



**CIVIL SOCIETY ORGANIZATIONS
AND
PUBLIC/PRIVATE
SECTOR PARTNERSHIPS**

TRAINER'S HANDBOOK

FOR

**HIGHER AND LOWER LOCAL
GOVERNMENTS**

**Ministry of Local Government
P.O. Box 7037
Kampala**

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NOT FOR SALE

Foreword by the Ministry of Local Government

Summary of the Course

Background

The role played by Civil Society Organisations (CSOs) and the public/private sector (PPS) is becoming increasingly important to ensure democratic development at local level in a decentralized environment. Their need to participate in decision-making as a result of the fundamental changes in management and organisational culture brought about by the decentralization policy is paramount. Increased CSO and PPS participation in advocacy, public decision-making, and oversight of government programs, calls for capacity building to allow the respective players to internalise their roles in working together.

Target Training Population

This training is suitable for any representatives from CSOs and the PPS. It is preferable that the representatives be sufficiently senior within their organisations that they can then return to their organisation and be in a position to effect change, e.g. communicate and implement what they have learnt, and pass on training and information to their colleagues. For effective and efficient management of the training, it can be delivered as either a two or three-day course, and the maximum number of participants should not exceed 30.

Overall Aim of the Training

The purpose of this training is to build the capacity of CSOs and the PPS to enable them play a pro-active partnership/oversight role in matters of local governance in a decentralised environment. Gender, HIV/AIDS, and environment are crosscutting in all aspects of the Course.

Training Objectives

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

- Articulate the concepts of decentralization, participatory democracy, decision-making, and information channels (**Note: In case of lower local governments, replace with: “Define the various types of decentralization, participatory democracy, the decision-making function and communication under the decentralization process.”**).
- Identify areas of collaboration between CSOs, Private Sector and Local Government in areas of development, planning and poverty eradication; and
- Identify areas for collaboration in influencing each other, and establish the steps to be taken in developing feasible partnerships.

Training Methods and Skills

The training method to be used in this Manual is essentially the experiential learning approach. The trainer(s) should be university graduates or diploma holders who have demonstrated familiarity with the operation of local governments and CSOs. They should have Training of Trainers' skills or experience in training in a similar field; experience in community work is an added benefit.

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1.0 Introduction

All stakeholders have acknowledged the role of the private sector and civil society organisations in supplementing the efforts of Local Governments to provide services and facilitate or mobilise communities for their full participation in local governance and the development process. Partnerships can create synergies in addressing the crosscutting issues of gender, HIV/AIDS and environment and development in general.

In order to ensure better quality and efficient provision of services as well as increased participation of the people in planning and control of decision-making, the private sector and civil society organisations together with their respective Local Governments will need to work together in partnerships to complement each other.

The role played by both the Civil Society Organisations and the Private Sector is becoming increasingly important to ensure participatory democracy and sustainable social and economic growth and development at the local level in a decentralized environment. Their need to participate in decision-making as a result of the fundamental changes in management and organisational culture brought about by the decentralization policy is paramount. However, it is apparent that CSOs though expected to be specialised particularly in the area of advocacy, as one of their critical mandates need to adjust with a view of internalising their role and opportunities within the decentralised political environment. This applies to the private/ for profit organisations too. Service provision, in addition to increased participation in advocacy, public decision-making and monitoring of Government programs by the CSOs and further involvement of the private sector therefore calls for capacity building to enable the respective players to internalise their roles in working together.

2.0 Training Course Objectives

The purpose of this training is to build the capacity of Civil Society Organisations, and the Private and the Public Sector to enable them play a far more pro-active partnership / oversight role in matters of Local Governance in a decentralised environment.

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

- Articulate the concepts of decentralization, participatory democracy, decision-making and information channels; (**Note: In case of lower local government, replace with: “Define the various types of decentralization, participatory democracy, the decision-making function and communication under the decentralization process.”**).
- Identify areas of collaboration between CSOs, Private Sector and Local Government in areas of development, planning and poverty eradication.
- Identify areas for collaboration in influencing each other, and establish the steps to be taken in developing feasible partnership.

