



EUROPEAN UNION



IMPROVING SERVICE DELIVERY TRAINING MANUAL



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Introduction

Strengthening Social Cohesion and Stability In Slum Populations, Kampala (SSCoS) project is funded by the European Union, the project is being implemented by the International Organisation for Migration (IOM) in partnership with Action for Fundamental Change and Development (AFFCAD), Kampala Capital City Authority (KCCA) and other third party implementing partners. The project aims to address the root causes of inter-communal conflicts and political, social and economic drivers of radicalization and violent extremism and to build strong, cohesive communities in the slums of Bwaise, Kisenyi, Katwe and Kabalagala.

According to the World Bank, the urbanization process in Uganda “has placed an increased pressure on access to public services, particularly education and health services, and infrastructure, particularly electricity and piped water”. The trend of urbanization is only expected to increase and without appropriate measures to increase service delivery, a larger number of slum-dwellers will continue to face dire living conditions.

Poor service delivery has an impact not only on the lives of slum-dwellers but can also impact the social cohesion and peace of communities and countries. In a publication, by the Royal United Services Institute, it is confirmed that government’s failure to provide basic services such as health and education allows extremist groups to meet these needs and build support because of this provision. More specifically the study mentions that “governmental failure to provide basic services potentially creates a vacuum that extremist groups can fill to build support and legitimacy which might not otherwise have been forthcoming because of their violent tactics”. Indeed, the literature on governance recommends that to achieve greater impact, both supply and demand- side approaches should be implemented jointly.

The implementation of all designed strategies for service delivery in Uganda has suffered the usual ‘systemic implementation paralysis.’² Public service is still slow at responding to citizens demands and this has partly contributed to apathy amongst citizens due to limited response from those entrusted with public goods and services. Instead of addressing citizens’ apathy, one approach has been to adopt business oriented approaches to development which further alienates citizen. The role of elected leaders as representatives of citizens in planning, implementation of public services has not yielded results because the two are built on different philosophical approaches. As a result there is growing citizen apathy and this has increased the impunity of public servants and politicians. The elected leaders themselves seem not to understand the foundation of government.

The training manual has been developed to strengthen the capacity of service users and service providers on how to improve accountability and responsiveness between supply and demand side of accountability. The contents of the training manual have been informed by a scoping study undertaken in collaboration between AFFCAD and IOM in the two slum settlements of Kisenyi and Katwe.

1 Technical And Administrative Support Unit (TASU) of Uganda Budget support Network, Discussion paper: Demand for Good Governance and service delivery in Uganda, Kampala: World Bank, 2014

2 Prof. Benon C. Basheka. What constrains a transformed public service in Uganda? Journal of Public Administration

The training manual provides a guide to the facilitator who will deliver the proposed training content as well as offer practical reference material for participants both from community and service providers. The training is aimed at providing practical skills on how to bridge the gap between service providers and service users as well as develop an action plan on how to address any anticipated gaps.

Targeted training participants

The training will target two categories of participants in each of the two settlements of Kisenyi and Katwe as indicated in the table below;

Demand side participants	Supply side participants
• Youth representatives	• City Division councilors
• Women representatives	• City authority staff
• Service user committee members	• Police Liaison officers
• Local Council I members	• Uganda human Rights commission
• Religious leaders	• Civil society actors working in the
• Representatives of refugees and	two communities
asylum seekers	• Buganda Kingdom community
	development officials

TRAINING MODULES

1. Module one targets participants from the demand side.

Targeted participants include; elected Local Council I chairperson, representatives of self-help groups for women and youth, representatives from refugee community and youth leaders, representatives from cultural institutions and religious leaders.

2. Module two targets participants from the supply side.

Targeted participants include elected councilors, KCCA staff, police, and internal security organs, NGO leaders, Leaders from Buganda Kingdom and Religious leaders.

3. Module three targets key actors who will be charged with administration of the score card process.

The key targeted participants include staff of AFFCAD and partner staff from CBOs in the four settlement communities of Katwe, Kisenyi, Bwaise and Kabalagala.

MODULE ONE: DEMAND SIDE

This module specifically targets community leaders who represent rights holders at community level. These include; elected Local Council I chairperson, representatives of self-help groups for women and youth, representatives from refugee community and youth leaders, representatives from cultural institutions and religious leaders. The module is delivered in three days and should end with development of an action plan by the participants.

The module is delivered in a participatory way, to provide participants an opportunity to express their views about the topics and thus, promoting learning.

Basic participatory approaches tailored to the training needs of participants are applied with a combination of methods such as presentations, lectures, group discussions, buzz groups, plenary presentations and practical exercises others were used.

SESSION I: CLIMATE SETTING

The session is aimed at enabling participants feel at home, share their expectations and experiences for the entire three days training.

Training Guide for the Facilitator Session I

Notes for the Trainer	Activities
<p>Activity I Duration: 30 Minutes Resources: VIPP Cards and markers. Activity type: Discussion</p>	<p>Activity I: In pairs, the participant will be required to introduce and share one most interesting experience in accessing services in the community. Each will introduce a colleague with one most interesting experience as well as what they expect from the three days training.</p> <p>The session will be concluded with a presentation of key training objectives.</p>

SESSION 2:

HUMAN RIGHTS AND RULE OF LAW

The session aims at enabling participants to understand the concept of Human Rights and how to apply them in their day life. The session will enable participants to dispel their misconceptions and misunderstandings on rights and responsibilities and how to claim such responsibilities.

By the end of the session, participants will have understood the following;

- **What Human Rights and freedoms are and what they are not.**
- **Characteristics of Human Rights and freedoms**
- **Origin of Human Rights and fundamental freedoms**
- **Limitations of Human Rights and fundamental freedoms**
- **Duties of citizens as per 1995 Constitution of the Republic of Uganda**
- **Categories of Human Rights.**

Session Objectives

- a. Participants are oriented on their fundamental rights and obligations
- b. Participants know the entry point for their participation and how to claim their rights.

Training Guide for the Facilitator Session 2

Activity 1

Duration: 1.00 Hours

Resources: Sticker notes and pens Flip chart and markers

Activity type: Discussion

Activity 2:

Duration: 1.00 hours

Resources: Computer, projector and handouts of the presentation to be given after.

Activity type: Presentation and Discussion

Activity 3

Duration: 1:00 hour

Resources: Computer, projector and handouts of the presentation to be given after

Activity type: Presentation and Discussion

Activity 4

Duration: 1:00 hours

Resources: Computer, projector and handouts of the presentation to be given after

Activity type: Presentation and Discussion

Activity 1

Ask participants to write down their understanding of the following;

- What is peace?
- What is attitude?
- What are Human Rights?
- What is the rule of law?
- What is good governance?

Collect the pieces of paper with responses and discuss them in plenary.

Conclude by clarifying where inconsistencies or misconceptions have been presented.

Activity 2:

Make a power point presentation on the origin of Human Rights and fundamental freedoms.

From the presentation, ask participants to share their experience on how they have tried to exercise their rights and freedoms and the challenges they have faced. *(Detailed training content for this sub session is presented below in 1.1)*

Activity 3:

Make a PowerPoint presentation on duties of citizen as per the Ugandan constitution.

Detailed contents for this sub session is as per 1.2 below

Let participants ask questions on what may not be clear to them

Activity 4:

Ask participants the following questions in plenary

- Do non Ugandan have rights?
- Why should non Ugandans be respected?

Conclude the session by explaining the rights of refugees and other asylum seekers as per the UN-HCR statute, 1967 protocol relating to the status of refugees, 1969 Organization of African Union Convention, The universal Declaration of Human Rights 1948, The Convention on the Rights of the Child, Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol), 2006 Uganda Refugees Act

2.1 Training Content for Session 2

The concept of Human Rights and Freedoms

Human Rights and fundamental freedoms are natural endowments every person has by virtue of being a human being. Human Rights are the basic inherent standards without which people cannot live in dignity. Any person can demand them from the State, State Organs and the society. Human rights and freedoms do not discriminate on grounds of race, colour, sex, age, religion and social status. They are based on equality in dignity and opportunity.

Specifically

Human Rights and fundamental freedoms are those moral- ethical claims by every individual human being in society, the State and community, just because that person is a human being, possessing human dignity.

What Human Rights and Freedoms are not

- a. They are not mere privileges or favors granted by the State or society or a particular office to an individual.
- b. They are not given to or enjoyed only by some individuals or groups, e.g. those with a high social status.
- c. They do not originate from the State or any community or an individual. Article (20) (1) clearly states that, “Fundamental rights and freedoms of the individual are inherent and not granted by the state”.

Obligations of the State

- a. To respect – This requires the state to refrain from violating Human Rights of its citizens.
- b. To protect – Requires the state to prevent 3rd party from violating Human Rights, and
- c. To fulfill-This required the state to put measures in place to facilitate the protection and promotion of Human Rights.

Characteristics of Human Rights and Freedoms

- a. They are innate and inherent.
- b. They are universal and fundamental.
- c. They are inalienable.
- d. They are interdependent, interrelated and indivisible.

The Origin of Human Rights and Fundamental Freedoms

- a. The Creator–God–Giver of life
- b. Culture, religion and tradition.
- c. The International Human Rights Instruments
- d. National laws

Limitations of Human Rights and Fundamental Freedoms

Human rights are not absolute. Most of them have limitations.

There are only four rights and freedoms which have no limitations.

Article 44 of the constitution of the Republic of Uganda

I. Freedom from torture, and cruel, inhuman or degrading treatment or punishment

- a. Freedom from slavery or servitude
- b. The right to fair hearing
- c. The right to an order of *habeas corpus* (a right to petition)

Why Rights have limitations

To ensure:

Respect for other people's Rights

Protection of public interest, public security, public order, public morality and public health.

Duties of A Citizen

The Ugandan Constitution mentions the rights of a person as a Ugandan citizen, and what duties a person is supposed to perform as a Ugandan citizen.

The following are key to note;

- a. There is a very close relationship between Human Rights, Duties and Responsibilities.
- b. Human rights go hand in hand with duties and responsibilities.
- c. Every Human Right has a corresponding Duty or Duties to be performed as one enjoys any right.
- d. Every individual should be aware therefore, that as they claim for their rights, they should consider the performance of the corresponding duties that go with such rights.
- e. This will create a balance between Rights and Duties which the Constitution emphasises.

Duties of citizens provided for in the 1995 Constitution

There are many duties that the 1995 Constitution gives the citizens of Uganda. These are provided for under various provisions of the Constitution.

