimed at promoting good governance in an attempt to deepen democratic processes. However, there are also contrary views that decentralisation tends to rearm local powers that serve particular interests of the privileged rather than universal concerns (Slater 1989).

In short, democratic decentralisation should provide opportunities for every citizen – irrespective of his/her political, economic and social status – to exercise their right to be heard, to a livelihood, to own property, to access social services as well as the right to “diversity”. These and many other rights constitute the basic tenets of social justice. In addition to the above, literature divulges the following as benefits of decentralisation;

1. Promotes democracy because it provides opportunities for local residents to participate in decision making.
2. Increases efficiency in delivery of public services, delegation of responsibility and avoids bottlenecks and bureaucracy.
3. Leads to higher quality of public services because of local accountability and sensitivity to local needs.
4. Enhances social and economic development which relies on local knowledge.
5. Increases transparency, accountability and the response to capacity of government institutions.
6. Increases political stability and national unity by allowing citizens to control public programmes better at the local level.

In the Ugandan context, democratic decentralisation was born out of the philosophy that rejects elitism and believes in the capacity of the local citizens to elect their leaders, choose what is good for them, set their own priorities and seek the realisation of their goals and common good. This has since promoted Democratic participation thus advocating for popular participation, empowerment of local residents and regular local elections.
This training is intended to equip youth leaders in the four districts with knowledge and capacity to engage and influence the configurations of the decision making frameworks at district and sub county level which should result in to more youth friendly and conscious plans and budgets. The result of this in the short, medium and long term is to have more visibility of youth needs, interests and priorities reflected in LG plans and budgets. This should also lead to an assertive youth leadership that will translate in to active youth citizens influencing development and governance priorities at local and national levels. The training will build on existing knowledge and experiences among youth leaders and will stimulate further debate about the role of the youth and youth leaders in deepening decentralisation.

The training will be delivered using participatory methodologies that will stimulate active participation and involvement of the target audience.

**The module is designed and will be delivered in the following format/content:**

| Presentation outline/content | • Background to decentralisation in Uganda  
| |   o Definition and forms  
| | • Objectives of decentralisation  
| | • Legal and policy framework for decentralisation  
| | • Key actors in decentralisation and their roles  
| |   o Political actors and their roles  
| |   o Technical actors and their roles  
| | • Key successes of decentralisation  
| | • Challenges of decentralisation  
| | • The LG planning and budgeting cycle  

| Delivery methodology | Lectures, group work, brainstorming, story telling, dramatisation and scenario building.  
| | Powerpoint presentations can be used and handouts to be provided to the participants at the end of each session.  

| Evaluation and assessment | On spot assessment can be conducted at the end of the training using both participatory methods and questionnaires  
| | The training module should also be evaluated by a team of facilitators at the end of each training.  

**Background to decentralisation in Uganda**

The Government of Uganda set up the Mamdan Commission in 1986 to inquire into the local government system in Uganda. The commission recommended the decentralised system of Government in order to ease the governance problems in Uganda. Decentralisation was not imposed by donors, but it is “home grown”. Since 1993, the Government has pursued a decentralised system, under which political, administrative planning and financial powers were transferred from the Central Government to Local Governments and administrative units. Uganda's decentralisation policy is outlined in Chapter 11 of the Constitution. It is amplified and operationalised by the Local Governments Act. The reform is generally intended to make local governments effective centres of self-governance, participation, local decision-making, planning and development.

In the Ugandan context, democratic decentralisation was born out of the philosophy that rejects elitism and believes in the capacity of the local citizens to elect their leaders, choose what is good for them, set their own priorities and seek the realisation of their goals and common good. This has since promoted democratic participation, thus advocating for popular participation, empowerment of local residents and regular local elections.

Decentralisation in Uganda is implemented within the framework of good governance with focus placed on the efficiency and effectiveness; equitable, transparent and accountable use of power and resources; observance of human rights and rule of law; equitable and timely dispensing of local justice; social inclusiveness, particularly of marginalised groups (i.e. women, youth, elderly; people with disabilities) institutionalised and regular elections; and crosscutting development issues including HIV/AIDS, gender and environment.

**Definition and forms**

Decentralisation has been defined as the transfer of powers from the centre to local governments. The powers transferred to local governments are:

- Planning - developing plans
- Financial - revenue collection, budgeting, accounting and reporting
- Administrative - recruitment and management of staff
- Legislative - making bylaws and ordinances
- Judicial - local administration of justice through local council courts

Decentralisation takes three forms, namely: **de-concentration, delegation and devolution.** Different forms of decentralisation determine the degree of flexibility that lower administrative units have in decision-making and implementation.

**De-concentration** is the transfer of powers and responsibilities to lower administrative units which are managed by centrally appointed officials, who implement defined functions under tight central control.
**Delegation** is the transfer of powers to lower administrative units with some powers to manage some responsibilities although they still report directly to the centre. The centre need not appoint its officials to carry out the functions.

**Devolution** is bigger transfer of power to lower administrative units. The lower units are granted big decision-making, planning, administration, financial and development management powers and responsibilities, while the central government is responsible for supervision and oversight.

Uganda has chosen and adopted the devolution form of decentralisation. Listed below are the reasons for choosing devolution of powers:-

- Bottom up planning system in LGs.
- Increased accountability at district and grass root level.
- Demand driven allocation of resources.
- Improved governance and decision making.

**Objectives of decentralisation**

The decentralisation policy in Uganda is a key vehicle for improving service provision and reducing poverty. It is exercised through devolution of planning, budgeting, financial management powers and responsibilities to popularly elected local governments”. The policy devolved powers and functional responsibilities over decision making and service delivery to popularly elected local governments. Decentralisation was incorporated into the Constitution and elaborated in the Local Governments Act. It was the best compromise between the extreme centralist tendencies where local administrations were tightly controlled by the centre on one hand, and the “federo” tendencies whose benefits could not extend to the rest of the country. It was envisaged not only to empower the people but also as a means for speeding up development and improving the quality of life of the Ugandans. This was to be done through the promotion of accountability, transparency, the rule of law, integrity, respect for distribution of power, support of peoples’ initiative and participation. The specific objectives of decentralisation were set as the following.

1. Transfer real power to districts and thus reduce the load of work on remote and under-resourced central officials.

2. Bring political and administrative control over services to the point where they are actually delivered, thereby improving accountability and effectiveness, promoting people’s feeling of ownership of programmes and projects executed in their districts.

3. Free local managers from central constraints and, as a long-term goal, allow them develop organisational structures tailored to local circumstances.

4. Improve financial accountability and responsibility by establishing a clear link between the payment of taxes and provision of services they finance.

5. Improve the capacities of the councils to plan, finance and manage the delivery of services of their constituents.
Guiding principles of decentralisation

The decentralisation policy is supported by the following principles:

Devolution of power: Power is shifted from the centre to local governments, to enable local governments to make decisions and allocate resources based on local priorities. Power is also devolved from higher to lower local governments to allow decisions to be made at the lowest level of service delivery. Devolved powers have to be used in the best interest of the people to enhance service provision, reduce poverty and improve livelihoods.

Good governance: The decentralisation policy is implemented within the framework of good governance to improve the way we do things; to promote a fair, transparent and accountable use of power and resources; observance of human rights and rule of law; equitable and timely local justice; participation of all categories of the population including the weak and poor i.e. women, youth, the elderly; people with disabilities, regular elections; and paying attention to HIV/AIDS, gender and environment.

Subsidiary: Local governments have powers to make their own plans and budgets and execute them without reference to higher authorities, provided such plans and budgets do not have recurrent cost implications for higher authorities. If they do, such plans, budgets and other decisions are subject to negotiation. This allows issues to be addressed at the point where they are most felt in the local government system to ensure their relevance to the beneficiaries.

Popular participation: Decentralisation is based on democratic principles to enable active participation of people at all local government levels in matters that affect them. People have to be sensitised on their rights, including the right to demand services, and on their obligations, including the obligations to pay taxes to provide for the services, to preserve the environment, to observe human rights and to obey the law. They also have to be sensitised on monitoring the implementation of development interventions, and on holding local officials accountable for their actions in order to ensure improved services. Development planning and budgeting will also be participatory to ensure that all local development programmes reflect citizen input and priorities.

Partnership: Decentralisation is implemented in partnership with all central government agencies, NGOs, CBOs, the private sector and development partners on the basis of guidelines developed by the Government. Synergies and best practices are taken advantage of, to maximise on the benefits of development interventions by multiple stakeholders.

Non-subordination: The principle of non-subordination applies to prevent higher local governments from dominating lower ones. However, the non-subordination principle does not confer independence on lower local governments from higher ones or on any local government from central government. All it does is to provide local governments with unfettered powers to make decisions over their local development agenda within the confines of the law.
**Vertical and downward accountability:** Local officials are accountable both to central government and to local citizens over the use of public resources in local development, and the extent to which development interventions are causing real transformation in people’s livelihoods and material wellbeing. Accountability embraces political, administrative and fiscal dimensions.

Worth noting is the fact that decentralisation is both a political and a technical process. At the political level it involves leadership, participation, inclusion, representation, decision-making and power relations between central and local governments, and between higher and lower local governments. On the technical level it involves administration, planning, budgeting, financial management, human resources management and development, monitoring and evaluation, supervision and mentoring. Therefore, the success of decentralisation depends on how these too are managed.

**Legal and policy frame work for decentralisation**

**Constitutional Anchorage**

The thinking and principles, which underpinned the development of decentralisation in the late 1980s and early 1990s, were the necessary building blocks that informed the Constitutional Assembly of 1993 to 1995. The Constituent Assembly, building on these endeavors, laid in the Constitution the fundamental principal that the state shall be guided by decentralisation and devolution of governmental powers and functions to the people at appropriate levels where they can best manage and direct their own affairs. Added to the above are the following principles (Article 176 of the Constitution):

- The system shall be such as to ensure the full realisation of democratic governance at all local government levels.
- There shall be established for each local government unit, a sound financial base with reliable sources of revenue.
- Appropriate measures shall be taken to enable local government units to plan, initiate and execute policies in respect of all matters affecting the people within their jurisdiction.
- Persons in the service of local government shall be employed by the local governments.
- The local governments shall oversee the performance of persons employed by the Government to provide services in their areas and to monitor the provision of government services or the implementation of projects in their areas.

The enabling law giving full effect to the provisions of the Constitution is the Local Governments Act that was passed as Act No. 1 of 1997 and now Cap 243 of the Uganda laws. The objectives of the Act are to:

- Consolidate and streamline the existing law on local governments to be in line with the Constitution to give effect to decentralisation and devolution of powers, functions and services.
• Provide for decentralisation at all levels of local governments to ensure good governance and democratic participation in, and control of decision making by the people.

• Provide for revenue and the political and administrative set-up of local governments

• Provide for election of local councils and any other matters connected to the above.

Key actors in decentralisation and their roles

Political actors and their roles

The powers of local governments (Section 30 Local Governments Act & Schedule II of the LGA)

All local government councils have powers to:

• Exercise all political and executive powers and functions;

• Provide services as it deems fit with the exception of the functions, powers and services listed under Part i of the second schedule;

• Protect the Constitution and other laws of Uganda and promote democratic governance; and;

• Ensure the implementation and compliance with government policy.