The Course has only one module, with eight sessions. The Course extends over two to three days. If the Course is being implemented in two days, some sessions can be combined, or time spent on case studies can be reduced.

3.0 Legal and Policy Framework

Decentralisation followed Government’s realisation that centralised approaches to planning and development were not effective in addressing the needs of the people, majority of whom are poor and in improving their living conditions. Centralised provision of services was characterised by inefficiency and lack of knowledge of the needs of the beneficiaries. Decentralisation was adopted as a Government policy with the aim of giving the communities who are the beneficiaries a say in determining their own destiny-setting priorities for development, allocating resources and getting involved in the implementation of programmes.

The constitution of the Republic of Uganda (Art.1) provides that power belongs to the people and that it shall be exercised on their behalf and in their interest. In order to give full effect to the decentralisation policy the Local Governments Act was enacted by Parliament with the following objectives:

- To give full effect to the decentralisation of functions, powers, responsibilities and services at all levels of Local Governments;

- To ensure democratic participation in, and control of decision making by the people concerned;
- To establish a democratic political and gender sensitive administrative set up in local governments;
- To establish sources of revenue and financial accountability; and
- To provide for election of Local Councils

Local governments have the mandate to plan and implement programmes and to generate, budget and utilise resources to provide services and infrastructure facilities.

The Local Governments Financial And Accounting Regulations, 1998 spell out the handling of financial resources, assets and other related issues.

The PEAP, another important national development framework, is based on Vision 2025 the national core values, aspirations and goals and objectives. The major theme/ vision is prosperous people, harmonious nation and a beautiful country. The PEAP is Uganda's national development framework and it seeks to transform the economy, ensure that all people especially the poor benefit from economic growth through increased incomes and improved services. It seeks to eradicate poverty in its many dimensions through its four pillars as follows:

1. Good governance and security- facilitating the democratic process and ensuring the evolution of a popular and tolerant political system, building local government capacity to enable efficient allocation and utilisation of public resources
2. Increasing the ability of the poor to raise their incomes- increasing opportunities for self-employment.
3. Enhancing the quality of life of the poor- increasing public information and awareness as well as improving service delivery through increased participation.
4. Creating an enabling environment for rapid and sustainable economic growth and structural transformation.

The PEAP highlights the many dimensions of poverty, such as vulnerable incomes, physical insecurity, poor health worsened by the AIDS epidemic, low levels of education, disempowerment,

a heavy burden of work or unemployment, isolation, and either inadequate or limited access to social capital

The Medium Term Competitive Strategy for the Private Sector 2000-2005 is another key government initiative that seeks to provide a framework for supporting private sector growth. Section 1.4 of the strategy states that the thrust of Government policy in the medium term will be to achieve high GDP growth (Gross Domestic Product or increased production in the country) rates through increased private investment. Subsequently, this should create employment in the economy and thus reduce poverty on a sustainable basis.

Civil Society Organisations, local government, and the private sector need to be equipped with the necessary skills to be able to enter into productive partnerships that will benefit all the stakeholders- the community and the three sectors. The strategy aims at providing an enabling environment for a private sector that:

- Can make profits
- Will have a higher capacity to create jobs
- Operates a free and fair competitive environment
- Is attractive to private investment, both local and foreign; and
- Has a strong export base

The strategy also points out (pg. 45) that the private sector lacks specialised skills in marketing, communication, preparing business plans, management in organisations as well as technical skills. It also points out that a good environment is critical for poverty eradication and reduces the cost of production by avoiding additional investment to clean up water, for example, or build costly infrastructure for irrigation. The long-term solution therefore lies in good governance where the communities must be responsible for the decisions affecting them, effective laws and regulations and clear responsibilities, and involving the private sector in the management and development of natural resources. It is in the interest of the three sectors therefore to ensure sustainable development at the local level.