The National Objectives and Directive Principles of State Policy

- a. To be patriotic and loyal to Uganda and to promote its well-being (National Objectives XXIX (a))
- b. To engage in gainful work for the good of that citizen, the family, the common good and to contribute to national development (National Objectives XXIX (b))
- c. To contribute to the well-being of the Community (National objectives XXIX (c))

• The National Objectives and Directive Principles of State Policy

- a. To promote responsible parenthood (National objectives XXIX (d))
- b. To Foster National Unity, Harmony and Peace (National Objectives XXIX (e))
- c. To promote democracy and the rule of law (National objectives XXIX (f))
- d. To respect and defend the Constitution and the Rule of Law (National Objectives XXIX (g) and Chapter 1 Art. 3)

• Duties under Chapter 3 Article 17 of the Constitution

- a. To respect the national anthem, flag, coat of arms and currency (Chapter 3 Art 17 (1) (a))
- b. To respect the rights and freedoms of others (Chapter 3 Art 17 (1) (b))
- c. To protect children and vulnerable persons against any form of abuse, harassment or ill-treatment (Art 17 (1) (c))

• Chapter 3 Article 17 of the Constitution

- a. To protect and preserve public property (Chapter 3 Art 17 (1) (d))
- b. To defend Uganda and render national service when necessary (Chapter 3 Art 17 (1) (e))
- c. The duty to co-operate with lawful agencies in the maintenance of law and order (Art. 17 (1) (f))
- d. To Pay Taxes (Art. 17 (1) (g)).
- e. To register for electoral and other lawful purposes and to participate in government (Art. 17 (1) (h))
- f. To combat corruption and misuse or wastage of public property (Art. 17 (1) (i)).
- g. To create and protect a clean and healthy environment (Art. 17 (1) (j)):

• The duty under Chapter 4 Article 20 (2)

The rights and freedoms of the individual and groups enshrined in this chapter shall be respected, upheld and promoted by all organs and agencies of government and by all persons.

• The duty under Chapter 5 Article 59 (2)

It is the duty of every citizen of Uganda of 18 years and above to register as a voter for public elections and referenda.

Categories of Human Rights

Civil and Political Rights	Economic, Social and Cultural Rights	Solidarity Rights
• The right to life.	• The right to clean safe water.	• The rights of women.
• The right to personal liberty.	• The right to adequate clothing.	• The rights of children.
• The right to respect as a person.	• The right to education,	• The rights of People with Disabilities.
• The right to equality.	• The right to work,	• The rights of minorities.
• The right to vote, etc.	• The right to health facilities, etc.	• The rights of prisoners
		• The rights of the sick, etc.

Conflict sensitivity and promoting harmonious relationships

For several decades, Uganda has been hosting refugees and asylum seekers from 13 countries neighboring many conflict-affected. These countries include; The Democratic Republic of Congo, Somalia, South Sudan, Rwanda, Eritrea and Burundi. Uganda is currently hosting approximately 1.2 million refugees, the highest number in the country's history.

³ Kampala City hosts 94,958 refugees ⁴ Uganda's refugee laws are among the most progressive in the world. Refugees and asylum seekers are entitled to work; have freedom of movement; and can access Ugandan social services such as health and education. Refugees in Uganda are either self-settled or live in organized settlements. Many refugees, especially in the northern districts, are in protracted displacements. Some refugees have the option of returning to their country of origin and some can resettle in a third country—often in the West—but doing so is expensive and not viable at a large-scale. *Ugandan constitution however prohibits the naturalization of an offspring of a refugee, even if they are born in Uganda and even if one parent is Ugandan.*

The Uganda Refugee Regulations 2010 provides for Integration of Refugees and other asylum seekers in communities where they stay. It provides for the following;

- Integrating refugees and asylum seekers in Ugandan communities through sensitizing community members on how to relate with refugees and asylum seekers.
- Integrating refugee concerns in National and Local Government plans and budgets
- Affirmative action and special attention in favor of women, children and persons with disabilities.
- Allowed to engage in gainful employment on the most favorable treatment.
- Refugees attaining citizenship.
- A person holding refugee status in Uganda, who becomes eligible to apply for citizenship in Uganda may do so on his or her own behalf and that of his or her spouse and any dependent minor children.
- A person with refugee status who acquires Ugandan citizenship shall cease to be a refugee.

³ UNHCR Fact sheet March 2018

⁴ United Nations Development Programme. *Uganda's contribution to Refugee protection and management*

SESSION 3:

CITIZEN AND RESIDENTS PARTICIPATION IN THE DEVELOPMENT PROCESSES

The session will enable participants to have a deeper understanding of participation and how to apply it in daily life and work. Major focus will be on explaining the evolution of participation, why participation, the link between participation and good governance. The session will also explain the link between participation, civic rights and service delivery.

By the end of the session, participants will have appreciated the following;

- **What is participation and the ladders of participation**
- **Value of participation**
- **Power relationships**
- **Participation and good governance**
- **Participation as a civic right**

Session Objectives

At the end of this session, participants should:

- a. Have an understanding of the concept of citizenship and how participants fit into society as Ugandan citizens and or residents
- b. Have an understanding of their rights and how their rights are important for the lives of residents
- c. Have an understanding of their duties as a citizen and residents

Training Guide for the Facilitator: session 3

Notes for the Trainer	Activities
Activity 1 Duration: 30 minutes Resources: None required Activity type: Discussion	Activity 1 In a plenary, ask the participants to discuss the question below <ul style="list-style-type: none"> • Why should citizen and residents participate in development processes and activities in their communities? • What challenges have citizens and residents faced while participating in development processes • “As a citizen and residents of Katwe and Kisenyi are you are entitled to certain rights, but you also have certain duties? How have you seen your rights change and what duties do you carry out as a residents?”
Activity 2 Duration: 30minutes Resources: flip chart and marker Activity type: Discussion	Activity 2 Legal framework for citizen participation. The facilitator will make a PowerPoint presentation on Legal framework for citizen participation with a focus on the constitution of the republic of Uganda as well as other statutory framework that support citizen participation.
Activity 3 Duration: 1:00 hour Resources: flip chart and markers Activity type: Discussion	Activity 3 Introduce the bottom up planning processes in Uganda with a major focus on local government planning processes. Make a PowerPoint presentation on local government and budget processes. The presentation will focus on overview of the basic procedures followed by Local Governments in executing their budgets, the key actors in the budget process and the different roles that civil society and communities can play in the budget process.

3.1 Training Content for Session 3

Legal Framework for citizen participation

This section presents an overview in the legal provisions for civil society operation as derived from the Constitution of the Republic of Uganda 1995, which recognizes the sovereignty of the people of Uganda to safeguard public interests, and the Local Government Act 1997. The laws provide an enabling environment for civic participation in policy formulation and implementation to achieve national development goals.

Institutional frameworks and mechanisms under this section present autonomous and independent institutions of government that support and empower citizens' voice in promoting transparency and accountability in the public and private sectors. Citizens monitor and report their concerns to authorities for their action. These provide the oversight function of encouraging public involvement in providing checks and balances at various levels of government through continuous participation in decision-making, monitoring and evaluation of service delivery systems. The following are a selection of the legal and institutional framework that gives citizens mandate to participate in influencing policy at different levels of government.

The Constitution of Republic of Uganda 1995

The Constitution of the Republic of Uganda 1995 is divided into two major parts a) outline of objectives and b) outline of articles. The Constitution has provided a forum for building a better future for Uganda, is emphatic in the demonstration of principles of unity, peace, equality, democracy, freedom, equitable development and social justice. Amongst many other parameters, the Constitution of Uganda further provides for rules on how to run the country's politics, protection and promotion of citizens' fundamental rights as well as social and economic aspects coupled with accountability and duties of citizens.

The Constitution of the Republic of Uganda recognizes the critical role of citizens in their participation in influencing the formulation of public policies and in monitoring their implementation. This is because the citizens know what they want and how it should be done. In most cases, however, policies and plans are made without consulting the people who are affected by them. In the end, the policies fail to meet the expectations of the beneficiaries. Because the citizens do not have adequate information about the services being rendered by government agencies, the beneficiaries fail to access the services because they are not informed that such services exist. It is the duty of a government to inform its citizens about the plans, programmes and services being delivered for the benefit of the citizens. Where this is not done, the services are either not delivered or where they are delivered they are of such poor quality that few people bother to access them. An informed citizenry is able to make demands on the service providers and to hold them to account.

The right of the citizens in demanding accountability is derived from the Constitution of the Republic of Uganda 1995 which is the supreme law of the land. Any other law that is not consistent with its provisions is void. The sub section that follows gives a brief guide on specific provisions of the Constitution that give mandate and power to the citizens to actively participate in influencing government policies and programmes.

The section gives an overview of selected provisions of the 1995 Constitution of Uganda, not only to enable the user of the Sourcebook a quick reference but also open up his/ her mind about the various sources of the mandate for citizens to participate in promoting participation and accountability.

Summary of selected Legal Mandate for Citizens' Participation derived from the Constitution of Uganda 1995.

Article II of the National Objectives and Directive Principles of State Policy provide that:

- (i) The State shall be based on democratic principles which empower and encourage the active participation of all citizens at all levels in their own governance.
- (iii) The State shall be guided by the principle of decentralization and devolution of government functions and powers to the people at appropriate levels where they can best manage and direct their own affairs.
- (vi) Civic Organizations shall retain their autonomy in pursuit of their declared objectives.

Objective X of the National Objectives and Directive Principles of State Policy provide that "The State shall take all the necessary steps to involve the people in the formulation and implementation of development plans and programmes which affect them".

Objective XXVI of the National Objectives and Directive Principles provides that:

- (i) All public offices shall be held in trust for the people
- (ii) All persons placed in positions of leadership and responsibility shall, in their work, be answerable to the people.

XXIX. Duties of a citizen.

The exercise and enjoyment of rights and freedoms is inseparable from the performance of duties and obligations; and, accordingly, it shall be the duty of every citizen-

- (a) To be patriotic and loyal to Uganda and to promote its well-being;
- (b) To engage in gainful work for the good of that citizen, the family and the common good and to contribute to national development;
- (c) To contribute to the well-being of the community where that citizen lives;
- (d) To promote responsible parenthood;
- (e) To foster national unity and live in harmony with others;
- (f) To promote democracy and the rule of law; and
- (g) To acquaint himself or herself with the provisions of the Constitution and to uphold and defend the Constitution and the law.