The Second Schedule to the Local Governments Act, details the functions and services for which district councils are responsible. The third schedule covers the council’s regulations and the fourth schedule states the functions and powers of a local council that should not be delegated.

Role of councillors

Councillors are representatives of the people in their electoral areas. They are the people’s voices in their councils, and they are the watchdogs as well as overseers of their electoral areas. The duties of councillors are spelt out in Schedule III, Regulation 8 of the Local Governments Act. They include;

• Maintaining close contact with the electoral area and consulting the people on issues to be discussed in Council.

• Presenting people’s views, opinions and proposals to the Council. Councillors do not only present their own opinions but also what the electorate is saying.
• Attending Council sessions and committee meetings. As policy makers, the policies are made in these Council meetings.

• Meeting the people in the electoral area regularly.

• Reporting to the electorate the decisions of the Council and the actions taken to solve problems raised by residents in the electoral area for purposes of political accountability and transparency.

• Taking part in communal and development activities in their electoral area and district as a whole.

There are also other roles in relation to human resources, planning and financial management of local governments, as can be seen in the modules pertaining to these areas.

**Role and powers of a council**

**Functions and powers of a local government council not to be delegated**

It should, however, be emphasised that there are certain functions, which can only be exercised by the full Council (Fourth Schedule of the Local Governments Act. These include:

• Approval of annual budgets and estimates
• Approval of supplementary estimates.
• Approval of annual plans
• Making ordinances and byelaws
• Raising of loans and mortgaging Council property.

**Standing committees**

**Roles of the sectoral/standing committees**

Councils conduct business through standing committees. Section 22(1) of the LGA, empowers a district council to appoint standing committees and these should not exceed the number of secretaries for the efficient performance of its functions, which are responsible for among others:

• Monitoring and evaluating performance of sectors under their functional responsibility.
• Receiving budgets of departments under their responsibility and recommending for their integration into Council budgets.
• Scrutinising monthly expenditure returns, contracts committee reports and quarterly reports so as to recommend appropriate action by Council.
Technical actors and their roles

The district technical planning committees

The technical organs established by law are; the District Technical Planning Committee (DTPC), (Section 36); the district planning unit (DPU), (Section 37); and the Technical Planning Committees at lower local government levels (Section 37(3):

The DTPC is chaired by the Chief Administrative Officer (CAO) and comprises all heads of department. The committee has the following planning functions:

- Providing technical guidance in planning to the district council.
- Integrating NGO’s activities in the district plans.
- Preparation of draft plans for consideration and approval by the district council.
- Ensuring free flow of information on planned activities within and between sectors including the private sector.
- Explaining to the district local council national economic programmes and their impact on district development.
- Giving guidance to standing committees to ensure that the district plans reflect national priorities within the district context.
- Appraising all district projects and assessing the investment needs of the district.
- Implementing the plans and policies of the district local council.
- Costing programmes of the council.
- Liaising with and providing technical guidance to sub-county technical planning committees.

Key successes of decentralisation

- Decentralisation was introduced in Uganda in 1992. So far it has:
  - Cut bottlenecks or red tape imposed by an over-centralised system.
  - Enabled financial transfers from the central government to local governments.
  - Created employment e.g. graduates are being appointed sub-county chiefs.
  - Improved planning: In 1997 only three districts had 5-year development plans. By 2005 all districts and lower local governments had development plans and it is an assessment requirement.
  - Improved the quality of budgets and LG expenditures are now focused.
  - Allowed local people a greater chance to participate in development planning and decision making.
• Permitted the convenient provision of services for which they previously travelled long distances.

• Given local politicians and the public a chance to practice, learn and understand democratic practices.

• Facilitated development from the grassroots.

• Encouraged mutual approach in solving local problems.

• Increased public participation in the development process, thereby increasing a sense of community ownership of projects.

• Allowed special interest groups to be represented and participate in decision-making in local councils i.e. women, youth and the disabled.

• Made it easier for the local people to relate taxes to development.

• Strengthened national policy and planning by freeing ministry staff from administrative and routine responsibilities.

• Promoted inter-sectoral collaboration at the local government levels.

• Allowed the central government to play the supervisory and setting of standards roles.

Implementation challenges of decentralisation

• Problems of transition from a highly centralised system

• Problem of coordination between local governments and central government

• Revenue expenditure assignment problems

• Management capacity problems

• Democratic accountability problems

• Corruption

• Undue local influence/interference in technical work by local politicians

• Weak and apathetic citizenry

• Weak civil society

Suggested ways of dealing with the challenges and deepening decentralisation

Decentralisation must be viewed as a process which requires:

• Strong political commitment, dialogue and consensus building to achieve its objectives.

• A legal framework that clearly assigns powers, functions and responsibilities to different levels.

• Supportive attitudinal behaviour and cultural conditions.
• Inspection, supervisory, mentoring, monitoring and evaluation arrangements, which ensure that all parties abide by the laid-down rules.
• Active and committed citizens
• Strong civil society
• Participatory mechanisms for planning and budgeting
• Easy access to information

The LG planning and budgeting cycle
In order to guide and synchronise the planning process at the various levels, planning follows logical steps of events (refer to the District and Urban Planning Guide and Harmonised Participatory Planning Guide for Lower Local Governments)

1. Research and data collection
This is the initial step in planning and it enables planners to assess the current situation and permit them to understand the evolutionary process. If data is available, time should also be allocated for updating and checking data or even doing field surveys to fill major gaps in the available information. The plan can also provide for research to be done.

2. Drawing up the plan
This starts with a general planning conference, which is a meeting of all stakeholders, to provide the general direction that the Council should take in the plan period. The various committees of council take up the recommendations of the planning conference, who then draft the proposals that will be integrated into the local government plan. At the district level, the standing committees need to consider the submissions of the lower level local governments as they draw up sector plans.

3. Costing the plan
The recurrent costs of all programmes included in the plan must be evaluated and taken into account for the coming annual recurrent budgets.

4. Integration of the plan
It is the responsibility of the respective technical planning committees to harmonise the various sector/sub-sector plans to compile them into the overall development plan of the local government. The committee should also identify sectoral linkages and interrelationships, together with contradictions and repetitions in the work aligned for the different sectors and departments. Planning in the local governments should also be fully integrated with national development planning, which is the sole essence of decentralisation.

5. Approval of the plan
The integrated plan is then submitted to the Executive Committee for onward submission to the Local Council. The responsibility for approval rests with the council and cannot be delegated to any of the committees.
6. Implementation of the plan
This involves securing the needed means, preparing the programmes included in the
programmes of action and getting them realised within the set time schedule.

7. Monitoring and evaluation
Monitoring should occur while each programme is being implemented as well as during the
ongoing utilisation of data. Monitoring entails measuring the progress of the project. Is it on
schedule and within the budget? What problems are arising and what can be done to correct
them? The final step in the planning process is the evaluation of the plan implementation.
This enables the assessment of performance. Failures revealed in the evaluation process
may indicate a shortcoming in the planning process or in the design of the strategy.

BUDGETING IN THE LOCAL GOVERNMENTS
Budgets are instruments of management, planning and control. Local governments have
the right and obligation to formulate, approve and execute their budgets and plans provided
the budgets are balanced (Section 77 of the Local Governments Act, Cap 243). In addition,
local governments have to accord National Priority Programme Areas preferential budget
outlays. If a local government budget significantly detracts from Priority Programme Areas,
the Local Government Finance Commission is required to inform the Council, and the
President through the Minister of Local Government for appropriate action, as provided in
Section 77(3).

What is a budget?
The budget statement reflects the funds available to Government/Organisation/Institution,
where they come from and the division of funds between functions and services. In other
words, a budget provides annual estimates of revenue and expenditure.

Budgeting process of local governments
In the recent past, local governments have successfully applied a model cycle in the
preparation of budgets.

Consultations with the Central Government
The budgets for local governments have to be harmonised with that of the Central
Government. This is done through consultations between the Central Government and
local governments.

The consultations start in September each year Districts and municipal officials participate.
These consultations determine:

- The allocation formulae for all grants
- Recurrent and development budget formats
- The percentage of flexibility allowed on conditional grants allocations to recurrent
  sector budgets and sector budget lines
The consultations are carried out during the National Budget Conference held in October and the Regional Local Governments Budget Framework Paper workshops.

During the regional workshops the revised indicative planning figures of sectors (minimum allocations) are disseminated and the RTB and DTB are explained further. These IFP are used in the preparation of the annual budgets for local governments.

**Stage 1: Proposal of policies, January/February**

In January/February each local government must decide and agree or policies and activities for the next financial year. The policies for local governments are formulated by the Executive Committee. Targets for each activity are also spelt out.

It is important that policies support the mission of the local council other funds will be spent on activities that will not benefit the district/municipality. If for example the policy of the local council is to improve public health but the activity budgeted for include travel by councillors to visit farms in the neighbouring country; the visit will not help the district improve public health. The disparity between budgets and policies should be avoided because it prevents the council from achieving its mission and objectives and often results in misuse of funds. Estimated expenditure must not exceed expected revenue collections.

**Stage 2: Budget Conferences, February /March**

After the Executive Committee has proposed policies for the local council, the policies will be presented at a budget conference in February/March of every year. The purpose of the Budget Conference is to review the past performance of the local government and all the activities that may be considered for fundraising in the next financial year. The budget conference will be attended by, among others, councillors, chief executives, heads of departments, budget desk and technical planning committee, NGOs, agencies and civil society in general. It will consider the following:

- i) Review of past performance
- ii) Proposed future development targets
- iii) Review charges and rates
- iv) Expected revenue collections from central government, local government, NGOs etc.
- v) National priority programme
- vi) Review of plans
- vii) Prioritisation and ranking of development programmes
- viii) Status of budget programmes
  - Is the budget balanced?
  - Is there room for new activities?

**Stage 3: Costing of priorities, April**

Having identified at the budget conference the programmes that the local government should implement in the coming year in order to achieve its objectives and relevant national objectives, it is necessary to determine the costs of the prioritised programmes that can be funded by the revenue that is estimated to be available. Prioritisation involves the ranking
of the different activities. This is important because the various activities are competing for limited resources. This activity is carried out by budget desks of local governments and lower level local government (sub-counties and parishes). All lower local governments should hold planning meetings where they discuss and agree on priorities in the different sectors for both recurrent and development activities. The updated development plans for sub-counties and parishes are then forwarded to the districts and municipalities.

The local government budget desk will cost the agreed programmes and update the District Development Plan (DDP). This will involve the following:

- Review sectoral performance
- Identification of sectoral priorities
- Detailed costing of activities
- Checking activities against National Priority Programmes
- Make reductions in programmes if there are imbalances between the estimated revenues and expenditures
- Council and executives should be fair to all sectors when allocating funds

**Stage 4: Review of the costed priorities, May**

It is very important to remember that the Local Governments Act Section 77 (4) requires that the budgets of all local governments have to be balanced. This means that the total expenditure must not be more than the total revenue for each local government. To ensure that this requirement is met, the Executive Committee has to go through all the programmes of the local council and rank them in their order of priority. The order of priority will depend on the contribution of the programme to the mission of the district/municipality. If for example it is agreed that education is more important to the district than say cattle immunisation, then education programmes will have to be ranked before the cattle immunisation programmes.