All stakeholders entering into partnerships need to be familiar with the Local Governments Act since it is the major law governing decentralisation, as well as the Local Government Financial and Accounting Regulations, which spells out how finances in local governments are to be acquired, allocated and spent and the responsibilities of the different players.

4.0 The Training Methods

This Course is designed to be delivered in two days with a maximum 30 participants. The training method to be used in this manual will be essentially an experiential learning approach in which facilitators learn to put participants at ease, establish learning objectives, and then take the trainees through the experiential learning cycle. This is a device that allows the learner to encounter an experience, reflect on it, draw conclusions from it and decide how to apply it to their own work after the workshop. The learners use each other as a source of learning, focus on real world problems, and identify things that will be of immediate use when they return to their workplace. In doing so, the learner takes responsibility for his or her own learning. The following methods will be frequently used here.

- Demonstration
- Group Discussions
- Case Study
- Role Play
- Trainer Presentation (Mini Lecture)

Energizers will be used in the course of the training to sustain the mood. The facilitator may choose to use the energiser at any point during the session as appropriate not necessarily at the beginning of the session.

This training is intended for representatives from Civil Society Organisations and the Private Sector and the Public Sector (local governments). It is preferable that the representatives of the three sectors be sufficiently senior within their organisations so that they can then return and be in a position to effect change, communicate and implement what they have learnt, and pass on training and information to their colleagues. The Local government staff involved here should be the Heads of Department and members of the council executive. The Chairpersons of the standing committees could be included in this training (politicians).

5.0 Organizing the Training Activity

5.1 Tools and Equipment

The facilitator is responsible for ensuring that he or she has everything needed for the smooth running of the training session. The following list might be a useful as a guide; however, this list is not necessarily complete, and the facilitator will need to prepare his or her own checklist having checked against the Module being run.

Box 1

Sample Checklist

- List of participants;
- Name badges;
- Pads and pens;
- Flipchart;(board and paper)
- Markers
- Sticky tape;
- Clock;
- Sufficient copies of all exercises and case studies so that each participant has a copy;
- Sufficient copies of all handouts so that each participant has a copy;
- Whatever might be required for the energizer exercises (e.g. a ball).

5.2 Arrangements at the Workshop Venue

In addition, the facilitator must check that the following arrangements are in place at the workshop venue.

Box 2

Arrangements at the Workshop Venue

It is important that the facilitator checks the following before the participants arrive:

- That the registration table and stationery are ready.
- That morning coffee, lunch and afternoon tea have been booked for the right times;
- That drinking water and glasses will be made available throughout the day ;
- That the tables and chairs have been set up in the preferred pattern facing the facilitator's desk and flipchart (check that the flipchart can be seen from all parts of the room);
- Enough break out rooms or space for the group work and, that they are fully equipped with whatever is necessary, e.g. chairs, tables, flipcharts, etc.

- That lighting and ambient temperature in the room(s) are at comfortable levels;
- That the washrooms are clearly sign-posted.

5.3 Venue Location

A quiet venue preferably out of the vicinity of the workstation is recommended in order to limit interruptions from participants' normal work schedules. Participants should also have a chance to interact with a community from nearby areas to enhance skills acquired and ideas generated.

5.4 Other matters that need to be taken into account

- Budgetary requirements and limitations
- Security issues
- Low levels of education and awareness especially the CBOs

5.4.1 Some Budget Considerations in Organizing Training

Table 1

Element	Unit Cost	Number of Participants	Subtotal	Total
Pre-Training				
Materials Development				
Location/Selection (Travel to/from the site)				
Training Site				
Training room				
Break out space				
Secretariat				
Personnel				
Secretary				
Other (Cleaners, guards etc.)				
Food				
Breakfast				
Lunch				
Dinner				
Tea (x 2)				
Allowances				
Travel (round-trip)				
Out-of-Pocket				
Materials				