Chapter I of the Constitution

- (I) All power belongs to the people who shall exercise their sovereignty in accordance with this Constitution.

Chapter 2: Uganda as a republic: Chapter states that Uganda is an independent state divided into a number of districts and whose leaders are elected by the people. Further that the capital city is Kampala, with English being the official language even though any other language spoken in Uganda can be used. At the same time, Uganda does not have a state religion.

Chapter 3: On Citizenship: The chapter provides for who a Ugandan citizen is by fact of the different categories it provides for on birth, adoption registration, marriage and others.

Chapter 4: Chapter provides for protection and promotion of every individual's fundamental and other Human rights and freedoms that must be recognized, upheld, protected and respected by all persons, organs and agencies of Government.

Chapter 6: The legislature - The legislature is also called Parliament or National Assembly and the chapter highlights its composition, function, terms and the qualification of the Members of Parliament.

Chapter 7: The Executive - Amongst other relationships, the chapter provides for the President as the Head of State, Head of Government, Commander-in-Chief of the Uganda People's Defence Forces (UPDF) and a Fountain of Honour, who takes lead over all other people in Uganda.

Chapter 9: Finance: Amongst other areas, the chapter provides for collection of taxes, based on laws made by Parliament and that such money goes into a fund that is managed by Government. Meanwhile, Government spends this money according to the law (Appropriations Act). Indeed under the chapter, Government is prohibited from borrowing, guaranteeing or raising a loan on its behalf or any other public institution, authority or person unless permitted by Parliament. An Auditor General, who shall make an annual report of all public accounts in relation to any project, institute or organization that benefited/ benefits from public funds, is also provided for.

Chapter 10: The District Public Accounts Committee - The chapter provides for the establishment of Public Service structures, including various national level and Local Government Commissions, such as the District Public Accounts Committee (DPAC). The DPAC is responsible for revising reports for commissions of inquiry and may, in relation thereto, require the attendance of any Councilors or Officer to explain the matters rising from reports.

Chapter 11: Local Government - The chapter provides for Local Government system, where in each district there should be lower local government structures and administrative units. The district chairperson is the political head in each district. The details about local governments are highlighted further down by the overview on the Local Governments Act. The system operationalizes the decentralization framework in Uganda, where majority of the powers, responsibilities and functions are transferred from the Central Government to local governments. This is aimed at bringing delivery of services nearer to the beneficiaries/ citizens and ensuring that people participate effectively in decision-making processes that affect their livelihood and communities.

Chapter 13: Inspectorate of Government - Chapter establishes the Inspectorate of Government, to eliminate corruption and abuse of authority in public offices, investigate action of public officers or authority and stimulate public awareness about its role. This office also supervises the enforcement of the Leadership Code of Conduct.

Chapter 14: Leadership Code of Conduct: Chapter establishes the Leadership Code of Conduct and provides for categories of leaders obliged to declare their income, assets and how they acquired them, from time to time.

The 1995 Constitution of Uganda:

Article 17 (1) (i) of the Constitution provides that, “It is the duty of every citizen of Uganda to combat corruption and misuse or wastage of public property.”

Article 32 provides for Affirmative action (positive discrimination) as a temporary measure or action to give opportunities to groups believed to be marginalized or treated differently on the basis of gender, age, disability, tradition, historical or customary reason, as to redress or address a given imbalance.

Article 35 provides that a Person with a Disability (PWD) has a right to human dignity, where the State and society in which PWDs live must recognise/ help them to live in the best of their mental and physical ability.

Article 36 provides for rights of minorities, where minority groups have a right to participate in making decisions and when government is making national plans and programmes, it must take into account their interests. A minority group is a group of people, relatively smaller than the rest of the groups in the society in which they live, in respect of race, religion, ethnicity, ethics or political beliefs.

Article 38 (1) of the Constitution of the Republic of Uganda provide that, “Every Ugandan citizen has a right to participate in the affairs of government, individually or through his or her representatives in accordance with the law.”

Article 38 (2) of the Constitution of the Republic of Uganda provides that, “Every Ugandan has a right to participate in peaceful activities to influence the policies of government through civic organizations.”

Article 41 provides for and guarantees citizens’ right of access to information, in the possession of the state and its organs. To the extent that releasing the information will jeopardise the security of the state, the public or interfere with a person’s privacy, the state may withhold such information.

a) Access to Information Act 2005, Section 5 provides that:

(1) Every citizen has a right of access to information and records in the possession of the state or any public body, except where the release of the information is likely to prejudice the security or sovereignty of the state or interfere with the right to privacy of any other person.

(2) For the Avoidance of doubt, information and records to which a person is entitled to have access under this Act shall be accurate and up-to-date so far as is practicable.

Section 37 of the Access to Information Act 2005 provides that a person may lodge a complaint with the Chief Magistrate, against the decision of an Information Officer to refuse a request for access to information.

Refusal of access to information (Section 16) (3) clearly states that,

Where the information officer fails to give a decision for access to information, he or she shall notify the requester, and give sufficient reasons for the failure to grant access to information, including the provisions of access to information Act which the information officer has relied upon to deny access to information. The information officer will have been taken as denied the request.

When the information officer denies access to information, the notification to the requester shall inform the requester that, he or she may make an internal appeal, or apply to court against the refusal of the request and , or procedure for accessing the information, and or the period for making the internal application or appeal as the case may be.

b) **The Local Governments Act 1997**, with amendments, consolidates and streamlines the existing laws on local governments in line with the constitution to give effect to decentralization and devolution of functions, powers and services; to provide for decentralization at all levels of local governments to ensure good governance and democratic participation in, and control of, decision-making by the people.

c) Whistle Blowers Act 2010 provides procedure by which individuals may in public interest disclose information that relates to irregular, illegal or corrupt practices. This Act also provides for protection against victimization or unfair treat against the people who disclose irregular, illegal or corrupt practices.

Section 2, of this Act what kind of information can a whistle blower disclose under the Act. Sub section (1) provides that, a person may make a disclosure of information where the person reasonably believes that information tends to show

- (a) That a corrupt, criminal or other unlawful act has been committed is being committed or is likely to be committed.
- (b) That a public officer or employee has failed refused or neglected to comply with any legal obligation to which that officer or employee is subject to.
- (c) That a miscarriage of justice has occurred, is occurring or is likely to occur; that any matter referred to in paragraph (a) to(c) has been or is being or is likely to be deliberately concealed

Conditions under which the disclosures are protected under the Act

Sub section (2) Subject to any other law to the contrary, any disclosure of an impropriety made by whistleblower is protected where he or she-

- (a) Makes a disclosure in good faith;
- (b) Reasonably believes that the disclosure and any allegation of impropriety contained in it are sustainably true;
- (c) Makes a disclosure to an authorized officer;
- (d) Maintains the confidentiality of his or her identity as a whistleblower and takes reasonable steps to a void its discovery; and
- (e) Maintains the confidentiality of the information contained in the disclosure.

Sub section (3) the protection accorded to a whistle blower in this Act will not cease when his or her identity as a whistleblower has been revealed, where the whistle blower was not responsible for the revelation.

Section 6, Procedure for making a disclosure

- (1) A disclosure of impropriety may be made orally or in writing.
- (2) All forms of information communication technology may be used to convey a disclosure.
- (3) The disclosure shall contain as far as practicable.
 - (a) The full name, address and occupation of the whistle blower;
 - (b) The nature of the impropriety in respect of which the disclosure is made;
 - (c) The name and the particulars of the person alleged to have committed , who is committing, or is about to commit the impropriety;
 - (d) The time and place where the alleged impropriety is taking place, took place or is likely to take place;
 - (e) The full name, address and description of any person who witnesses the commission of illegal, irregular or corrupt practice;
 - (f) Whether the whistleblower has made a disclosure of the same or of the same illegal, irregular or corrupt practice on the previous accession and if so, about whom and to whom the disclosure was made; and
 - (g) If a person is making an employee related disclosure whether the whistleblowers remains in the same employment.

(h) How does this Act protect the whistle blowers?

9. (1) a whistle blower shall not be subject to any victimization by his or employer or by any person on account, or partly on account of having made a disclosure protected by the Act.

(2) (a) Victimization of a whistle blower who is an employee may be in the following forms:

- i. dismissal from work;
 - ii. Suspension
 - iii. Denial of promotion
 - iv. Demotion
 - v. redundancy or getting laid off;
 - vi. Harassment
 - vii. Negative discrimination measures
 - viii. Intimidation
 - ix. Being strengthened with any of the matters set out in (i) to (vii)
 - x. subjection to discretionary, unfair, or other adverse action by employer or fellow employee
- (b) A whistle blower who is not an employee shall not be subject any discrimination or intimidation by any person or by an organization affected by the information disclosed.

d) Anti Corruption Act 2009

Purpose of the Act; The Anti-Corruption Act is aimed at effectively preventing corruption in the public and private sectors, to cancel and replace the Prevention of Corruption Act, to make changes in the Penal Code Act, the Leadership Code Act and to provide for other related matters.

2. Corruption

A person commits the offence of corruption where –

- a) Where a public official asks for or accepts (directly or indirectly): i. any goods which have a monetary value, or
- ii. benefits, such as a gift, a favour, a promise, an advantage or any other form of gratification for himself or herself or for another person or body, and in return, the person will do, or not do something which s/he should do in the process of performing his or her public roles;

The term monetary value’ refers to an item or property which has a material worth, as seen by ‘how much money’ it would bring in case it is sold.

(b) S/he offers or gives to a public official (directly or indirectly)

i. Any goods which have a monetary value,

ii. A benefit, such as a gift, favour, promise or advantage or any other form of gain or gratification for himself or herself or for another person or body, in exchange for doing something, or not doing something which s/he should do in the performance of his or her public roles;

This act defines forms/types of corruption and penalties associated with crimes of corruption nature.

Policy framework

Since 1993, government has established a decentralized system of government under which political and administrative powers have been transferred from the centre to local governments. Local Government refers to a system of government based on the district, as a unit under which there are other lower local governments. The local governments in a rural district include the District Council and the Sub county councils. Local government in a city include a City Council and City Division councils, while a local government in the municipality include the Municipal Council and the Municipal Division councils. A council is the highest political authority within its area of jurisdiction and has different powers. In this framework, the LG operates through several other structures that include committees at various levels.

Institutional framework

a) Parliament

Parliament shall monitor all expenditure of public funds (Article 164 (3) of the 1995 Republic of Uganda Constitution) Article 90 (1) of the Constitution of the Republic of Uganda 1995 provides that Parliament shall appoint standing committees and other committees necessary for the efficient discharge of its functions.