In carrying out the ranking, the local council has to remember that if it is to receive conditional grants; those grants will have to be spent on the programmes for which they were remitted. This, therefore, means that conditional grants will not be part of the ranking process.

**Stage 5: Budget presentations/laying before Council by 15th June in accordance with Sec 82 (4) LGA**

After determining the local council’s estimated revenues and the costing of the programmes, it is now possible to compile a proposed budget for the next financial year. The budget should be presented by the Chairperson or a designated representative of the local council to the council for debate and approval. The budget must conform to the prescribed requirements both in format, content and codes.

Budget estimates must show details of:

- Revenue
- Expenditure
- Recurrent
- Capital
The Chairperson shall not later than 15th of June, cause to be prepared and laid before the Council the proposed budget for the next ensuing financial year. The budget may not necessarily be approved by 15th of June; it may require further scrutiny by the respective standing committees.

Remember:
- Budget to be laid before council by 15th of June in accordance section 82(4) of the LGA and Reg. 23 (2) of the LGFAR, 2006.
- Budgets include outputs and not just financial data.

**Stage 6: Budget scrutiny, June/July**
On receipt of the proposed budget estimates, Council will refer them to its standing committees for scrutiny and recommendation for approval.

All members of the standing committees should report on time with their recommendations.

**Stage 7: Budget debate and approval, August**
When the standing committees have reported back with their recommendations, the Council will then debate the budget proposal and have an opportunity to make amendments before it is finally approved. It must be balanced and must be presented for approval before expiry of the vote on account.

Remember:
- The budget must be approved by full Council.
- The budget must be laid before Council by 15th June.
- It is illegal for budgets to be laid before Council after 15th June.

**Stage 8: Publication and communication (after approval)**
Once the budget estimates have been approved and signed by the Chairperson of the Council, they have to be distributed to the stakeholders. These include the Ministry of Local Government, Ministry of Finance, Local Government Finance Commission and line ministries. They may also be distributed to other local governments, NGOs, local governments, parastatal bodies, Auditor General, Civil Society, e.t.c.

**Stage 9: Implementation and monitoring, (continuous)**
The administration of the local council has to ensure that the budget is used to achieve the objective of the local government. That means the resources of the local council have to be used effectively and economically.

After the budget approval, the heads of department at the local council have to present detailed implementation work plans to the standing committees for approval. It is after the approval of the plans that goods and services may be requisitioned.

To ensure that the budget effectively and efficiently achieves the objectives of the local council, a record of what has been received and spent has to be kept. The record has to be in the same format and must use the same codes used in the budget.
Stage 10: Budget evaluation

Once a budget has been passed, it is the responsibility of each local government to respect and comply with it during the implementation of approved work plans and programmes. This means all revenues to be collected are actually collected and expenditure is limited to what has been authorised. If this is not done, the local council will not be able to carry out its activities and this could result in loss of external support due to lack of financial discipline. A vote book has to be kept and this should alert the local council about the availability of funds for a programme or an item.

Integration of planning with budgeting

Section 77 (5) of the Local Governments Act provides that a local government budget for the ensuing Financial Year shall always take into account the approved three-year development plan of the local government. This implies that only when plans are developed can budgets allocate the financial resources to support those plans. In other words, budgets show how revenues are generated and used (expenditure) in order to make the integrated development plans a reality. If budgets are not linked to development plans, then the latter will not be implemented since the resources will not be available for their execution. This implies that development plans must be realistic in terms of resources (human, financial and others) required for their implementation. A realistic development plan enables generation of realistic estimates in the budgeting process. Development plans should also be specific in terms of what is to be implemented, when, where and what the expected results are, to allow easy costing and monitoring of performance.
## Summary of LLG planning and budgeting by month

<table>
<thead>
<tr>
<th>NO.</th>
<th>MONTH</th>
<th>PLANNING STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>JULY</td>
<td>Review technical planning committee (TPC) functionality</td>
</tr>
<tr>
<td>2</td>
<td>AUGUST</td>
<td>Dissemination of planning information for parishes</td>
</tr>
<tr>
<td>3</td>
<td>SEPTEMBER</td>
<td>Support to village/ parish level planning</td>
</tr>
<tr>
<td>4</td>
<td>OCTOBER</td>
<td>Situation analysis at LGG level</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Discussion and prioritisation of LLG Challenges/ obstacles and opportunities (LLG SWOT analysis)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>LGG visioning and goal setting</td>
</tr>
<tr>
<td>7</td>
<td>NOVEMBER</td>
<td>Identification of LGG investment priorities</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Budget conference</td>
</tr>
<tr>
<td>9</td>
<td>DECEMBER</td>
<td>Forwarding projects for district/ municipal consideration.</td>
</tr>
<tr>
<td>10</td>
<td>JANUARY</td>
<td>Development of the project profiles</td>
</tr>
<tr>
<td>11</td>
<td>FEBRUARY</td>
<td>Review of project profiles by standing committees</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Compilation of the draft compressive development plan</td>
</tr>
<tr>
<td>13</td>
<td>MARCH</td>
<td>Review of the draft comprehensive development plan by the executive</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Refinement of the draft comprehensive plan by the executive by the TPC</td>
</tr>
<tr>
<td>15</td>
<td>APRIL</td>
<td>Discussion and approval of the comprehensive plan by the council</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Finalising of the comprehensive development plan</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Submit the approved comprehensive development plan to the HLG</td>
</tr>
<tr>
<td>18</td>
<td>MAY/ JUNE</td>
<td>Final feedback to the LLCs (villages)</td>
</tr>
</tbody>
</table>
LLG PLANNING CYCLE
MODULE 3: LOBBYING AND ADVOCACY

Course Title
Lobbying and advocacy for social accountability at the district level

Overall course objective
To deepen the understanding of lobby and advocacy as a tool for enhanced service delivery at the district level.

Specifically
a) Introducing a model for a comprehensive advocacy framework focusing on the strategies for planning and implementing lobbying and advocacy work

b) Equipping young leaders with the requisite skills and knowledge on the different lobbying and advocacy methods which can be applied to generate accountability at the local levels.

Course Out put
The training course will result in a total of 120 youth councillors in the four project districts trained on the concept of lobbying and advocacy as a key tool to engage with district democratisation and governance processes. Within the context of the Ours by Right project, a total of four and half day residential workshops are to be undertaken in the four project districts of Uganda. Each training workshop will involve between 20 – 42 youth councillors from the district and sub-county level including both female and male councillors.

Course duration and indicative schedule
The course is designed to take one day beginning from 8:30am to 4.30pm.

Summary of the course curriculum
This training course covers four major sessions;

Session 1: Introductory session

Session 2: Introducing the concept of lobbying and advocacy- key definitions

Session 3: Advocacy framework- Strategies for planning and implementing advocacy work

Session 4: Advocacy methods- How can these methods are applied to hold leaders accountable?
Lobbing and advocacy

1. Introduction

Uganda has one of the youngest populations in the world. About 78% of Uganda population is aged 30 years and below. This therefore indicates their centrality in the country’s governance and democratic processes. It puts them at the innermost position in determining the eventual outcome of development interventions as well as ensuring and demanding for accountable leadership at all levels of democracy and good governance.

A key component of the ‘Ours by Right’ project implemented in the four districts of Apac, Nebbi, Bushenyi and Pallisa is the training of youth councillors. The training aimed at inducting young leaders at the district local government level in general principles of democracy and good governance while inculcating in them skills and knowledge of leadership. It also aimed at improving their proficiency in engaging with the district democrtization and governance processes the overall goal is to enhance regular engagement and accountability between youth councillors, political leaders and youth constituency at sub-county and district level.

A key component of the training is enhancing the lobbying and advocacy capacities of the youth leaders, a training need identified by UYONET and the British Council during the training needs assessment conducted at the inception of the project. This component is designed to achieve to the project objective of strengthening accountability in districts in Uganda through promoting and enhancing the meaningful participation of youth and youth leaders in the democratic process.

Although there is a distinction between lobbying and advocacy, most people use the words interchangeably. During the the training needs assessment, it was identified that evidence-based advocacy for social development and human rights is a relatively new and evolving concept among the district youth leaders. There is therefore need to support the development of young leaders capacities to participate in the ongoing democratic processes with a significant focus on lobbying and advocacy for improved service delivery at the district level. Youth leaders at the district need to have skills to lobby and advocate on pertinent issues that hinder meaningful youth engagement in the democratic and governance processes to influence decision and policy making processes at the local government and national level.

The lobby and advocacy training component of the manual for youth leaders aims at introducing the concept of lobbying and advocacy, and how it can be used to hold leaders accountable. It also provides the participants/target group with some practical tips for lobbying and advocacy. The manual is not reinventing the wheel; rather, it has been inspired by the experiences and ideas of Uganda Youth Network and many other CSO organisations engaged in lobby and advocacy work targeting marginalised groups. It adapts and makes best use of good practices already developed for lobby and advocacy initiatives for young people.

The manual is designed to be flexible so that trainees can adapt the training to the times so as to meet the needs of the participants.

The objective of the trainings is to produce and enlighten a civic competent class of youth leaders who, through their various structures, can benchmark these best practices to
benefit of the wider public. The trainees are expected to acquire significant skills and knowledge that will enable them to engage meaningfully in the democratic and governance processes.

**Training sessions in details**

Session 1: Introductory session

**Content**

- Introduction of participants, facilitators and organizers
- Briefing participants about the training objectives
- Discussion of participants’ expectations, fears and other concerns
- Setting of ground rules

**Session objectives**

- To facilitate team building by enabling all participants, facilitators and organizers to get to know each other
- To link participants’ personal objectives in attending the training to the course objectives defined within the project framework
- To encourage participatory learning and engagement by allowing each trainee to play an active part in the introductory process
- To commit participants to an effective training by setting ground rules

**Duration of session 1:** 1 hour

**Methodology**

- Paired interviews

  The facilitator asks participants to group in pairs. The two members of a pair are called partners. The partners interview each other in turns. The interviews and responses are made as the rest of the participants watch and listen. The following questions are asked;

  a) What is your name?
  b) What is your marital status?
  c) Where do you work and what position do you hold?
  d) Do you have any experience in lobbying and advocacy work?
e) What kind of lobbying and advocacy initiative have you undertaken?

f) Mention one expectation you have for this workshop.

g) Mention one thing that interests you most.

- Response to questions d, e and f are recorded on the flip chart.
- Brainstorm with participants to come up with ground rules.
- Facilitator discusses participants’ expectations in relation to training objectives.
- Facilitator clarifies on administrative and any other issues.

Facilitators note/instructions

1. In order for the facilitator to achieve the session objectives, the facilitator should make this exercise participatory and lively.

2. The facilitator should make sure at least the following basic ground rules are adopted:
   a) Participants should keep their phones switched off during the training period.
   b) All participants must attend all sessions.
   c) Participants should respect for each others views and opinion.
   d) All participants must avoid unnecessary movements during the training sessions.
   e) Time management shall be observed strictly during the entire training programme.
   f) All contributions during the training shall be orderly.
   g) All participants must attend all training sessions.
Session 2: Introducing the concept of lobby and advocacy

Introduction

Quite often, the two terms lobbying and advocacy are used interchangeably. However there is a distinction and close linkage between the two terms which this manual intends to explore under session 2. This session has two sub components of lobbying and advocacy.