Development				
Handouts				
Manuals				
Rental Costs				
Overhead Projector				
Overhead Screen				
Copy Machine				
Supplies				
Copier paper				
Writing blocks				
Pens and pencils				
Flipchart paper				
Magic markers(4 colors)				
Masking tape				
Envelopes				
Folders				
Other				

5.4.2 Logistics Checklist for Starting up a Training Program

Table 2

Element	Check for:	Comment
Training Site	Name, address, contact information Where is site: downtown, small village Noise: On a busy street Thin walls Availability of local transport: bus, taxi, etc. Materials Reproduction Capability Food (Restaurantation) Breakfast, lunch, dinner Tea breaks (2) How many other training activities etc. are happening at the same time? Transport Refund Emergency Medical Supply	
Training Room	Room Capacity Type of seating/tables Flipchart stands	

	Blackboards/whiteboards Quality/quantity electrical outlets Public address system Podium Windows Lighting Acoustics Bathrooms Breakout rooms/space Can things be hung on walls? Are other training events happening in the next room?	
Secretariat	Secretary Desks Chairs Computers Printers Storage shelves Storage space	
Food	Kind Quality Variety Dining room Adequate staff to serve a large group Distance from conference room	
Materials to be purchased/copied	Technical Manuals Technical Training Supplies	
Supplies (purchase or rent)	Overhead projector Overhead screen Copier paper Writing blocks Pens and pencils Flipchart paper Magic markers (4 colors: black, red, blue and green) Masking tape Envelopes Folders	
Budget	Unit cost x # of participants	See Budget handout

6.0 Running the Training Course

6.1 Introduction of Participants

Participants are asked to sit next to the person they know least. Each person should ask their neighbor's name, where they come from, their place of work, their likes and dislikes. Each is then required to introduce their friend to the plenary.

6.2 Expectations, reservations, and fears of the participants in respect of the training/workshop

The facilitator should then elicit the expectations of the participants by asking each to write down on different cards three things that they hope to gain from their training. The expectations are then displayed on the wall, grouping together similar cards.

6.3 Objectives of the training/ workshop

The facilitator should present the course objectives to the participants and go through the participants' expectations highlighting those that are likely to be met during the session and relate them to the session's objectives.

6.4 Norms and rules of the training/workshop

Through a facilitated discussion, the facilitator should establish a list of ground rules and norms with the participants. Rules may include being on time for sessions, attending all sessions etc.

6.5 Recording and reporting of proceedings

The facilitator should recap the process and content covered during the session and write a report at the end of the workshop

6.6 Planning for the future-discussion of any future activities and follow up to the training

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?

- What will you do differently when you return to the job/organization?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same CSO or Local Government department can be grouped together to make a combined action plan specifying the responsibility centers and target dates. The action plan can also be phased into what will be put into practice in the short term, the medium term and the long term.

7.0 Assessing the Training/Learning Process

The methodology of the facilitator and the content of the module are both evaluated by the participants. At the beginning of the training, the facilitator compares and harmonizes participants expectations with the module objectives. The trainer(s) should design appropriate evaluation instruments based on the aim and learning objectives of the training. Mechanisms for follow up are embodied in the experiential learning circle (application), which is also considered as a long-term evaluation mechanism. At the end of the workshop written evaluations for both participants and trainers are included.

8.0 Evaluation Criteria

8.1 Pre Programme

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs?

- Have all the personnel been consulted about the subject need?
- Are the programme aims and objectives relevant to the identified need?
- Have the aims and objectives been agreed with the beneficiaries?
- Is the design of the programme concerning daily content, pace, and training methods suitable for the expected participants?
- Is the training venue appropriate?
- Do the selected trainers/facilitators have the right knowledge and skills?
- Are the training methods to be used suitable for the objectives?
- Are all the facilities, equipment etc. available?

- Are they all appropriate for the objectives and participants?
- Have all the in-programme and post-programme validation and evaluation arrangements been agreed and established?
- Have all the administrative procedures been set up?

8.2 In Programme

See Annex A: Participant and Trainer Evaluation Forms

8.3 Post Programme

Post programme evaluation should be scheduled approximately three months after the training.