There are several Standing Committees of Parliament appointed within the provisions of the Constitution. Among these are the following:

- a) Public Accounts Committee (PAC)
- b) Local Government Public Accounts Committee (LGPAC)
- c) Parliament Budget Committee
- d) Committee on the National Economy
- e) Committee on Finance, Planning and Economic Development
- f) Legal and Statutory Committee
- g) Local Government and statutory bodies?

b) Inspectorate of Government (IG)

The Inspectorate of Government is an independent and autonomous constitutional institution which was established in 1986 and is charged with the responsibility of eliminating corruption and abuse of public office in Uganda. The Inspectorate of Government (IG) is mandated to fight corruption by the Constitution of the Republic of Uganda 1995 under Chapters 13 and 14 (Articles 223 to 236) from where it draws its legal existence, functions and powers.⁵ The IG additionally draws its mandate and jurisdictional boundaries from the Inspectorate of Government Act, 2002.⁶ As the national Ombudsman of Uganda, its Mission is, “To promote good governance through enhancing accountability and transparency; and enforcement of the rule of law and administrative justice in public offices.” The IG vigorously pursues this through its “Zero tolerance to corruption” policy.⁷ In the National Objectives and Directive Principles of State Policy (Principle XXVI) it states that: “all public offices shall be held in trust for the people”; and that “all persons placed in positions of leadership and responsibility shall, in their work be answerable to the people.”

The Principles further state that “all lawful measures shall be taken to expose, combat and eradicate corruption and abuse of power by those holding political and other public offices”. The Inspectorate of Government was accordingly established within the Constitution to meet these objectives and to take active lead in the fight against corruption in Uganda. The head of the IG is the Inspector General of Government (IGG) deputized by the Deputy Inspector General of Government, both Presidential appointees.

Functions and Responsibilities of the Inspectorate of Government (IG)

The Constitution, under Article 230, gives the Inspectorate power “to investigate, cause investigation, arrest, cause arrest, prosecute or cause prosecution in respect of cases involving corruption, abuse of authority or of public office.” The same Article goes further to give the Inspectorate power to enter and inspect the premises or property “of any department of Government, person or any authority” and to examine any documents relating to the case being investigated.

The detailed functions of the Inspectorate of Government are clearly spelt out in Article 225(1) of the Constitution and Section 8 of the IG Act 2002. The Leadership Code Act 2002 which is an Act to provide for a minimum standard of behaviour and conduct for leaders; to require leaders to declare their incomes, assets and liabilities and to put in place an effective enforcement mechanism, also charges the IG with additional functions and responsibilities.

Additionally, the IG also has a crucial role to collaborate and cooperate with other institutions that play a role in fighting corruption in Uganda, namely the Directorate of Ethics and Integrity, the Directorate of Public Prosecutions, the Criminal Investigations Department of the Police, the Auditor General, the Public Procurement and Disposal of Public Assets Authority, the Public Accounts Committee of Parliament and anti-corruption CSOs. This is through such foras as the Inter-Agency Forum, the Accountability Sector, and the African Parliamentarians Network against Corruption.

⁵ The Republic of Uganda Constitution 1995, Chapters 13 & 14

² The Inspectorate of Government Act, 2002

³ The Inspectorate of Government Half Year Report to Parliament, January to June 2008

c) Auditor General (AG)

Article 163 (1) of the Constitution of the Republic of Uganda provides that “There shall be an Auditor General who shall be appointed by the President with the approval of Parliament and whose office shall be a public office.”

Under Article 163 (3) it is provided that “The Auditor General shall:

- a) Audit and report on the public accounts of Uganda and all public including the courts, the central and local government administrations, universities and public institutions of like nature, and any public corporation or other bodies or organizations established by an Act of Parliament; and
- b) Conduct financial and value for money audits in respect of any project involving public funds.”

Article 163 (4) provides that “The Auditor General shall submit to Parliament annually a report of the accounts audited by him or her under clause (3) of this article for the financial year immediately preceding.”

Article 164 (2) provides that, “Any person holding a political or public office who directs or concurs in the use of public funds contrary to existing instructions shall be accountable for any loss arising from that use and shall be required to make good the loss even when he or she has ceased to hold that office.”

d) The Public Procurement and Disposal of Public Assets Authority (PPDA)

The Public Procurement and Disposal of Public Assets of 2003 is perceived as, “An Act to establish the Public Assets Authority to formulate policies and regulate practices in respect of public procurement and disposal activities and other connected matters.”

Section 2 (1) provides that, “This Act shall apply to all public procurement and disposal activities and in particular shall apply to- (a) all public finances- (i) originating from the Consolidated Fund and related special finances expended through the capital or recurrent budgets, whatever form these may take.”

e) National Planning Authority (NPA)

National Planning Authority is a statutory agency established by the NPA Act (15 of 2002). It was established in accordance with Article 125 of the Constitution of the Republic of Uganda in 2003 and is funded under the Consolidated Fund as an autonomous body. It is the principal statutory agency responsible for the management of national and decentralized development planning in Uganda. It is a think tank of the nation mandated to put in place, operationalize, oversee, manage, supervise, monitor, evaluate, and coordinate the national framework, systems and strategies for cost- effective and participatory national development planning in Uganda.

The National Planning Authority’s primary function is to produce comprehensive and integrated development plans for the country, elaborated in terms of the perspective vision, long and medium-term plans.

It is also expected to effectively guide the entire nation in the determination of National Strategic Priority Areas and corresponding national development programmes, as well as optimal allocation of scarce national resources for ensuring sustainable poverty reduction, development and socio-economic transformation as a think tank facility for the nation.

f) Directorate of Ethics and Integrity (DEI)

DEI was established in 1998 as a Government Directorate under the Office of the President of Uganda. The Directorate is responsible for the formulation and coordination of the implementation of the national anti-corruption policy. DEI undertakes the following functions:

Policy and Advocacy: To ensure that effective anti-corruption policies and preventive measures are formulated and promoted.

Coordination: To develop and coordinate the implementation of national anti-corruption policy.

Representation: To provide a political voice for the anti-corruption agenda.

Monitoring and Evaluation: To monitor the implementation of anti-corruption policy; to identify the need for remedial and preventive actions and respond accordingly; collection and analysis of data relating to anti-corruption activities.

h) Zero tolerance to corruption in the 2006 NRM manifesto

During the 2006 elections the NRM pledged Zero Tolerance to corruption. By implication Zero Tolerance became a government policy after the NRM Party won the elections.

The Directorate for Ethics and Integrity is charged with, among other things;

- o Providing political clout and representation of the Anti-Corruption agenda in various local and international fora.
- o The coordination of Government Agencies and non-government actors involved in the fight against corruption and abuse of office.
- o Spearheading the development of anti-corruption policies, laws and integrity standards. Coordination of effective anti-corruption campaigns and playing the role of public relations with a view to enhance public education and enlisting public support in the prevention of corruption.
- o Coordination of the accountability sector programmes by providing secretariat function to the sector.

i) Civil Society Organizations (CSOs)

Any CSO interested in advancing the CBMES approach, will have to work in partnership with other CSOs, associates local community volunteer groups and government institutions with the mandate to ensure greater ownership of the programme activities and increased impact. The CSO partners work directly and closely with vulnerable, poor and marginalized people at the grassroots and act as an entry point for civil society actions in the sub-region.

j) The Media

The media plays a critical role in promoting social accountability. In many countries, independent media is a leading force in informing/educating citizens, monitoring government performance and exposing misdeeds. Local-level media (in particular, private and community radio) provide an important means whereby ordinary citizens can voice their opinions and discuss public issues. The extent to which media is independent and ownership is pluralistic (versus concentrated in a few hands) are important factors that can contribute to the accountability of the political system. A common element of almost all successful social accountability initiatives is the strategic use of both traditional and modern forms of media to raise awareness around public issues, disseminate findings and create a platform for public debate.

3.2.2 Planning and Budgeting Processes in Uganda

This section presents an overview of the basic procedures followed by Local Governments in executing their budgets, the key actors in the budget process and the different roles that civil society and communities can play in the budget process.

The general budgeting process is:

- A process by which government sets out levels of revenue collection and allocation to meet its national objectives.
- The preparation of the budget is done through a series of meetings and events and can easily be referred to as the **budget cycle**.
- The Budget Cycle includes stages in making decisions about the budget, implementing and assessing those decisions.

At the general conceptual level, the budget cycle/process involves four stages:

- Drafting/ Designing by technocrats/CSOs
- Legislation/ Approval by Parliament/local councils
- Execution/ Implementation by Sectoral Ministries / Local Governments
- Audit / Evaluation by Auditor General