Overall objective of session 2

The overall objective of session 2 is to develop a shared understanding of what lobbying and advocacy is. This is achieved by focusing on previous experiences of advocacy, either from participants or from other forms of experiences, to help the definition for lobbying and advocacy.

Sub component 1: Advocacy

Content

1. Example definitions of advocacy
2. Advocacy tips
3. Case studies of advocacy work in Uganda
4. Using technology for advocacy
5. Overriding key words to define advocacy

Session objectives

By the end of the session, participants should be able to:

1. Define the concept of advocacy.
2. Understand some of the basic advocacy tips that can guide their advocacy initiatives.
3. Gain a practical understanding of advocacy by sharing experiences of doing advocacy work through case studies.
4. Understand the role of social media/social networks in enhancing advocacy initiatives.
5. Understand the overriding key words to define advocacy.
Duration: 1 hour

Methodology
Methods to be used include brainstorming, lecture, discussions, questions and answers.

Sub component 2: Lobbying

Content
1. Example definitions of lobbying
2. Lobbying techniques

Session objectives
By the end of the session, participants should be able to:
1. Define the concept of lobbying
2. Understand some of the basic lobbying techniques
3. Gain a practical understanding of lobbying by sharing experiences.

Duration: 1 hour
Methodology
Methods to be used include brainstorming, lecture, discussion, questions and answers.

Facilitator note/instructions
Brainstorm with participants by asking them to give their contributions to different aspects in turns. Start with definitions of lobby and advocacy.

Fill in the gaps with Powerpoint presentation. Make sure the presentation is not too long, to allow plenty of time for discussions.

Case studies that clearly describe examples of lobby and advocacy will help participants to agree and understand the definition of lobbying and advocacy. Consider preparing some case studies focusing on some recent advocacy campaigns in Uganda.

Encourage participants to discuss their own advocacy work. Be aware that they may have different understandings of lobbying and advocacy.

Make sure the participants understand that advocacy can be achieved at different levels: local, national and international. These levels refer to the level where the power or influence lies, rather than where the advocates are working.

Make sure participants share their experience of advocacy work in order to gain a deeper and practical understanding of lobby and advocacy.

You should provide some lobbying techniques and advocacy tips to simplify the meaning of lobbying and advocacy.
General overview of content to be delivered

| What is advocacy? | “Advocacy is a process to bring about change in the policies, laws and practices of influential individuals, groups and institutions.”

**Reference:** Adapted from advocacy skills-building workshop for HIV/AIDS, International.


“Advocacy is an on-going process aiming at change of attitudes, actions, policies and laws by influencing people and organisations with power, systems and structures at different levels for the betterment of people affected by the issue.”

**Reference:** Adapted from an advocacy skills-building workshop, India HIV/AIDS Alliance.

India, November 2002.

“Advocacy is an action directed at changing the policies, positions and programmes of any type of institution.”

**Reference:** An Introduction to Advocacy, Training Guide, SARA Project.

“Advocacy is pleading for, defending or recommending an idea before other people.”

**Reference:** An Introduction to Advocacy, Training Guide, SARA Project.

**Advocacy and related concepts**

The term “advocacy” refers to the process of bringing about change in behaviours and attitudes, policies and practices with regard to a chosen issue. It is a long-term process, and it is an umbrella term that encompasses many other sub-terms. It encapsulates many approaches and methodologies, including campaigning, lobbying, awareness-raising, mass mobilisation and other measures. Advocacy means speaking on behalf of or in favour of something, somebody, a cause or issue. Advocacy relates to causing or intending to effect change. It can be power relations, policy, law, attitudes e.t.c. It can be an action directed to changing the policies, positions or programmes of any type of institution. It includes putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and the solution.
### Overriding key words to define advocacy

process, change, attitude, action, policies, law,

### Using technology for advocacy: why use technology for advocacy

- Technology can help one to overcome advocacy challenges in a creative and cost effective way.
- Social media is one technology that is effective in advocacy work.

### Using social media for advocacy

Social media allows people to use web-based and mobile technologies to take part in interactive dialogue. Social networking tools that can be used for advocacy include Facebook, Twitter, youtube and blogging.

### What is Lobbying

In the context of advocacy, lobbying can be interpreted as “a strategic communication or method of” persuading or convincing key advocacy target audiences” e.g. members of parliament, Government or Church ministers, to do something (usually to change a law / policy or the allocation of budgets) about an issue.

There are different ways of lobbying ranging from the writing of letters to key target audiences expressing the issue or having face to face meetings to discuss the issue or a large scale campaign involving multiple groups and spokespersons using various media channels including public rallies. Some examples of lobbying techniques used are shown in this table.

This means an attempt to cause decision on immediate issue or problem. Advocacy issues can be planned whereas for lobbying, it is the process that can be planned.

### Lobbying techniques

Session 3: Advocacy framework - strategies for planning and implementing advocacy work

Introduction

In order to be as effective as possible, the process of “doing lobby and advocacy” should be a collective effort and lead to a consensus in order for all stakeholders to feel involved in and responsible for the choices made. This framework will help young leaders really think about what their advocacy aims and objectives are: Who should you be influencing? What do you want them to do? And how can you make them do it?

The advocacy action plan and process has been split into 7 “Steps”. For each step, the facilitator proposes activities and gives hints and advice on how to facilitate the workshop. The facilitator also suggests group activities that can be done during the training workshop.

This framework will be used as a general orientation tool for young leaders and the facilitator does not have to go through the steps in strict order. You will probably need to revisit some steps and modify your initial action plan as you implement your strategy.

Each step entails specific objectives, trainers note and the importance or why the said steps are applied in lobbying and advocacy work

Overall objective of session 3

The overall objective of this session is to practice using the planning framework for advocacy work. The advocacy framework that is used in this section is an adaptation of a framework developed from other experiences including experiences related to Uganda Youth Network lobby and advocacy initiatives.

Content

The planning framework and what is contained in this session will focus on a series of steps, as follows:

Step 1: Defining the problem you want to address
Step 2: Developing and defining the aim and objectives
Step 3: Identifying the advocacy targets
Step 4: Identifying your allies and your adversaries
Step 5: Identifying your resources
Step 6: Developing/ creating an action plan
Step 7: Planning the monitoring and evaluation
Specific Objectives

In this session, each step of advocacy the framework entails specific objectives relevant to the step outlined.

Methodology

Methods to be used include brainstorming, lecture, discussions, group work, questions and answers

Duration: 4 hours

(this may not be enough, however, the facilitator can use his/her discretion to identify appropriate exercises that could suit the timing)

Step 1: Defining the problem or the issue you want to address through advocacy

Why?

It is very important to have, from the beginning, a clear and common definition and understanding of the problem or the issue, as well as an idea of what you want to achieve through lobby and advocacy.

Specific objectives:

By the end of the activity, participants will be able to:

- Have a clear and common definition and understanding of the issue or the problem to address through advocacy;
- Explain why advocacy can be a useful strategy to address the issue or the problem;
- Identify appropriate advocacy solutions and activities.
Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.
2. Working with the whole group or in small groups, ask the participants the following questions:
   • What is the problem / the issue we want to address through advocacy?
   • What is the situation in your district?
   • What do you want to achieve? What is your final goal?
   • To what extent can advocacy help you achieve your goal?
3. Make sure that all points of view are considered and discussed. By the end of the activity, the entire group should agree on one common vision.

Step 2: Developing and defining the aim and objectives of your advocacy work

Why?

Planning advocacy strategies and actions is much easier if we first identify its aim and objectives. (Please note that the creation of an action plan will be the topic of Step 6).

Objectives:

By the end of the activity, participants will be able to:

- Understand the importance of setting clear aims and objectives for their advocacy work;
- Write aims and objectives for their advocacy work.

Some definitions:

An “aim”...

Is the long-term result that you are seeking. An advocacy aim describes the change you want to see. It is the long-term result of your advocacy effort and your vision of change. This advocacy aim can be general.

An “objective”...

Is a short-term target that contributes towards achieving the long-term aim; it is the specific change that you can bring about that contributes to reaching your aim. It is specific and measurable (see the “characteristics of good objectives” box) and defines what you will accomplish, where and with whom.
Advocacy strategies usually have a number of different objectives that all contribute to achieving the goal and overall vision.

**Instructions for the facilitator/trainer:**

Explain the objectives of this step and introduce the topic of the activity;

1. Ask participants to picture the situation some time later and ask themselves what they will be happy to have achieved. Is it a change of law? A shift in policy or practice?

2. Explain the difference between “aim” and “objectives” and present the characteristics of good set objectives (the “SMART” concept).

3. Divide the participants into small groups. Ask each group to write an advocacy aim as well as detailed advocacy objective(s).

4. Going back to plenary, ask each group to present their aim and objectives.

5. Discuss the possibilities. Together, identify an aim and objectives of the advocacy work; write them on a flip-chart that will remain visible throughout the planning process.

**Characteristics of good objectives:**

Objectives should be • **SMART**: Specific, Measurable, Achievable, Realistic, and Time-bound.

Objectives may include legislation, policy, or practices that you want to change (as identified in Step 1).

Objectives must include the targeted individual, group or institution.

**Why?** Given the often limited resources available for advocacy, it is very important to focus all the efforts on the individuals, groups or institutions that have the greatest possibilities to introduce the desired change. Identifying advocacy targets will help you to plan strategically and choose the most appropriate methods or activities.

**Some definitions:**

**Direct advocacy targets...**

These are the groups or the individuals whose practices, habits or behaviours you want to change in order to reach your objectives or who are the decision-takers. Depending on your objectives of change, these can include: public authorities, etc.
**Indirect advocacy targets...**

Consist of groups of people or individuals that can influence the choices and priorities of your direct targets. They can include the media, the public, opinion leaders etc.

**Specific objectives:**

By the end of the activity, participants will be able to:

Identify and priorities direct and indirect target individuals/groups/institutions for advocacy action.

**Instructions for the facilitator/trainer:**

1. Explain the objectives of this step and introduce the topic of the activity.

2. Explain the difference between “direct” and “indirect” targets.

3. Divide the participants in small groups. Each group will work on a different advocacy objective (identified in Step 2).

4. Ask each group to brainstorm and write down all the different actors (individuals, groups, institutions, government departments, etc.) that could be targeted to influence the changes identified in their objective (they should be as specific as possible).

5. Once this is done, go back to the plenum and let each group present its findings.

6. Then go objective by objective together:
   - Identify “direct” and “indirect” targets;
   - Identify any links or connections to your work(s);
   - Identify which targets can have the most influence over the objective;
   - With this in mind, priorities the targets.

7. Go back to the same small groups again. Ask each group to identify strategies on how to contact/inform/interact with the prioritised targets.

**Step 4: Identifying your potential advocacy allies (who to advocate with) and adversaries**

**Why?**

- Doing advocacy as a coalition is not mandatory, but a coalition of people or organisations doing advocacy can often achieve more together than individually. Therefore, it is important to consider if it is worth investing time and energy to build and maintain a coalition.
- Working in a coalition might also be beneficial in terms of sharing the resources (both financial and human) with others.