Pictorial summary of general stages of the Budget cycle/ process in Uganda

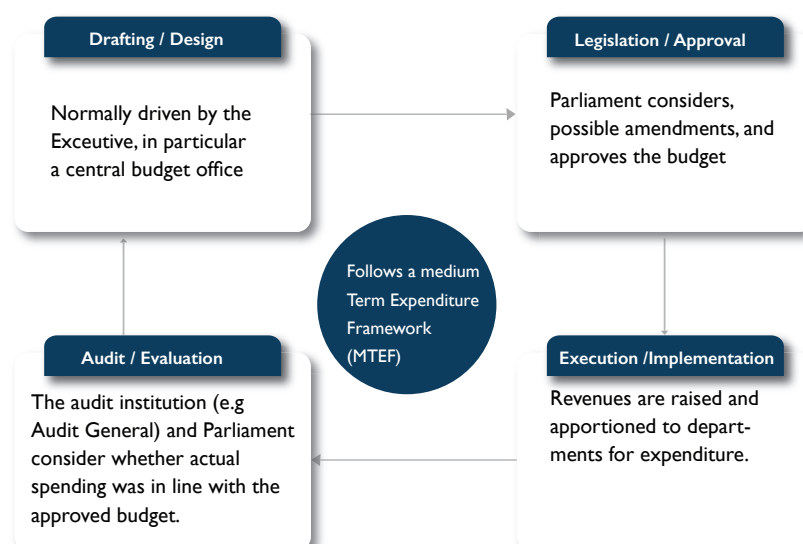
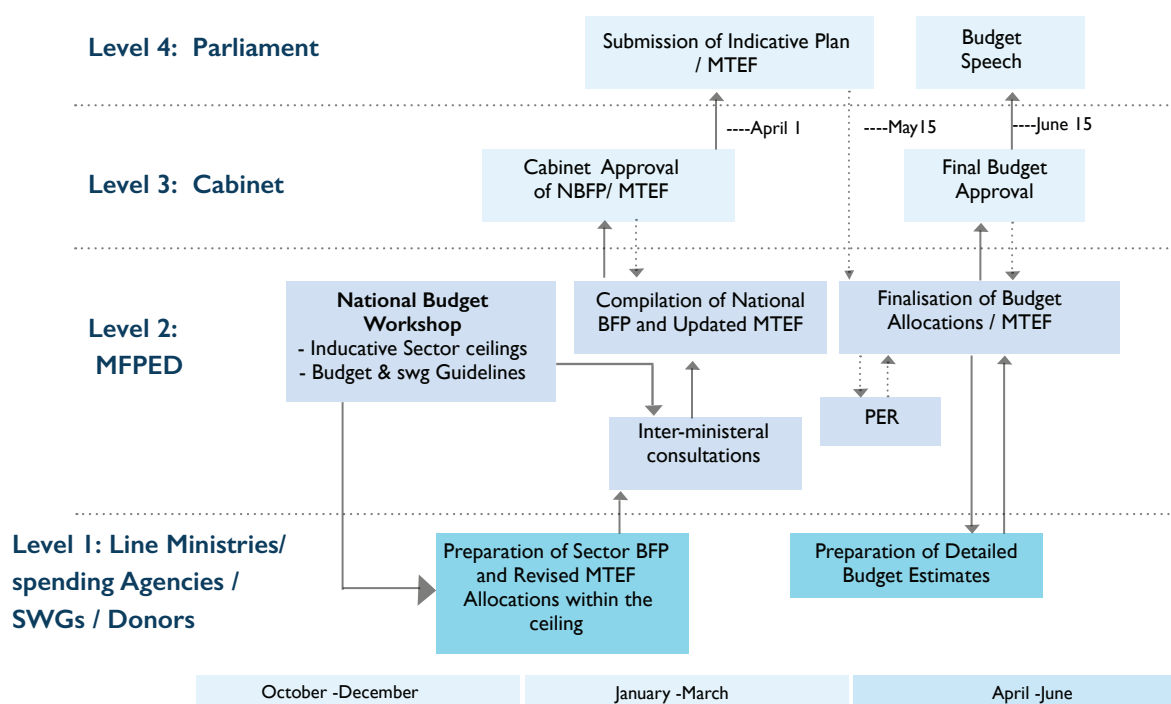


Figure 1: Diagrammatic Illustration of the Budget Process in Uganda



SESSION 4: SERVICE DELIVERY STANDARDS AND EXPECTATIONS

The session is aimed at enabling participants to know what they expect as residents from basic social services as well as know the commitments of service providers to respond to residents and citizen's expectations.

Session Objectives

By the end of the session,

- a. Participants will have appreciated the role played by each actor in improving service delivery in their communities.
- b. Participants will have a basic understanding of the mandate and operations of KCCA as a key service delivery actor in Kisenyi and Katwe communities.

Training Guide for The Facilitator

Notes for the Trainer	Activities
Activity I Duration: 1:00 hours Resources: Computer and projector Activity type: Presentation and Discussion	Activity I: Make a PowerPoint presentation on service delivery standards in Uganda. The presentation should focus on key principles of service delivery, service delivery actors, and challenges in service delivery and how to address such challenges.

4.1 Training Content For Session

Analyzing service delivery both at National with emphasis of local government structures e.g. District, sub county levels

Introduction

Service delivery refers to a relationship between policy makers, service providers, and consumers of those services, and encompasses both services and their supporting systems. Service delivery is a mechanism used by an organization to meet the needs and aspirations of the people it is meant to serve. Uganda's decentralized service delivery framework provides for a mixture of approaches to service delivery. These are: direct provision by local governments; private sector delivery; and civil society service delivery.

International principles of service delivery

1. **Availability:** A service should be available at the time and scale that the user needs it.
2. **Dependability:** A service should be delivered regularly and on time.
3. **Usability:** A service should be presented in user specific formats so that the client can fully understand.
4. **Usefulness:** A service should be designed to respond appropriately to user needs.
5. **Credibility:** A service should be designed in such away that the user can confidently and conveniently apply it in solving his/her problem or need
6. **Authenticity:** A service should be delivered in such a way that entitles it to be accepted by stakeholders in given decision-making contexts.
7. **Responsive and flexible:** A service should directly respond to the evolving user needs.
8. **Sustainability:** A service should be affordable and consistent overtime.
9. **Expandability:** A service should be applicable to different kinds of approaches.

Principles of Service Delivery in Uganda's Local Government System

Principle 1: Conscious Strengthening of Service Standards. This refers to services in terms of quantity, quality, time and cost of service delivered. Local Governments should:

- a. Follow established procurement guidelines;
- b. Follow Financial and Accounting Regulations;
- c. Follow the Local Government Act as the key to governance in LGs;
- d. Follow works / service guidelines issued by service sectors; Inspects and advise on services;
- e. Adhere to Bills of Quantities in contract management; and Implement agreed Client Charters

Principle 2: Uncompromisable Quality of Service. This refers to clients' expectations and satisfaction with the quality of service delivered. Local Governments should ensure:

- a. Effective technical supervision & Effective political monitoring.
- b. Strict observance of the laws and regulations, procurement rules and adherence to procurement plans.
- c. Work plans match with outputs of the contracted services
- d. Receipt of citizens' complaints and offer of feedback;
- e. Establishment of effective project committees
- f. Competitive bidding for contracts and adequate capacity of local contractors
- g. Contract/bid amount match with available budget line
- h. Best evaluated contractor gets contract.

Principle 3: Professionalism and technical adequacy of contracting firms. This refers to degree to which firms providing services adhere to their ethical and technical competencies.

Local governments should ensure:

- a. Scrupulous identification of competent firms.
- b. Ensure enforced ethical practices of the contracting firms.
- c. Issuance of certificate of completion of contract to companies;
- d. Works are launched and commissioned to increase public scrutiny
- e. Appreciation of excellent contractors before the council meetings of local governments; and
- f. Non-performing firms are blacklisted.

Principle 4: Effective and rigorous supervision of contracts. This refers to the extent to which technical and political leadership holds service providers accountable.

Local governments should ensure:

- a. Technical personnel are well facilitated to supervise contracts;
- b. There is an in-built supervision fund in all project funding portfolios & Local citizens are involved in monitoring contracts;
- c. Existence of schedule of supervision in local government;
- d. Retention of a percentage of contract sum which improves contractor's compliance as well as six months defect liability which increases contractors' compliance
- e. Registration of local citizens' concerns using 'sitebook' to enhance feedback;
- f. Central Government projects / services in local governments be managed by local governments;

Principle 5: Citizens' Satisfaction with Service Delivery. This is meant to ensure that the ordinary citizen is the focus of service delivery and realizes the value for money.

Local governments should:

- a. Issue Quarterly reports on projects to local constituencies;
- b. Hold budget conferences to increase visibility of projects;
- c. Increase popular accountability through local barazas / village public dialogues between the citizens and local government officials and Raise consensus on project implementation through participatory decision making;
- d. Citizens' issues and complaints are the centre of debate in project management;
- e. Use of consultants helps improve technical aspects of projects; and
- f. Insist on Bank guarantees on large contracts to increase contract security.

Principle 6: Accountable and equitable civil society services. This refers to civil society taking lead in delivering services in an exemplary manner to all clients and stakeholders.

Civil society organizations should:

- a. Have some form of Memorandum of Understanding with local governments;
- b. Encourage effective citizen participation in their programs;
- c. Genuinely deal with issues of vulnerability and social equity;
- d. Work jointly with local governments in development projects;
- e. Encourage sister CBOs to register and get a certificate;
- f. Present their work plans and financial status to local governments;
- g. Consult local governments on priority services needed in their area.

Principle 7: Inclusive and participatory planning in local governments. This refers to popular participation of the ordinary people in deciding their choices of service delivery. Local governments should:

- a. Support inclusive and participatory planning process for ordinary citizens;
- b. Provide capacity building for local leaders and CSOs in planning skills;
- c. Ensure availability of finances to facilitate participatory planning; and
- d. Ensure use of Output Budget Tool in all local government budgets.

Principle 8: Socio-economic empowerment of ordinary citizens through national and local programmes. This refers to effectiveness in implementation of poverty reduction projects that benefit citizens at the local level.

- a. The Central Government and local governments should strengthen programmes that empower citizens
- b. Help empower ordinary citizens develop skills to cater for their needs;
- c. Help establish successful income generation projects for ordinary citizens;
- d. Introduce projects to provide employment opportunities to ordinary citizens;
- e. Empower citizens to benefit from government programmes; and
- f. Improve ordinary citizens' engagements with the service deliverers.

Key partners in service delivery and their roles

Service delivery is slightly different from service provision. Service provision refers to the whole process of planning public services while service delivery refers to mechanisms of policy implementation. In Uganda's local government system, service delivery approaches include: direct provision by the local government, public-private partnerships (PPPs), participation of civil society (CSOs) and privatization (letting individuals or companies to provide the services). Much of the service provision is done by the stakeholders, either independently or in partnership with local state institutions.

Elements of service delivery Designs in Local Governments

Local governments (LGs) should improve service delivery as part of their responsibility to the people. Hence, local governments should:

- a. Evaluate citizens' needs, priorities and decisions;
- b. Increase understanding and act upon socio-economic needs of the citizens in order to design appropriate service delivery mechanisms;
- c. Improve decision-making capacity of leaders at all levels;
- d. Continuously improve service delivery mechanisms to meet changing needs and demands of the citizens;
- e. Provide relevant, timely, cost-effective and useful services that are beneficial to the people;
- f. Increase collaboration and cooperation between local governments and central Government agencies;
- g. Define the outcome, effectiveness and relevance of each mechanism to be used;
- h. Effectively use performance management approaches, tools and methods to evaluate the services delivered;
- i. Increase participation of all stakeholders in decision-making for service delivery.
- j. Learn from successful and unsuccessful outcomes and
- k. Share responsibility with all actors engaged in local government service delivery

Challenges in the service delivery in local governments

- a. Inadequate transparency and accountability,
- b. Corruption
- c. Low levels of efficiency,
- d. Red tape bureaucracy,
- e. Low levels of job completion
- f. Political interference
- g. High rate of district creation without resource base
- h. Lack of implementation capacity by service providers.
- i. Understaffing
- j. Revenue shortfalls
- k. Low local revenue generation.

Conclusion

The ability of a local government to meet national service delivery needs is a source of credibility on their part. Conversely, local governments face a critical test when they fail to meet peoples' expectations.

At the centre of service delivery is accountability, value for money, efficient and effective use of resources, improved communication and decision-making processes. If the accountability process is weak, value for money will not be realized.

Effective service delivery is about providing the services that meet the needs of the users in the most efficient and effective ways. Sharing best practices leads to effective and efficient service designs and implementation.

SESSION 5: PARTICIPATORY MONITORING AND EVALUATION.

The session is aimed at equipping participants with basic knowledge and skills on how they will monitor and evaluate planned actions on improvising conflict sensitive and nondiscriminatory public service. It will also enable them on how to monitor and evaluate action plans and developed score cards.

Notes for the Trainer	Activities
Activity I Duration: 1:00 hours Resources: Computer and projector Activity type: Presentation and Discussion	Activity I: Facilitate a brainstorm session on key monitoring and evaluation concepts and how they have used such concepts in their daily lives.

5.1 Training content for Participatory M&E

WHAT ARE INDICATORS?

The word indicator is a very literal word: indicators, “indicate or tell something about something” Indicators are signals: they indicate the status of, or change in, something. They work as markers like milestones on the roadside which indicate the distance traveled, or the location at a given point. Monitoring is an activity that takes place throughout everyday life, even though it is not usually referred to as ‘monitoring’. Individuals monitor their own activities. They monitor how rice cooks or whether crops are growing as they should. There is monitoring involved with any activity. Indicators show whether progress is being made or whether the activity is heading in the right direction. They also show whether the objectives have been achieved. In the example of cooking rice, the following activities and corresponding indicators can be identified:

When implementing projects, indicators are used to check project progress and results. Indicators are ‘measures’ that demonstrate progress and results to project staff and volunteers, to the beneficiary community, and to the donors. In most projects there are two types of indicators: one type indicates the project’s stage of implementation – the progress in completing planned activities. These are called process indicators. They indicate how much work has been completed. The other type of indicators describes the level of change achieved through the activities. These are called change indicators. They are also referred to as results indicators since they indicate the results that are achieved through the project’s intervention. Indicators are, therefore, used to track progress and change

Stage	Indicator
Fire ready	Flames (<i>process indicator</i>)
Water boils	Bubbles and steam (<i>process indicator</i>)
Rice cooked well	Grain is soft, good taste (<i>Change indicator</i>)
Objective accomplished	Rice to eat! (<i>Change indicator</i>)

Good indicators should be useful in the establishment of “trigger points” for action. Good indicators are sometimes referred to as CREAM indicators:

Clear	- Precise and unambiguous
Relevant	- Appropriate to the subject at hand
Economical	- Available at reasonable cost
Adequate	- Provides a sufficient basis to assess performance
Monitorable	- Amenable to independent validation

WHAT IS PARTICIPATORY MONITORING?

Monitoring refers to the process of keeping track of progress and reviewing whether project implementation is progressing according to plan. In order to conduct any kind of monitoring it is essential to start with a monitoring plan. The monitoring plan indicates what needs to be monitored (the indicators for measuring progress), how to conduct monitoring (who is responsible for collecting data, how often, and by what means), and how this data will be analyzed and used while implementing the project. Monitoring refers to maintaining records, analyzing data, and sharing the results with all the project partners on a regular basis. This information and its analysis should provide a clear picture regarding:

- Whether the project and its various activities are being implemented as planned.
- Whether there are problem areas (for example, activities not progressing as planned or slow implementation in some communities).
- What is working well. This type of analysis is possible only when data is regularly collected, recorded, and analyzed. Therefore, it is critical that everyone involved be clear about which indicators are being monitored and how the data will be collected and used.

There is one key difference between participatory monitoring and conventional monitoring. In the case of participatory monitoring, community members – the direct beneficiaries of the project – play an active role in monitoring. They maintain records at the community level, analyze progress, and use this information to make decisions about project implementation.

Very often monitoring is considered to be a donor requirement, and therefore all monitoring activities are geared towards producing reports for the donors. While timely reporting to the donors is important, monitoring plays a key role within a project and it is most effective when used by project participants and project implementers to review progress and make day-to-day decisions.

WHAT IS EVALUATION?

Once a project or a project activity is completed, an evaluation determines whether and to what extent the project or activity was able to achieve its objectives. By carrying out an evaluation, it is possible to ascertain:

- a. Whether the project was implemented according to plan
- b. Whether the project achieved the desired results
- c. Whether the project achieved more than what was planned
- d. What worked well, and what did not work well
- e. What could have been done differently. This analysis further helps in determining:
- f. Whether such projects or activities should be extended for more time in the same geographic area
- g. Whether the same or similar types of activities should be replicated elsewhere
- h. Whether the project requires major modifications in strategy and approach in order to be effective

MODULE TWO: SUPPLY SIDE.

The module Targeted participants include elected councilors, KCCA staff, police, and internal security organization, NGO leaders, Leaders from Buganda Kingdom and Religious leaders. The module is delivered in three days and should conclude with the development of action plan from service gaps identified.

The module is delivered in a participatory way, to provide participants an opportunity to express their views about the topics and thus, promoting learning. Basic participatory approaches tailored to the training needs of participants are applied with a combination of methods such as presentations, lectures, group discussions, buzz groups, plenary presentations and practical exercises others were used

SESSION 1: CLIMATE SETTING

The session is aimed at enabling participants feel at home, share their expectations and contract for the entire three days training.

Training Guide for the Facilitator Session I

Notes for the Trainer	Activities
<p>Activity I Duration: 30 Minutes Resources: VIPP Cards and markers Activity type: Discussion</p>	<p>Activity I In pairs each participant will be required to introduce and share one most interesting experience in accessing services in the community. Each will introduce a colleague with one most interesting experience as well as what each expects from the three days training.</p> <p>The session will be concluded with a presentation of key training objectives.</p>

SESSION 2: CITIZEN AND RESIDENTS PARTICIPATION IN DEVELOPMENT PROCESSES

The session will enable participants to have a deeper understanding of participation and how to apply it in daily life and work. Major focus will be on explaining the evolution of participation, why participation, the link between participation and good governance. The session will also explain the link between participation, civic rights and service delivery.

By the end of the session, participants will have appreciated the following;

- What is participation and the ladders of participation
- Value of participation
- Power relationships
- Participation and good governance
- Participation as a civic right

Session Objectives

At the end of this session, participants should:

- Have an understanding of the concept of citizenship and how participants fit into society as Ugandan citizens and or residents
- Have an understanding of their rights and how their rights are important for the lives of residents
- Have an understanding of their duties as a citizen and residents

Training Guide for the Facilitator session 2

Notes for the Trainer	Activities
Activity 1 Duration: 30 minutes Resources: None required Activity type: Discussion	Activity 1 In a plenary, ask the participants to discuss the question below <ul style="list-style-type: none"> • Why should citizen and residents participate in development processes and activities in their communities? • What challenges have citizens and residents faced while participating in development processes • “As a citizen and residents of Katwe and Kisenyi are you are entitled to certain rights, but you also have certain duties? How have you seen your rights change and what duties do you carry out as a residents?”
Activity 2 Duration: 30minutes Resources: flip chart and marker Activity type: Discussion	Activity 2 Legal framework for citizen participation. The facilitator will make a PowerPoint presentation on Legal framework for citizen participation with a focus on the constitution of the republic of Uganda as well as other statutory framework that support citizen participation.
Activity 3 Duration: 1:00 hour Resources: flip chart and markers Activity type: Discussion	Activity 3 Introduce the bottom up planning processes in Uganda with a major focus on local government planning processes. Make a PowerPoint presentation on local government and budget processes. The presentation will focus on overview of the basic procedures followed by Local Governments in executing their budgets, the key actors in the budget process and the different roles that civil society and communities can play in the budget process.

WHAT IS A ‘GOOD’ CITIZEN?

“Citizens are the owners of society. The government is made by the people. People are you and me simply.”

To enable participants to explore their understanding of what it means to be a good citizen and what responsibilities governments have in promoting citizenship and citizen rights.

Many people live in countries or communities where they have never witnessed active, critical citizenship. Some cultures value obedience to authority more than independent thought and action. Activists from these countries may feel conflicted about what being a citizen means. Debates on the meaning of citizenship can be empowering for people who are trying to understand and shape their role as citizens.

“What Makes a Good Citizen?”	“What Makes a Good Citizen?”	“What Can Citizens Do?”
<ul style="list-style-type: none"> • Is concerned about others, particularly disadvantaged • Promotes collective action and a collective spirit • Respects others, encourages respect for human rights • Mediates conflict • Encourages tolerance • Is hopeful about change • Is well-informed • Participates in community and national affairs • Monitors powerful interests • Knows how to make demands • Promotes participatory democracy in politics, at home 	<ul style="list-style-type: none"> • Protect and promote rights • Make clear information available so people understand what’s going on • Encourage sensitivity to differences based on gender, age, race, etc. • Provide easily understood information about policy choices and final outcomes • Involve citizens directly in policymaking • Provide citizenship education • Implement affirmative action to include women and poor people in the political process 	<ul style="list-style-type: none"> • Be well informed about their community and the world • Encourage people to work together to solve problems • Encourage people to respect differences • Help to negotiate conflicts • Educate others • Inspire others • Organize others

History of Citizenship Concepts

Civil citizenship took shape in the 18th century western world. It refers to the rights that are necessary for individual freedom, such as the rights to free speech and assembly, property rights, and equal rights before the law. Over the years, excluded groups have fought to have these rights extended.

Political citizenship emerged from struggles in the 19th century. It emphasizes rights to participate in the exercise of political power—whether as a voter, a candidate, or public official. Women, minorities, and poor people waged battles well into the 20th century to gain universal suffrage, which was previously granted only to male property owners.

Social citizenship emerged against the background of the growing inequities of the 20th century. It focuses on minimum rights and standards of economic, cultural and social well-being. Disadvantaged groups and their allies are currently still working to gain legitimacy for this view of citizenship and rights.