At the same time, certain groups or individuals could be defined as “adversaries,” or those opposing your cause. Identifying them can be helpful in reflecting on the obstacles or resistance you may face, and from whom.

- Finally, aside from “allies” and “adversaries” there is a big majority of people with no opinion on the issue yet. Depending on the circumstances, such as developments in the country or in the news, these people might become allies or enemies to your cause. They can usually be included among your “indirect” advocacy targets.

**Specific objectives:**

By the end of the activity, participants will be able to:

1. Explain the advantages/disadvantages of doing advocacy with a coalition;

2. Identify individuals, groups or institutions that can assist them in achieving their advocacy objectives;

3. Identify potential adversaries.
Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.

2. Facilitate a preliminary group discussion (in plenary) on the participants’ experiences in working in advocacy coalitions. Ask them to list the main advantages and disadvantages in working with others to undertake advocacy action. Then ask them if working in coalitions might be interesting in order to address the advocacy issues that have been identified (If the answer is “no” it might still be interesting to go on with the exercise in order to identify potential allies, even if the advocacy would not be done in a coalition. If the answer is “yes”, simply go on with the exercise.)

3. Tell participants that certain groups or individuals may hinder your advocacy and efforts. Ask if anyone has any experiences to share in this regard.

4. Split the participants into small groups (one per objective). Ask them to discuss the following points:
   - Who else (individual, group or institution) is already working on this issue and could be interested in joining their efforts to yours?
   - Are there any other usual allies that could be interested in joining a coalition?
   - Would it be interesting to work in a coalition with the identified allies? Participants should write down the list of potential allies and include in their list what each ally could gain by joining the coalition, what they could offer to the advocacy work and what their limitations would be.

5. Ask each small group to discuss the following: Are there any groups or individuals that might cause problems for your advocacy efforts? Who are they? Why could they be against your cause? Is it possible to overcome them?

6. Go back to the plenary; ask each group to present its findings.
Step 5: Identifying your available resources

Why?

Successful advocacy requires adequate human, financial, information and skills resources. Before planning advocacy strategies and actions, it is very important to be aware of the resources that are available or necessary so that the strategy can be as realistic as possible.

Specific Objectives:

By the end of the activity, participants will be able to: identify existing resources available/ necessary to do the advocacy work

Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.

2. Brainstorm with the whole group on the resources that are needed or useful for advocacy work (e.g. people, contacts, information, skills, money, equipment etc.).

3. Divide participants into small groups. Ask them to identify the resources that are already available to address the advocacy aim and objectives selected at Step 2. “Already available resources” should be differentiated from “needed resources” that still need to be found. (Ask the participants to think about how to mobilise the needed resources.)

4. Ask each group to report back to plenary and finalise the list of resources together.

Step 6: Developing an action plan and choosing appropriate advocacy activities

Why?

- You now have all the necessary elements to develop a comprehensive advocacy action plan with appropriate activities to achieve your aims and objectives.

- An action plan sets a timeline for each activity and indicates who is responsible for implementing it.

- Developing an action plan means identifying specific activities that are appropriate for addressing the aims and objectives of the advocacy work. In order to identify the right activities, it is very important to consider the findings of steps 1-5. We might find it useful to write them on a flip-chart and keep it in a visible place.
**Specific Objectives:**

By the end of the activity, participants will be able to:

1. Select appropriate advocacy activities;
2. Make a detailed plan for those activities.

**Instructions for the facilitator/trainer:**

**About choosing activities...**

1. Explain the objectives of this step and introduce the topic of the activity.
2. Divide the participants into two groups. Ask them to identify realistic advocacy activities / methods that could be used to achieve the advocacy aims and objectives (remind them to consider the findings of steps 1-5). Ask them to identify possible activities for each objective.

**About making an advocacy plan...**

1. Ask the groups to develop an action plan. They can (but are not obliged to) use the format suggested here below. Participants should also include expected challenges or barriers. This will help them to anticipate how they will manage them.
2. Ask each group to report back to the plenary. The Advocacy Action Plan is drafted.

**Step 7: Planning the monitoring and evaluation of an advocacy activity**

**Why?**

Before going into action it is important to spend some time planning how we will measure the impact of our advocacy activities. Assessing the impact of advocacy work is more difficult than determining the success of a more “service provision-oriented project.” Nevertheless, monitoring and evaluation are critical for determining if the advocacy work has succeeded. Setting clear and measurable advocacy aims and objectives (Step 2) becomes even more important as it will simplify these processes. It is also crucial to identify clear “indicators” of success.

It is important to make sure that we are able to verify if and how the aim and objectives of the advocacy plan of action have been reached. This process of measuring the impact is called “monitoring” (during implementation) and “evaluation” (at the end). It is therefore necessary, in the planning phase, to agree on a set of “indicators.” These indicators can then be included in the initial plan of action, next to the “expected outcomes”.
It is useful to distinguish between “impact” and “process” indicators. Since it is difficult and expensive to assess major impacts, it may be more appropriate to concentrate on developing and monitoring indicators relating to your own programme. The indicators you need will therefore be process indicators to measure what you have been doing.

Indicators can be “quantitative” (e.g. number of youth in detention is reduced by “10%”) or “qualitative” (e.g. government officials are educated on the importance of accountable leaders). Indicators can also be of “short term” or “long term” character. It can be useful to have both kinds of indicators in order to be able to successfully monitor and evaluate your work.

**Specific objectives:**

By the end of the activity, participants will be able to:

1. Decide how and when to monitor and evaluate their advocacy work during and after its implementation;

2. Set clear monitoring and evaluation indicators that will be used to assess if the advocacy aim and objectives have been reached.

**Indicators...**

These are required for monitoring progress and evaluating the impact of activities. They are a means of measuring how you are doing and whether you are achieving/have achieved your objectives, in a more scientific way than just informed guesswork. Choosing indicators is a very useful exercise as it forces you to plan advocacy in such a way as to be able to achieve them.
Session 4: Advocacy methods and approaches

Overall objective of session 3

To provide information in the form of different advocacy methods and approaches that can be pursued by young leaders to hold the political leadership accountable and hence developing practical advocacy skills.

These methods include:

Method 1: Analysing and influencing legislation or policies
Method 2: Preparing a briefing note or position paper
Method 3: Working from inside the system
Method 4: Lobbying or face-to-face meetings
Method 5: Writing and delivering a presentation
Method 6: Writing and using a press release
Method 7: Preparing a press conference

Brief on section 3

• This section provides an introduction to every method with advantages and disadvantages of the advocacy method outlined

• This Section helps participants to explore the advantages and disadvantages of using different advocacy methodologies.

(In the event that time does not allow for skills building activity for participants, at least one method shall be practiced by participants or, the methods shall be presented as handouts to participants but with an overview of each method).
Method 1: Analysing and influencing legislation or policies

Introduction

The skill of understanding the effects of a policy or their implementation, is essential for advocacy work. This skill can be used by advocates working both inside the decision-making system (for example, members of committees) as well as outside.

Analysis of legislation or policy that could affect you, your members or your beneficiaries is important so that you can advocate for its improvement or implementation. Legislation and policies might include:

- Draft or proposed policies
- New policies
- Long-established policies

Of course, not all policies and legislation are written – for example, there are traditional laws and customs, or decisions made and communicated without being written down. If, however, their design and implementation is influenced by powerful individuals or groups, then like written policies and legislation, they can be challenged through advocacy. These kinds of policies and practices also require analysis. However, it is harder to analyse unwritten policies or legislation because there may be disagreement about what the policy is.

Advocates should try to:

1. Analyse the policy or legislation, or its implementation.
2. Suggest how it can be improved.
3. Suggest how it can be implemented better.

Analysis usually involves obtaining and analysing draft policies, new policies or long-established policies, which can be long and boring documents! However, the skill of understanding such documents can be learned and improved with practice. It is essential to involve people affected by the policy or law or its implementation.

Advantages of method 1

- It uses the expertise of young leaders in understanding how the lives of ordinary people are affected.
- It can encourage decision-makers to work more closely with young leaders in future.
- Changes brought about by advocacy can affect many people – therefore changing them for the better may have a relatively large impact compared to working with people in a more direct way.
Disadvantages of method 1

✘ Technical jargon and official documents can frighten many people away from participating in this method.

✘ It can be difficult and time-consuming.

✘ Even constructive criticism can offend policy-makers if policies have taken a long time to develop or are politically sensitive; this can impact negatively on the advocates.

Questions to ask when reading public policy or legislation

The following list of questions may help you analyse a policy or legislation:

1. Who benefits from this legislation or policy (if anyone)?

2. Who loses (if anyone)?

3. What will be the consequences five years from now of enforcing this?

4. How does the legislation or policy affect marginalised groups?

5. Is this something ordinary people can understand?

6. Who supports this law/policy, and why?

7. How did this issue first come to the notice of decision-makers?

8. What is the financial cost?

9. Can it be enforced? If so, by whom, and how?

10. What is the penalty if you don’t obey this law/policy?

11. Does the law/policy violate the UN Declaration of Human Rights or any other convention signed by your country?

12. Is the law/policy consistent with your own country’s Constitution?


How to use your analysis to influence legislation and policy

Once the answers to these questions have been agreed upon, you need to act by writing a position paper to the policy-makers, sending a press release to the media, organising a meeting or giving a presentation, etc. All these forms of advocacy are covered within this manual.
Method 2: Preparing a briefing note/ position paper

Introduction

A briefing note and a position paper are both documents that clearly state the position or opinion of organisation/groups of young people/individuals (or a coalition of organisations) about a particular issue. The message of these documents is:

Briefing note/position papers are different from a press release, which is written specifically for a media audience. There are different definitions, but this manual makes the following distinction between the two, based on who the audience is:

A **position paper** is written to be read by a target, not an ally. It is a formal written record of the position (opinion) of an organisation or coalition, for an external audience. Position papers can:

- Be left with an individual decision-maker at the end of a face-to-face meeting, to summarise the main points of your message
- Be sent to local and national governments during consultation exercises
- Be sent to people in influence, in response to a policy or action, to explain an alternative or supporting position
- Summarise the resolutions of a conference or workshop
- Show that a coalition of many different allies supports your advocacy objective
- Be given to delegates or members of a committee at the beginning of a meeting or conference – whether or not you are allowed to speak at the meeting.

A **briefing note** is written for an ally, not a target. It is similar to a speaker’s notes, to help someone who is speaking publicly in support of your advocacy objective. Often a briefing note is a position paper with additional advice to the speaker – for example, how to answer questions, or key points to emphasise.

**Advantages of method 2**

✔ Briefing notes and position papers are a good way to provide clear documentation of our points for external audiences.

✔ They reduce distortion or misinterpretation of our positions.

✔ They are a way of contributing to decision-making processes – for example, as a way of delivering your analysis of policies or legislation to people in positions of influence.

✔ They help to identify allies based on the reaction to your position paper/briefing note.

✔ They can build consensus on policies inside the organisation.

**Disadvantages of method 2**

✘ Briefing notes and position papers commit the organisation to a certain position; an organisation can change its mind – but it cannot deny what its position was in the past.
✘ They are only as up-to-date as the last time they were edited/written, but they may still be in use long after you have changed your position.