Citizens' Rights and Responsibilities

Purpose

To enable participants to define citizen rights and responsibilities, and examine their evolution

“Rights”	Social and economic rights	“Responsibilities”
<ul style="list-style-type: none"> • Civil and political rights: : freedom of association, speech, movement, religion. • The right to vote. • Property rights. • Right to advocate and demand government accountability. • Equal rights before the law. • Right to organize and protest. • Right to information. • Right to protection and freedom from sexual or domestic violence. 	<ul style="list-style-type: none"> • Right to adequate schooling. • Right to healthcare. • Right to sexual preference. • Right to a job with adecent wage. • Right to decent housing. • Right to clean environment. • Right to food security. • Rights related to reproductive health. • Right to development. 	<ul style="list-style-type: none"> • Being aware of social issues. • Engaging in public debate and political life, voting. • Being concerned about and taking steps to combat disadvantage and injustice • Promoting collective action • Treating others equally • Fostering tolerance and respect for human rights in all relationships and institutions • Joining others to demand that rights be enforced.

SESSION 3: POWER AND EMPOWERMENT

The session aimed at introducing the concept of power and to encourage participants to recognize their own power and potential. This is a quick way to begin to explore participants' views of power and how they can use their power to influence decision making processes.

Session objectives

- To enable participants discuss and understand the power they have as citizens and residents that can influence service delivery.
- To expose participants to key strategies on how to identify allies and collaborators who to influence to improve service delivery.
- To enable participants identify key actors in service delivery and how work with each of the actors.

Training Guide for the Facilitator session 3

Notes for the Trainer	Activities
Activity 1 Duration: 30 minutes Resources: None required Activity type: Discussion	Activity 1 In a plenary, ask the participants to discuss the question below <ul style="list-style-type: none"> • What kind of people in your community have power and influence • Where do such people get power and influence • Are there institutions with much power and influence? • What situations make people powerful? • What situations make people powerless?
Activity 2 Duration: 1: 30minutes Resources: flip chart and marker Activity type: Discussion	Activity 2 Make a presentation on power and influence by explaining different forms of power including power over, power to, power with and power within.

Training content for session

3 POWER AND EMPOWERMENT

“...many leaders understand power negatively, as being control and domination; something that cannot be shared without shaking its centre, rather than seeing it in a positive light as something that enables ...”

1. What are the main sources of power?
2. What are our potential sources of power as a citizen?

Sources of Power	Alternative Sources
<ul style="list-style-type: none"> • Control • Money and wealth • Position • knowledge and information • Might and force • Abuse • Capacity to inspire fear 	<ul style="list-style-type: none"> • Persistence • information • being just • organization and planning • Our own knowledge • our own experience • commitment • righteousness • numbers* • solidarity • humor
“Situations that make you feel Powerful”	“Situations that make you feel Powerless”
<ol style="list-style-type: none"> 1. Overcoming fear or a feeling of ignorance by pushing myself to take action. 2. Recognition by others of what I did. 3. Finding a creative way to solve a problem that seemed unsolvable. 4. Being able to handle a difficult assignment 5. Succeeding as a leader. 6. Caring for and helping others. 7. Joining a group with other people who have the same problem. 8. Capacity to inspire fear. 	<p>Disrespect and putdowns</p> <p>Being ignored</p> <p>Being stereotyped and denied opportunities</p> <p>To prove oneself</p> <p>Lack of control</p> <p>Loss</p> <p>Ignorance</p> <p>shame isolation</p>

Expressions of Power

To get a handle on the diverse sources and expressions of power – both positive and negative the following distinctions about power can be useful.

Power Over

The most commonly recognized form of power, power over, has many negative associations for people, such as repression, force, coercion, discrimination, corruption, and abuse. Power is seen as a win-lose kind of relationship. Having power involves taking it from someone else, and then, using it to dominate and prevent others from gaining it. In politics, those who control resources and decision-making have power over those without. When people are denied access to important resources like land, healthcare, and jobs power over perpetuates inequality, injustice and poverty. In the absence of alternative models and relationships, people repeat the power over pattern in their personal relationships, communities and institutions. This is also true of people who come from a marginalized or “powerless” group.

Power With

Power with has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, power with multiplies individual talents and knowledge. Power with can help build bridges across different interests to transform or reduce social conflict and promote equitable relations

Power To

Power to refer to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or power with. Citizen education and leadership development for advocacy are based on the belief that each individual has the power to make a difference.

Power Within

Power within has to do with a person's sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others. Power within is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfillment. Many grassroots efforts use individual story telling and reflection to help people affirm personal worth and recognize their power to and power with.

Power, Political Participation, and Social Transformation

MECHANISMS & STRATEGIES	HIDDEN POWER	INVISIBLE POWER	VISIBLE POWER
<p>Mechanisms: Different Expressions and Forms of Power Participation in public Decision making seems relatively straight forward on the surface. It appears to be determined by the political context, clout, resources and expertise of different political actors. Yet invisible mechanisms of power shape the effectiveness of citizen participation. These mechanisms can foster powerlessness, marginalization or resistance. Different strategies are required to counter these mechanisms so that political participation can be more democratic and so people can exercise their rights and Responsibilities. (See below)</p>	<p>Exclusion & delegitimization: Certain groups are excluded from decision- making by society's and government's rules, practices, and institutions. They and their grievances are made invisible by intimidation, misinformation and cooptation. Leaders are labeled trouble- makers or unrepresentative; issues such as domestic violence are relegated to the realm of the private and therefore not subject to state action.</p>	<p>Socialization & control of information: processes, practices, cultural norms and customs that shape people's understanding of their needs, roles, possibilities and actions in ways that determine effective action for change. Among marginal groups, socialization internalizes feelings of subordination, apathy, self-blame,</p>	<p>Formal Institutions, officials & instruments: Visible mechanisms that shape the formal ground rules of society. Formal institutions & officials: President, Prime Minister, legislature, courts, ministries, police, military, etc. United Nations, IMF, World Bank, multinational corporations etc. Instruments: Policies, laws, constitutions, regulations, conventions, implementing mechanisms etc.</p>

<p>Principal advocacy strategies to counter powerlessness and exclusion</p> <p>Effective advocacy for social transformation requires alliances and comprehensive action plans that address each of the different forms of both visible and invisible power. (The arrows reflect the relationships between the different forms of power and the different types of strategies.)</p>	<p>Building active constituencies around common concerns</p> <ul style="list-style-type: none"> - Strengthening organizations, coalitions, social movements, and accountable leaders and structures. - Mobilizing and demonstrating clout through direct action. - Participatory research and dissemination of information that legitimizes the issues of excluded groups. 	<p>Education for selfesteem, confidence, citizenship, working collaboratively, political awareness and analysis around concrete problems</p> <ul style="list-style-type: none"> - Activities that reinforce the above such as sharing stories, speaking out and connecting with others, affirming resistance, linking concrete daily problems to rights - Investigation, action research and dissemination of concealed information. 	<ul style="list-style-type: none"> - Lobbying & monitoring by public interest groups & expert lobbyists - Negotiation & litigation - Public education & media - Policy research - Shadow reports - Marches & demonstrations - Voting & running for office
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SESSION 4:

INTRODUCTION OF ADVOCACY AND LOBBYING

The session aims at enabling participants appreciate key concepts in advance and how they will apply such concepts as they undertake the work on advocating for conflict sensitive and non discriminatory public service provision.

Notes for the Trainer	Activities
<p>Activity I Duration: 1:00 Hour Resources: Computer and projector Activity type: Presentation and Discussion</p>	<p>Activity I Facilitate a brainstorm session on key advocacy and lobbying concepts. Make a presentation on citizen centered advocacy with a major focus on key steps on planning and advocacy event. Detailed Presentation is below in 6.1</p>

6.1 Training content for Advocacy Introduction to Advocacy and Lobbying

Introduction to Advocacy

What is advocacy?

- Process of giving voice to the poor, marginalized and excluded people to speak for themselves.
- Pleading for and defending on behalf of other people who would otherwise be left out.
- Challenging duty bearers to make decisions and policies and plans for fair, equitable benefit of vulnerable and powerless people.

What is Lobbying?

Is a direct one-on-one interaction with decision-makers able to give you the decision you want.

We lobby the people with the aim of influencing policy decisions we want.

Lobbying involves building personal contact and relationships with decision-makers for effective and sustainable engagement.

Steps for Advocacy

- Identify clearly your issues
- Secure a meeting or meetings
- Know you target very well – their names, their likes and dislikes, their interest or position on the issue you are presenting etc.
- Plan what you would like to say at the meeting in simple and clear manner.
- Plan to deliver the message and who to deliver.
- Involve the person(s) affected by the problem to convince the decision-makers.

Criteria for successful advocacy and lobbying

Clearly define issue or problem and how it affects people

- Relate the issue to existing policy statement
- Specific policy demands and clearly defined change that are desired.
- Clearly-define target to influence.
- Clearly define the beneficiaries of your actions and how
- Make realistic requests or recommendations
- Identify people/orgs to work with for support
- Monitor expressions, reactions of decision makers and what they are willing to do for change to happen?

Qualities of a good advocate

Effective advocacy and lobbying involves building relationships with decision makers and persuading them to support your position or issue and give you a favourable decision.

Qualities;

- Know the issues well
- Be a good listener
- Organized and communicate well
- Prepared to try different approaches
- Engage continuously at different foras
- Represent the views of other people.

Successful Advocacy Stories

Obalanga health centre III

UDN trained and launched CBMEs in Amuria district

Monitors collected information about Obalanga HC III and produced a monitoring report shared and discussed in a sub county dialogue

The report contained issues about; None functional lab and a microscope meant for the HC but instead taken to Kapelebyong hospital which the HC pursued and gave up Use of district health personnel for the outreach services rendering the HCIII staff redundant, bushy compound, lack of latrines and bathing shelters, Illegal charges of 8000/= levied on mothers, Disappearance of HC motor cycle for 3yrs hence discouraging mothers from delivering from health centre.

After the sub county dialogue; the sub county authorities pledged to investigate and recover the lost motor cycle which was recovered in 2011 permanent bathing shelters were prioritized during planning, budgeted and constructed in the HC during 2009/10 FY.

The monitors joined hands with the HC to pursue the microscope until it was brought to the HC through the district. Iron sheets for the health center which had been diverted by LCIII were recovered LGs appreciate monitoring work and monitors are invited to planning meetings

Planning for Advocacy

What is an advocacy strategy?

Strategy is a framework guiding those choices that determine the nature and direction to attain the given advocacy objective.

Context/situation;

Magnitude of the problem: Use statistics /Ratios Drivers/causes and Maintainers of the problem

Justification for intervention

Economic Benefit/ Loss

Rate of growth and how it will affect the target population in the nearest future

State the strategy

Advocacy goal- desired change Advocacy objectives

Action Plan

Any meaningful advocacy must have a clear plan of action.

SESSION 5:

IMPROVING SERVICE DELIVERY IN KISENYI AND KATWE AND THE DEVELOPMENT OF SCORE CARD

The session builds from the previous one on social accountability and citizen engagement focusing on how to bridge the gaps between citizens and duty bearers. It is assumed that at by the time this session is presented, participants will have changed their perceptions and related mistrust. Citizen will be aware of their rights and how to demand such rights and duty bearers will have also appreciated citizens concern and how to work with address such concern.

- By the end of the session, participants will have appreciated and been taken through the eight step of developing a score card on key services.
- Participants will have agreed on key expectations from each social service actor
- Participants will have appreciated their role in monitoring service delivery in Katwe and Kisenyi settlements.

Notes for the Trainer	Activities
<p>Activity 1 Duration: 1:00 Hour Resources: Computer and projector Activity type: Presentation and Discussion</p>	<p>Activity 1 Explain the origin and history of community score cards and why such an approach has contributed to improved service delivery. Give examples of score cards. Present your experience in using Community Based Monitoring and Evaluation (CBME) tools. System composed of people at the grassroots. The approach involves formation of monitoring committees at sub-county levels through which the poor and marginalized people acquire monitoring skills and information on ongoing programmes, are sensitized on their rights and entitlements, and are able to voice their concerns to duty-bearers about the services they are receiving.</p>
<p>Activity 2 Duration: 1:00 hours Resources: Computer and projector Activity type: Presentation and Discussion</p>	<p>Activity 2. Present the key eight steps in developing Score cards. The presentation will focus on practical aspects of developing score card method by taking participants through the different phases involved in scored cards.</p>
<p>Activity 3 Duration: 2:00 hours Resources: Flip chart and markers Activity type: Group discussion and Plenary presentation</p>	<p>Activity 3 In groups participants of three discuss and agree on key expectations from at least three Basic services of health, Education and infrastructure. The expectations should be realistic and achievable with the available resources. Each group will work on a specific service and follow the eight steps presented above.</p> <p>Participants to present their draft score card plans in plenary.</p> <p>Conclude the session with a plenary discussion on how to take forward the issues agreed upon.</p>

5.1 TRAINING CONTENT FOR SESSION

Uganda Debt Network Community Based Monitoring and Evaluation System (CBMES)

What is CBMES?

This is a creative and adaptive information system that is based primarily on the needs and interests of a given community.

A CBMES is a tool box that contains different methodologies which support the communities to realise their rights to participation in development process, opportunities, identify and find solutions to their problems, including challenging different levels of government to respond through amicable solutions

The CBMES process

A CBMES is meant to strengthen the beneficiaries' self-esteem and build their power and clout to demand accountability as part of their daily routine. Service providers begin to see a more knowledgeable citizenry who can no longer be taken for granted.

Through the CBMES, men, women, boys and girls instead strive to improve their engagement with the state so that officials improve the delivery of their mandate with improved quality of public services. They positively re-orient their attitude towards poor and marginalized people and promote transparency and accountability, gender- sensitive, responsive and equitable development.

The CBMES process is a joint effort between insiders (the community) and the outsiders (CSOs - that usually play the role of facilitator, and local governments) that work together to ensure that the programmes, projects and activities planned by the central government and the local governments are relevant, transparent, accountable and reflect value for money in meeting the desired set goals and objectives.

Why CBMES?

It encourage pro-activeness about issues that affect them, that a Community Based Monitoring and Evaluation System (CBMES) is embedded. The CBMES, therefore, aims at: Empowers communities through learning processes, skills and knowledge formation that enables them to articulate their development agenda.

Mobilizing communities to participate fully and effectively in identifying and monitoring the quality delivery of services by government agencies.

It seeks to involve the people (Men & Women) at the grassroots to measure the performance of government agencies, the relevance of their programmes and impact to poverty reduction Providing the knowledge and skills to poor people (Men & Women) and the citizens in the

community to track and monitor government decision-making.

Involving grassroots people in decision-making; broad participation, building consensus with various stakeholders (Men & Women) and having their voices incorporated into the policy process.

Building the capacity of the grassroots to engage the policy planners at all levels (local, national and international).

MODULE 3: DEVELOPMENT OF SCORE CARDS

The module builds from the previous two modules and is specifically targeting AFFCAD staff and partner NGOs who will be charged with the delivery of score cards. The module is delivered in two days. The first day is to reflect on the score card processes and last day focused on developing a work plan schedule for score cards.

The module is delivered in a participatory way, to provide participants an opportunity to express their views about the topics and thus, promoting learning. Basic participatory approaches tailored to the training needs of participants are applied with a combination of methods such as presentations, lectures, group discussions, buzz groups, plenary presentations and practical exercises others were used.

SESSION I: CLIMATE SETTING

The session is aimed at enabling participants feel at home, share their expectations and contract for the entire three days training.

Training Guide for the Facilitator Session I

Notes for the Trainer	Activities
<p>Activity I Duration: 30 Minutes Resources: VIPP Cards and markers. Activity type: Discussion</p>	<p>Activity I In pairs each participant will be required to introduce and share one most interesting experience in accessing services in the community. Each will introduce a colleague with one most interesting experience as well as what each expects from the three days training.</p> <p>The session will be concluded with a presentation of key training objectives.</p>

SESSION 2: ACCOUNTABILITY TOOLS

The session aimed at introducing key approaches to monitoring government service by citizen with a focus on social auditing, enabling, citizen report cards and public expenditure tracking.

Session objectives

- To expose participants to key accountability tools to enable them select the most appropriate tools to adopt.
- To take participants through the process of developing score cards.

Training Guide for the Facilitator Session 2

Notes for the Trainer	Activities
<p>Activity I Duration: 30 Minutes Resources: VIPP Cards and markers. Activity type: Discussion</p>	<p>Activity I The facilitator to make a presentation on key accountability tools with a major focus on citizen score cars, Public expenditure tracking surveys and community score cards.</p>

2.1 Training session for social accountability tools

SOCIAL AUDITING OF SERVICE DELIVERY

A social audit was explained as a community driven participatory auditing of government implementation of programs and that it complements financial audits performed by government agencies by verifying quality of service provided, performance of the state, and strengthening the financial audits. Social audits also promotes citizen participation in governance issues resulting in better transparency and accountability.

PUBLIC EXPENDITURE TRACKING SURVEYS

Public expenditure tracking tool (PETS) was also explained and participants had a discussion on how it can be used. PETS recognizes that all government budgets do, or must deliver services to meet the needs of all citizens in a country. PETS is about looking at the impact of every part of the national budget on the various groups of people in the community. PETS is not only about how much money is allocated and spent in providing services to community but also how much money reached the intended recipients and how the services provided benefit the needy in the society.

PETS is also about assessing whether the current distribution of available resources is the most effective, efficient, economic, and equitable way of achieving government policy objectives. PETS can be conducted at any level of government- Central Government (Ministries, Departments and Agencies) or Local Government (Councils, Wards and Villages levels). PETS may involve one or several public institutions depending on purpose and ones capacity to conduct the PETS. For example, one can track government spending on primary education from district to village level or from the central government all the way to village level.

CITIZEN REPORT CARDS

Citizen Report Cards (CRC) are participatory surveys that solicit user feedback on the quality and performance of public services in order to raise citizen awareness and ultimately bring about reforms in the public service delivery system. It was explained that findings from citizen report card surveys are shared with the public through the youth of media and public dialogue meetings thus making it an effective instrument to promote transparency, responsiveness and public accountability.

It was also explained that CRC is a tool to engage citizens in assessing the quality of public services such as primary health care, water supply, public transport, education etc. The overall assessment of the performance of a public agency based on citizens' experience captured in terms of their satisfaction in relation to specific attributes of services such as access, availability, quality and reliability, along with agency responsiveness and transparency of the service provider.

THE COMMUNITY SCORE CARD (CSC)

The Community Score Card (CSC) is a two-way and ongoing participatory tool for assessment, planning, monitoring and evaluation of services. It is easy to use and can be adapted into any sector where there is a service delivery scenario.

The Community Score Card brings together the demand side ("service user") and the supply side ("service provider") of a particular service or program to jointly analyze issues underlying service delivery problems and find a common and shared way of addressing those issues. It is an exciting way to increase participation, accountability and transparency between service users, providers and decision makers

The main goal of the Community Score Card is to positively influence the quality, efficiency and accountability with which services are provided at different levels. The core implementation strategy to achieve the goal is using dialogue in a participatory forum that engages both service users and service providers

The Community Score Card is a participatory tool that:

- Is conducted at micro/local level and uses the community as the unit of analysis
- Generates information through focus group interactions and enables maximum participation of the local community
- Provides immediate feedback to service providers and emphasizes immediate response and joint decision making
- Allows for mutual dialogue between users and providers and can be followed by joint monitoring

WHAT is NOT part of the Community Score Card?

- It is NOT about finger-pointing or blaming.
- It is NOT designed to settle personal scores.
- It is NOT supposed to create conflict.

Noted also were the key benefits and challenges of community score card.

Benefits	Challenges
<ol style="list-style-type: none"> 1. It promotes dialogue and improves relationship with the service provider. 2. It facilitates a common understanding of issues and solutions to problems. 3. It empowers service users leading to community monitoring of services and increased community ownership of services and projects. 4. It facilitates accountability, transparency and responsibility from service providers. 5. It clarifies the roles and responsibilities of the service user in service delivery. 6. It promotes community participation and open dialogue and improves relationships with the service users. 7. It can expose corrupt officials. 8. It can show the service provider how to be accountable and responsible. 9. It is a tool that the service provider can use to monitor progress and service quality together with the community. 10. It can improve the behavior of the service users which can assist in improved service delivery. 11. It promotes a common understanding of issues and solutions to problems. 12. It promotes accountability for funds and transparency of processes 	<p>It requires time (holding service providers accountable might be a new concept and therefore a difficult concept to understand and get accepted by communities and service providers).</p> <p>It can sometimes lead to conflict if not facilitated well.</p> <p>It requires good facilitation skills (the CSC deals directly with issues of behavior and personalities and can be uncomfortable for those on the receiving end).</p> <p>Sometimes individuals can be targeted (“finger-pointing”).</p> <p>It can raise expectations with the service users if not facilitated well (creating a demand that cannot be fulfilled by the service provider, need to balance between community demands and service providers ability to provide and how the two sides can support each other to improve services</p>



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