✘ It is sometimes difficult and time consuming to involve beneficiaries in writing position papers – but not doing so can make our work less representative.

✘ They can be misinterpreted if you are not there to explain them.

✘ They can be ignored.

(Try to.....and Try not to.....tips) of preparing briefing note/position paper

✔ Try to use appropriate language for your target audiences.

✔ Try to tailor your position paper/briefing note to a particular audience for a particular reason.

✔ Try to give full references of any research or information quoted.

✔ Try to be brief and to the point.

✔ Try to ask others for ideas before writing.

✔ Try to make sure the appropriate people have been consulted.

✔ Try to ensure that everyone in the organisation understands the position the organisation is taking.

✔ Try to read it carefully for mistakes before sending or using it.

✘ Try not to distribute a position paper that contradicts what you have said.

✘ Try not to include the words ‘advocating’ or ‘advocacy’.

✘ Try not to include irrelevant information.

✘ Try not to quote people without their permission or break confidentiality in case studies.

✘ Try not to use abbreviations unless necessary.

How to produce a briefing note/position paper

Position paper

Ideally a position paper should be written in full sentences and typed neatly. Otherwise, use the format below. It should include:

1. **Statement of main recommendation**: One to two sentences.

2. **Background**: Explanation of why the position paper has been written. List of laws, international treaties, decrees, policies, etc., which support the recommendation.
3. **Evidence supporting the recommendation:** (see Step 2 of planning framework.)
   
   *Quantitative evidence:* Facts and figures.
   
   *Qualitative evidence:* Case studies, personal testimonies, or examples supporting the recommendation. Ask for permission from individuals quoted, to protect confidentiality.

4. **Our position:** Logical explanation of how the evidence leads to the recommendations. Provides answers to possible questions or objections.

5. **Recommendations:** Specific, realistic actions that the decision-maker can take.

6. **Organisations/groups/coalition and individuals supporting this position paper.**

7. The name of your organisation or coalition, and logo if appropriate.

8. The date.

9. A contact name, address, telephone and fax number, and e-mail address, where available.

10. The mission/goals of your organisation or coalition.

**Briefing note**

This document will only be seen by individuals within your advocacy alliance, to assist them in delivering advocacy messages. Therefore it is acceptable to write notes instead of full sentences, and to use bullet points. Follow the same format as above, but also:

- Emphasise the most important points – for example, using bold type/underline or a coloured pen.
- Suggest possible strategies, tactics, minimum demands that cannot be compromised.
- Include possible questions that might be asked, and suggested answers.
- Include problematic issues that might arise, and suggest how to deal with them.

**General advice on preparing brief notes/position paper**

- Briefing notes and position papers should be as short as possible. People are less likely to read them if they are too long.

- Do not assume that the reader knows the subject well – make sure that sufficient background information is included for the reader to understand the issue without needing to carry out additional research. Try to keep this information concise.

- Separate fact from opinion. Provide supporting evidence to back up facts, and write opinions as quotes where appropriate.
Method 3: Working from inside the system

Introduction

One of the most effective steps for influencing change is to work from ‘inside the system’ – by participating in decision-making bodies. This can be very useful, but it is not easy. There is a danger of being used as a ‘token’ representative.

Decisions affecting your advocacy issue or problem are made in many different fora, i.e., local council committees, sub-committees and working groups, joint committees between different public services (for example, health and education, advisory committees to government ministries), trade associations, company boardrooms, trade unions, committees of religious leaders, school boards of governors, district health committees, employment tribunals, social welfare committees – and many more.

It is important to know how and where the decisions are made. The next step is to learn how people can take a seat at the table in these meetings and to influence their decisions. It is also important to take full advantage of any official positions already enjoyed by members of your organisation or coalition.

A representative needs to be well prepared, focused and supported by those who you represent.

Advantages of method 3

✔ You can influence decisions in a sustained, long-term way.
✔ It is often easier to have an influence ‘inside the system’ than outside it.
✔ You can gain access to more information to influence change.
✔ It is a great opportunity to build relationships with decision-makers.
✔ The people you represent can gain more respect and credibility.

Disadvantages of method 3

✘ You may feel isolated.
✘ Some decision-making bodies are not open to change
✘ You will be associated with decisions with which you may disagree.
✘ The decision-making body may have different values to the values of your constituency.
✘ You may be encouraged to identify more with the decision-makers than with the people you represent.
(Try to........ and Try not to................tips) of working from inside the system

✔ Try to prepare before a meeting, by going through the agenda and planning what to say.

✔ Try to use facts and figures, personal testimony and other evidence to support your points.

✔ Try to report back to the people you represent, soon after the meeting.

✔ Try to get to know other committee members.

✔ Try to assist the committee in its work – they will be more likely to support your proposals.

✘ Try not to follow personal/political objectives at the expense of the people who you represent.

✘ Try not to keep your seat on a committee if you no longer have time to attend meetings – let someone else use that valuable opportunity.

✘ Try not to ‘ambush’ committee members with surprise controversial proposals unless you are sure it is the best tactic.

Key advice on how to produce a briefing note/position paper

1. Find out where and how decisions are made
   • Make a list of all the decision-making bodies you know that could possibly be relevant to your advocacy issue (this could be similar to a list of advocacy ‘targets’). Include central and local government bodies, NGO sector, business, professional associations and religious organisation – don’t rule anything out.
   • Find out how to join each decision-making body – are members selected, elected or co-opted?
   • Nominate or suggest your representatives for relevant bodies.

2. Make the most of opportunities

3. Choose good representatives
   Select representatives carefully. If possible, they should have direct experience of the advocacy issue or problem, and should be reliable and confident.

4. Support the representative
   • Support the representative to speak for the best interests of other people affected by the issue or problem. This will put them in a stronger position in meetings, when they can confidently speak on behalf of 10, 100 or thousands of people affected by the same issue, rather than speaking only as an individual.
Hold support meetings before the committee, agreeing key points for your representative to make and gathering supporting information.

Hold debriefing sessions after meetings.

Representatives should report back regularly to the people who chose them.

Ensure that representatives on committees, boards, etc., are treated in the same way as other members – for example, financially or in terms of decision-making powers.

Provide training in assertiveness, negotiation and the issues of the committee.

5. **Using your role on decision-making bodies**

Being a member of a committee or any other decision-making body is a long-term form of advocacy. It takes time to understand how the body works, to build relationships with members and to inform and persuade them about your advocacy objective.

The decision-making body is an advocacy target, and therefore needs to be researched. What is its mission? Who are the other members? How does it function? How is it influenced? What are its limitations?

What are the primary issues for the other members of this group? Offer to assist them with their issues. Find areas of agreement, on which to build trust.

Get to know the other members. Each person is an advocacy ‘target’ who needs to be persuaded. You will also feel more confident if you know the other people.

Avoid areas of disagreement or conflict among group members if possible. Try not to be seen as supporting one side or another.

Represent fairly the people who chose you.

Often it is necessary to compromise to reach a decision. Compromise is different from betrayal. Compromise means that each person gives and takes to move beyond the differences that are stopping progress. It is important to be seen as a person who can negotiate and compromise when necessary.

Persevere!

Reference: Adapted from *A Parent’s Guide: Serving on Boards and Committees* by Sherri Coles

Advocacy method 4: Lobbying or face-to-face meetings

Introduction

A face-to-face meeting with a targeted decision-maker (also known as ‘lobbying’) is one of the most frequently used advocacy methodologies and is often the starting point in a series of activities.

Personal contact provides the opportunity to build relationships with decision-makers, which could prove very useful in future. Try to set up a channel for regular contacts.

It is important to choose the right time for meeting decision-makers, when your issue or problem is already on their agenda or most likely to be taken up – for example, before an important vote – or when they are able to take action in support of your advocacy – for example, during the budget-setting process, or at the time of an annual meeting.

Try to imagine how the issue or problem looks from the decision-maker’s point of view. Why should they support your advocacy objective? How can they benefit from taking the action you are requesting? This can be answered more easily if you have fully researched the ‘target person’ you are meeting. Make realistic requests. Show the decision-maker that there is widespread support for your advocacy objective. Encourage allies to also lobby the same decision-maker, giving the same message (use briefing notes to ensure the message is the same – see advocacy method 2. It is difficult for officials to ignore large numbers of advocates.

Do not be satisfied with vague expressions of support. Return to two basic questions:

• Does the decision-maker agree that things need to change?
• What are they willing to do to make change happen?

Advantages of method 4

✔ It shows the human face of the issue or problem to decision-makers, especially if people directly affected by the issue are involved.
✔ There No need for literacy.
✔ It is good for involving people at community level.
✔ It an opportunity to express emotions and share personal experiences.
✔ It allows you to discuss the issue rather than just present your position.
✔ It creates a personal connection which is more likely to lead to things being done.

Disadvantages of method 4

✘ The message could fail to make an impact if the decision-maker takes a personal dislike to the messenger(s).
✘ A decision-maker with greater negotiating skills could make the meeting a waste of time, or could persuade you to agree to actions you later regret.
(Try to............and Try not to......tips) for lobbying or face to face meetings

✔ Try to begin by praising the decision maker for any past support on your issue.

✔ Try to begin by pointing out areas of agreement and mutual interest with the decision-maker.

✔ Try to listen, as well as talk – you need to hear what your target thinks.

✔ Try to link your objective to an issue the decision-maker cares about.

✔ Try to know more about the issue than the decision-maker! Gain a reputation for being knowledgeable.

✔ Try to be willing to negotiate, but be clear about how far you will compromise.

✔ Try to decide who will say what, if there is more than one of you.

✔ Try to end by summarising what the decision-maker has said or promised.

✘ Try not to ask the decision-maker to do more than one thing at a time, unless he or she seems very eager to help you.

✘ Try not to confuse the decision-maker with too many messages.

✘ Try not to give too much information – for example, graphs, statistics.

✘ Try not to use technical terms or jargon.

✘ Try not to give false or misleading information – it can cause you problems in future.

Advice on how to lobby/hold a face-to-face meeting

1. Establish ‘points of entry’
   Think creatively about how you can get a meeting with the target person. Is there something you have in common? For example, if a friend of yours attends the same mosque as the decision-maker, ask your friend to introduce you to them so that you can negotiate a time to meet, or alternatively use the opportunity as a face-to-face meeting in itself.

2. Ask for a meeting
   Send a letter explaining what your advocacy goal is and why you would like a meeting. Follow up with a phone call. Often you will not get a meeting with the ‘direct target’ but with one of their staff (an ‘indirect target’). Always meet with the staff, and treat them in the same way you would treat the decision-maker.

3. Invite them to see the issue or problem themselves
   Invite them out of their office to see the issue or problem first-hand and to show them why you need their support. If the decision-maker cannot leave their office, try taking your issue to them – bring people directly affected by the issue to your meeting, show a short video addressing the issue or take
a few photographs with you. If you have a friend who knows the decision-maker or someone on their staff, ask your friend to send the letter or make the phone call to support your views.

4. **Preparing for meetings**

   **Step 1: Know your target**

   **Step 2: Focus on your message**

   Choose your main objective and develop a simple message from it:
   - **What** you want to achieve
   - **Why** you want to achieve it (the benefits of taking action, and/or the negative effects of doing nothing; evidence for the problem)
   - **How** you propose to achieve it
   - **What** action you want the target person to take

   **Step 3: Choose the right messenger**

   Often the messenger is as important as the message. If a friend arranged the meeting, ask them to come to the meeting with you. Or someone directly affected by the issue or problem may be able to ‘personalise’ the issue and get the decision-maker’s attention. Make sure the messenger has appropriate negotiation skills and appropriate attitude to result in a positive outcome.

   **Step 4: Practice!**

   Rehearse your message with colleagues or friends. Ask someone to role-play the meeting, pretending to be the decision-maker, asking difficult questions.

5. **After the meeting**

   Write to the person who you met, thanking them for the meeting (even if the person was not helpful), briefly repeating your key points and any supporting comments made by the target person, especially any promises to take action. Tell the target person what you plan to do next, promise to keep them informed and express the hope that you will be able to work together on the issue in future.

*Reference: Adapted from *An Introduction to Advocacy* by Ritu Sharma (SARA Project).*
Advocacy method 5: Writing and delivering a presentation

Introduction

A presentation is a formal way of delivering a message face-to-face to an audience. It can vary from a brief talk to a small group, to a formal presentation to hundreds of people at an international conference. Giving a presentation can be a nerve-wracking ordeal, but this can be lessened by good preparation and practice. The stages in developing a presentation include planning, writing and delivering.

Advantages of advocacy method 5

✔ You can offer your selection of facts and opinions.

✔ You can speak directly to an audience.

✔ You can show visuals to illustrate your message.

✔ A presentation is easy and cheap to organise and can have a powerful impact if planned well.

✔ You can give out copies of your presentation as a written record (unless you need to change the focus during the event).

Disadvantages of advocacy method 5

✘ It is not easy to make an interesting, lively presentation.

✘ A bad environment could spoil your presentation – noise, distractions, bad lighting, etc.

✘ You could be open to difficult questions from an unpredictable audience.

✘ Some people are not good at giving presentations (but it is a skill that can be learnt).

Advice on writing and delivering a presentation

Planning a presentation

• Review the key factors that will affect your presentation, i.e.: Who is the audience? What are their interests and level of knowledge about the topic? How much time has been given for the presentation? Does this include time for questions? Where will it take place? What equipment will be available? How formal will it be? What is the broader context of the event – is the presentation the main event or part of something else? How will the presentation fit in?

• Gather the information and materials that will inform the presentation.

Writing a presentation

• Some people just use bullet points as the basis for their talks, while others prefer to have the text written out in full.
• Make sure the presentation has a beginning which introduces the topic, a middle which contains the bulk of the talk, and a summary or conclusion.

• Catch the audience’s attention at the start with a quote to make the situation human and real for them.

• Identify and list the key points and ensure that each has supporting facts and references. Place these key points in a logical order. Persuade the audience by supporting each statement with quotes, comparisons and examples.

• Make or select visual aids that support your presentation but also add some value – for example, added interest or a ‘human angle’.

Delivering the presentation

• Try not to read your written text aloud – try to either learn the text or just use bullet points as a reminder of each point.

• Keep to within the required time frame.

• Speak loudly, clearly and slowly, and pause to allow people to consider key points.

• Use good visual aids to make the presentation more interesting and easier to understand.

• Make eye contact with the audience – don’t look at the floor or at one person in the audience.

• Make the presentation like a conversation – don’t talk at people, talk to them.

Dealing with questions

• If the question is complex, repeat and rephrase it so that it is clearly understood.

• Reply to the whole audience, not just the individual who asked the question.

• Think before responding to a question.

• Don’t bluff if you don’t know the answer. It is better to admit you do not know and throw it back to the audience or say you will find out the answer.
Advocacy method 7: Writing and using a press release

**Introduction**

A press release (or news release) is the standard method of distributing a story to the media (it is also possible to telephone a journalist to suggest a story, if you are sure that it is an interesting story and that it cannot easily be distorted).

Using the mass media is also an information, education and communication (IEC) method. It only becomes an advocacy method when:

- The general public has been identified as an ‘indirect target’ that will go on to influence a direct target – for example, voters who will influence a minister.
- Influential people are the targets of the article or broadcast item – for example ministers reading a newspaper.

The aim of a press release is usually to do one or more of the following:

- Outline a response to an event/action
- Draw attention to an issue
- Provide background information on an issue/event or action
- Give advance notice of an event
- Announce new campaigns and provide progress reports
- Provide a report of a meeting
- Report decisions taken by organisations/groups
- Circulate speeches in advance. Media organisations receive hundreds of press releases each day, most of which are never used. In order to get the attention of the media, a press release needs to be well written and interesting.

**Advantages of advocacy method 7**

✔ It is a very public form of advocacy which can increase pressure on decision-makers to take action.

✔ You can offer your selection of facts and opinions.

✔ You can decide when to give the information.

✔ A press release is more permanent than an interview – you have a permanent record of what you said.

✔ You have time to think before giving your message to a journalist.

✔ It makes the job of the journalist easier, therefore your views are more likely to be covered by the media.
Disadvantages of advocacy method 7

✘ Journalists receive too many press releases, so yours will be thrown away if it is not interesting or if a big news story ‘breaks’.

✘ Journalists can still distort your story, even if it is clear in a press release.

✘ A good press release requires a good level of literacy, and some understanding of how journalists work.

✘ It is difficult to involve many people in writing a press release.

‘Try to...’ and ‘Try not to...’ tips) for writing and using a press release

✔ Try to provide the media with information they need in forms that they can use.

✔ Try to develop good relationships with journalist and be as helpful as possible.

✔ Try to understand the pressures and limitations under which journalists work—and respect their deadlines.

✔ Try to work with, rather than against, journalists whenever possible.

✘ Try not to dictate terms – any good journalist will resent being told what to think or write.

✘ Try not to be defensive, even if challenged, just state your position clearly.

✔ Try to be clear about what you are trying to achieve when using the media in your advocacy work.

✔ Try to research the most relevant journalist(s) and send the release directly to them, using the correct contact details.

✔ Try to co-ordinate all your media work through one person so that there is one person for journalists to contact.

✔ Try to provide a 24-hour contact phone number on the press release if possible, so that you are contactable at all hours.

✔ Try to consult people directly affected by the issue or problem.

✘ Try not to hand write a press release.

✘ Try not to include jargon – if in doubt, explain technical words, abbreviations, initials.

✘ Try not to assume that the journalist knows about your issue – explain the key concepts or attach additional notes.

✘ Try not to quote someone without their permission.
When to involve the media in

Advice on how to write and use a press release

1. **Content of the press release**

   Write a simple and interesting headline – this helps the journalist understand the story immediately. The first sentence should summarise the most important facts of the story, i.e.:

   - **Who** is involved?
   - **What** is happening?
   - **Where** is it happening?
   - **When** is it happening?
   - **Why** is this happening?

   The main part of the press release should then explain these points in further detail. This information helps to persuade the journalist about the facts and importance of the subject, and why it is of interest.

   Quotes can often make a press release more interesting and appealing to the journalist, because they may not have access to the relevant people or perhaps because the event has passed.

   Direct speech quotations from people involved in the issue or activity:
   - Should express an opinion, fact, or be able to support the view you have expressed in your press release
   - Allow you to give strong opinions that would look wrong in ordinary text
   - Give a human dimension to the story

   Gain permission from a person affected by the issue, if you are quoting them.

2. **Style**

   - Use short sentences
   - Short paragraphs, maximum two to three sentences.
   - Copy the format and story structure from a newspaper article.
   - Use a good case study as evidence to support your point of view.

3. **Presentation**

   - Use headed paper so that it looks official and professional.
   - Make sure that it is well laid out and easy to read.
   - Type it, using double spacing, on one side of the paper only.
   - Include the date and the name of the organisation.
• Provide a contact name, telephone and fax number and e-mail address as available.

• Give an embargo time (the day/time when the journalists are allowed to use the information). This should include the day, date and time.

4. Photographs

• Include photographs of key people, places or action mentioned in the press release if you have them.

**NOTE:** Once a press release has been written it should be distributed to selected journalists and press associations by fax or e-mail – you can telephone them to ask for these numbers/addresses. Once the journalists receive the press release they will consider whether to include the story in their media work. They may also contact you for further information.

**Method 9: Preparing a press conference**

**Introduction**

The aim of a press conference is to gain media coverage for an issue. It is a meeting held by an organisation, or group of organisation, when journalists listen to speakers and ask questions. It usually includes statements by up to three speakers followed by questions from the journalists. So the format is similar to a panel discussion, although the purpose is not to discuss, but to gain publicity for the advocacy issue.

A press conference demands careful organisation. Press conferences are expensive and time consuming to organize, therefore they should only be used if it is the best option.

**Advantages preparing a press conference**

✔ It brings many journalists together in one place at one time.

✔ It encourages all media to publicise a similar message.

✔ It is a chance to meet journalists face-to-face and learn about their opinions and attitudes to the issue.

✔ It makes the job of journalists easier, therefore the issue is more likely to be covered by the media.

✔ It allows the journalists to ask questions to a panel of speakers.

✔ It provides an opportunity to correct misunderstandings before journalists write their articles.

✔ It can save the time of key people who would otherwise have to talk to one journalist at a time.

✔ It can make the issue more important.
Disadvantages of press conference

✘ It requires a lot of logistical organisation.
✘ There is always the risk that a bigger story ‘breaks’, so the journalists do not attend.
✘ Journalists may turn against your campaign if the press conference is badly focused or unconvincing.
✘ Time is needed to prepare speakers for a press conference to make sure that everyone agrees and reinforces the key messages and yet everyone contributes something different.
✘ You cannot predict the questions that the journalists will ask or how your issue will be presented positively by the media.

‘Try to...’ and ‘Try not to...’ tips for organising a press conference

✔ Try to make sure that your press conference does not coincide with an important event that will prevent the journalists or speakers from attending.
✔ Try to call to check whether the announcement has been received – use this as an opportunity to encourage journalists to attend.
✔ Try to choose speakers carefully – they should be interesting, confident speakers and show the human face of the issue/problem.
✔ Try to ensure that each speaker knows your key messages and co-ordinate each speaker to say something different.
✔ Try to capture attention with quotes, comparisons, examples or visual aids such as photographs or graphs.
✔ Try to respond to questions clearly and simply.
✔ Try to make sure that the person chosen to deal with the media is clearly identifiable.
✔ Try to make clear why the different organisations or people are involved if this is a joint press conference.
✔ Try to involve a journalist in advising you on how to organise and plan the press conference.
✘ Try not to have too many speakers – the message can get confused!
✘ Try not to allow speakers to talk for more than 10 minutes.
✘ Try not to start late – journalists have deadlines!
✘ Try not to allow the speakers to answer the questions at great length – warn the chair of this as appropriate.
✘ Try not to let the press conference overrun in time.
Try not to allow the speakers to make conflicting statements – try to rehearse the key points with the speakers before the conference.

Try not to organize a press conference if there is a cheaper, more effective way to publicise the issue.

Try not to hold a press conference if you predict the majority of the journalists will disagree with you or present negative coverage.

Advice on how to...organise a press conference

Preparing for the press conference

• Give 2 to 7 days’ notice of the conference to relevant journalists (consider reporters, columnists, newscasters, editors) and send them an announcement including:
  ◆ The purpose of the press conference
  ◆ Date, time and where it will be held
  ◆ Who will speak at/present/chair it

• Choose a suitable venue including the following as required:
  ◆ Easy location, access and adequate parking space
  ◆ Low noise levels
  ◆ Enough capacity – Powerpoints for TV lights, space, layout
  ◆ Audio/audio visual equipment
  ◆ Room for individual interviews
  ◆ Helpful staff with experience of hosting press conferences and with technological expertise.

• Choose an appropriate time of the day for the majority of media, so that they can write the story before their deadlines (but you will not be able to fit in with everyone’s deadlines).

• Select and brief a chairperson and appropriate speakers. Work with them to identify and practice answering questions from the journalists – especially the difficult ones!

• Select a press officer/key contact person for the press to deal with.

• Prepare a press pack for journalists, including:
  ◆ Press release (see press release method in this manual)
  ◆ Background on your organisation
  ◆ A list of the key points you are making and sample quotes
  ◆ Recommendations for future action
  ◆ A list of contacts whom journalists can contact to discuss the issue
Any relevant photographs, statistics, graphs, etc. Take special care concerning confidentiality, and brief the chairperson and speakers about these issues where necessary.

**Format of a press conference**

1. Welcome, refreshments and distribution of the press pack.
2. The chairperson:
   - Introduces the speaker/s;
   - Explains arrangements and proceedings;
   - Points out the press officer/key contact person for all enquiries;
   - States whether interviews are available afterwards;
   - Stresses confidentiality issues where appropriate.
3. First speaker.
4. Second speaker, etc.
5. Chairperson takes questions from journalists and then give them to one of the speakers to answer. Other speakers may also add remarks.
6. Chair thanks the press for attending and closes the press conference.
7. Individual interviews with speakers.

**After the press conference**

- Send the press pack to the journalists who did not attend.
- Make a list of attendees and update your database where appropriate.
- Note down the names of journalists who asked particularly important questions/ appeared sympathetic to your cause.
MODULE 4: KEY SKILLS FOR TRANSFORMATIONAL LEADERSHIP

This module highlights key skills needed for transformational leadership. We recognise that leadership is a broad area, which may require a separate Manual/training. The purpose of including it here is to give tips to youth leaders and to motivate them to engage in further leadership training.

Session 1: Assertiveness

When you are being assertive remember the 6 steps:

- Decide what you want.
- Say it clearly and specifically.
- Support what you say by the way you say it.
- Do not be manipulated.
- Listen.
- Think win-win

Example: Somebody asks you for a lift home.

Aggressive: “No way. Get your own car.”

Passive: “I’m sorry, I can’t. Tonight I have to go to Orchard to pick my sister up, and the traffic might be bad, and the weather has been bad lately. I’m really sorry, I would do it if I didn’t have a prior appointment.”

Assertive: “Sorry, I’m picking up my sister tonight.”

Try these:

A stranger shouts at you, because he thinks you have bumped his car in a car park and dented it. It was not you.

- Aggressive
- Passive
- Assertive
Your assistant is being given work by one of your colleagues with whom she is sharing an office. You were allocated this assistant to help relieve your workload, and she should not be working for anybody else. At first you ignored it, but now it is really annoying you.

- Aggressive
- Passive
- Assertive

You have been working very hard to organize a staff meeting about overtime. You really want to attend this meeting. Your boss now tells you that she thinks there is no reason for you to attend the meeting, and wants you to man the office telephone while everyone else goes.

- Aggressive
- Passive
- Assertive

Your friend is flicking through magazines and saying “mmm-mmm” while you are trying to tell her something really important.

- Aggressive
- Passive
- Assertive

You overhear a colleague making a sarcastic remark about another colleague.

- Aggressive
- Passive
- Assertive
Your boss is giving you a lift home. He is driving very dangerously.

- Aggressive
- Passive
- Assertive

Aggressive behaviour:

- Denies other people their rights;
- May include anger, animosity, harassing, bullying, shouting, threatening language, non-verbal intimidation, abuse, chastisement and/or humiliation;
- Often results in: conflict, low self-esteem, guilt, lost opportunities, frustration, loss of control, stress, unpopularity, isolation and anger. The above may be experienced by either the aggressor or the recipient.

Passive behaviour:

- Denies one’s own rights; other person’s opinions and needs take precedence;
- May include incessant apologising, inappropriate acceptance of blame and body language such as eyes to the floor;
- The following phrases are commonly heard: “I wonder if . . .”, “Would it be at all possible if . . . “, “I don’t mean to bother, but . . . “, “Would you mind very much if . . . “);
- Often results in: depression, low self-esteem, lost opportunities, stress, loss of control, isolation, self pity, interpersonal conflict and loss of respect.

Assertive Behaviour:

- Both parties’ rights are respected;
- Usually includes confident body language - upright posture, direct eye contact and clear voice;
- Uses language which welcomes open exchange of opinions eg, “so, what do you think . . .” “Have you got anything to add . . .”, “I’d like to get your input . . .”;
- Allows one to voice ideas in a confident, straightforward manner;
• Increases likelihood of clear understanding;

• Results include: effective problem solving, positive feelings about self and others, sense of satisfaction;

• Creates and makes the most of opportunities, creates sense of personal empowerment;

• Significantly enhances team effectiveness and interpersonal communication.

**Session 2: Influence and persuasion**

**What kind of leader would you like to work for?**

**Objective:** To analyse different views of the ideal leader

What qualities does your ideal leader have?

**TASK** In the table below write down what your ideal leader would be like.

<table>
<thead>
<tr>
<th>My ideal leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
</tbody>
</table>

**TASK:** Get together in groups. Compare your lists. Decide together what top three qualities a leader should have. Can you agree? Compare with other groups. Which qualities do you have? Which don’t you have?

**The vision thing**

**Objective:** To understand the importance of vision for team building

**TASK:** Write a vision statement for your team. A vision statement sells your team. It is easy to remember, inspiring and adjective based.

For example, a vision statement for a team of frontline workers may be –
We will be the buzziest friendliest team in town

Or for a team of administrative support personnel you could say–

We will do it when you want it, where you want it and how you want it.

TASK: Write you vision statement. Don’t worry about reality. This is what you want your team to be, not what they are now. Avoid management speak. Write something that you are proud of.

Your trainer will invite you to a party. Tell your vision statement to as many people as possible.

At the end of the party, how many do you remember? Why? Why not? Re-work your vision statement so that other people (not just you) find them memorable.

TASK: A vision is only the target. What you also need to know is how you are going to get there and what support you will give.

Think of your vision statement as your FLAG. This is where you are heading.

Think of your strategy to reach your flag as your CAR. This is how you are going to get there. What choices are you going to make? What are you going to do? What are you not going to do?

Think of the support you need to give your team as your DRIVING Manual AND MAPS. This is all the things you will do to help your team to drive the car to the flag.

With a partner, decide on your car and manual for your vision statement, your flag. Swap with a new partner and challenge each other on their strategic choices and support.

A vision without action is day dreaming. What do you need to do to achieve your vision?

TASK: Form a group. You are going to make a LEADERSHIP HAT for all members of the team. Before you start, decide on your FLAG (what you will have at the end), your CAR (how you are going to get there) and your manual (what support you need to give.)

Your trainer will award a prize to the team with the best hats!
Dealing with difficult behaviour

Objective: To examine how difficult people can be led.

Here are some types of difficult behaviour.

TASK: On the flipcharts provided, write up your suggestions on how to manage difficult behaviour.

1. AGGRESSIVE:
   Forceful, may shout, wants people to listen.

2. EGOCENTRIC:
   Assertive and use specialist knowledge as their power base.

3. THE VICTIM:
   Whines, feels powerless and hopeless.

4. PASSIVE AGGRESSIVE:
   Uses sarcasm and show cynicism.

5. ANTI-AUTHORITARIAN:
   Suspicious of leaders, tends to be negative.

6. NON-CONFRONTATIONAL:
   Never disagrees, promises you the world and rarely delivers.

7. NON COMMUNICATORS:
   Don’t contribute to discussions.

TASK: Divide into small groups.

Write a checklist you could use to analyse your team’s success.

You have one million shillings to spend on a charitable cause.

Your task is to decide how to spend it.

The trainer will choose two members of each group who will choose difficult roles from the previous page.

One member will be an observer and take notes on how the group will deal with difficult behaviour.

Feedback to the group.
# The leader or non-leader matrix

<table>
<thead>
<tr>
<th>Non-Leader</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tends to be <strong>reactive</strong></td>
<td>Tends to be <strong>proactive</strong></td>
</tr>
<tr>
<td>Accepts responsibility</td>
<td>Seeks responsibility</td>
</tr>
<tr>
<td>Takes modest risks</td>
<td>Takes greater risks</td>
</tr>
<tr>
<td>Opt for the comfortable options</td>
<td>Looks for the options that stretch him/her</td>
</tr>
<tr>
<td>Views those under him/her as employees</td>
<td>Views those under him/her as team members</td>
</tr>
<tr>
<td>Follows directives</td>
<td>Entrepreneurial in outlook</td>
</tr>
<tr>
<td>Settles on short term objectives</td>
<td>Has greater vision</td>
</tr>
<tr>
<td>Limits involvement in decision taking</td>
<td>Welcomes involvement but doesn’t abdicate responsibility</td>
</tr>
<tr>
<td>Stifles communication</td>
<td>Welcomes open communication</td>
</tr>
<tr>
<td>Does not actively inspire</td>
<td>Inspirational</td>
</tr>
<tr>
<td></td>
<td>Good motivator</td>
</tr>
<tr>
<td></td>
<td>Mixes readily</td>
</tr>
<tr>
<td></td>
<td>Welcomes constructive criticism</td>
</tr>
<tr>
<td></td>
<td>Welcomes individual development</td>
</tr>
</tbody>
</table>
Ideal boss

Every positive can be a negative.

1. Good listener
2. Consults before decides
3. Consistent
4. Fair
5. Clear

Here are the same qualities:

1. “He always listens, then goes and does what he wants anyway.”
2. “She consults everyone then can’t make up her mind.”
3. “He is always consistent and totally predictable.”
5. “He’s clear in instructions. Brutally clear.”

Golden rules

A good team worker should:

- Understand the vision
- Be driven by success criteria
- Listen
- Speak up when doubtful
- Challenge the leader
- Accept decisions
- Encourage other team members
- Embrace diversity
Session 3: Effective communication

Powerful communication tactics:
- Purpose
- Smartness
- Eye contact
- Congruence

Enhancing your confidence
- Relate to life and being in the moment
- Know yourself
- Do the things you fear
- Action
- Visualisation

Behaviours of confident people:
- Love themselves
- Understand themselves
- Know what they want
- Think positively
- Uplift others and encourage confidence
- Acknowledge personal mistakes
APPENDIX A: COMMUNITY DEVELOPMENT PLAN FOR LEADERS

Name:

Contact (phone and email)

Accountability partner and their contact:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action steps</th>
<th>Resources Needed</th>
<th>Target Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B: PERSONAL DEVELOPMENT PLAN

Name:

Contact (phone and email)

Accountability partner and their contact:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action steps</th>
<th>Resources Needed</th>
<th>Target Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finances</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>