8.4 Learning Performance

- Generally, did the trainees meet the objectives of the programme?
- Did all aspects of design and implementation of programme work as intended and were they effective?

What changes, if any, need to be made for similar programmes in the future; e.g.: Did the participants:

- Meet the objectives?
- Find the objectives relevant?
- Find any objectives particularly relevant or less relevant than others?
- Feel that the level of treatment of content was appropriate?
- Feel that their expectations had been met?
- Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful?
- Consider some elements of the programme should be omitted?
- Think that some topics should be added to the programme?
- Like or dislike any part of the programme?
- Like or dislike any of the training methods?
- Find the resources useful?
- Like or dislike the assessment tasks?
- Feel that they had adequate support from the trainer (s)/facilitator (s)?

- Feel that the length of the programme and the length of the sessions were appropriate?
- Feel that the selection/composition/numbers of participants were appropriate?
- Consider the administrative support was adequate?
- What changes would they recommend to any of the elements noted above?
- What were the trainer(s) /facilitator(s) views on all the above elements?

8.5 Job Performance

Generally, what difference did the programme make to the trainees job performance? E.g.:

- Did they find the programme helpful when they returned to their jobs?
- What parts of the programme have they put into practice?
- Has their performance been assessed?
- Has their job performance improved?
 - Increase in efficiency
 - Increase in effectiveness
 - Increase in productivity
- *Have they been given feedback on their performance?*

9.0 Structure and Design of the Sessions and Time Allocation

This training course addresses the aspects of civil society organisations and public private partnerships. It also gives an opportunity to participants to share experiences in the different areas.

This module covers the following eight sessions, over a period of two days:

1. Decentralisation in Uganda
2. Definition and types of Public Private Partnerships
3. Roles of Governments, CSOs, and the Private Sector in Public/Private Partnerships
4. Management of Public Private Partnerships
5. Advocacy and lobbying
6. Research Skills and Market Research
7. Monitoring and Evaluation

8. Communication and negotiation skills

By the end of this course, the participants will be able to:

- Articulate the concepts of decentralization, participatory democracy, decision-making and information channels;
- Identify areas of collaboration between CSOs, Private Sector and Local Government in areas of development, planning and poverty eradication.
- Identify areas for collaboration in influencing each other, and establish the steps to be taken in developing feasible partnership.

10.0 Needed Skills to Perform Mandated Functions

The skills required by the trainer(s):

The trainer(s) should be university Graduates or Diploma holders, who have demonstrated familiarity with the operation of Local Governments, and CSOs. Experience in private sector training will be desirable. They should have Training of Trainers skills or experience in training in a similar field of not less than two years.

11.0 Session by Session Activities

Session One: Decentralization in Uganda

Table 3

OVERVIEW OF SESSION 1		
No.	Component Activities	Time Allocation (approx.)
1	<ul style="list-style-type: none"> Paired introductions using virtues Participants' expectations 	5 Minutes
2	<p>Objectives</p> <ul style="list-style-type: none"> By the end of the session participants should be able to: Define decentralisation in Uganda Place the role of the different stakeholders/key players in the decentralisation process Articulate the benefits and challenges to decentralisation in Uganda. 	5 minutes
3	<p>Presentation</p> <p>Participants brainstorm on the concept of Decentralisation, and the benefits and challenges.</p> <p>Facilitator gives lecturette on decentralisation, the key types of decentralisation, and the role of civil society organisations and the private sector in decentralised governance.</p>	30 minutes
4	<p>Small Groups Exercise</p> <p>Case study</p> <p>Buzz group brainstorming exercise where participants reflect on the key issues under decentralisation in Uganda.</p>	40 minutes
5	<p>Lessons Learnt</p> <ul style="list-style-type: none"> Key issues learnt about the definition and main concepts of decentralisation. 	10 minutes
6	<p>Application</p> <ul style="list-style-type: none"> Questions about relevance of information to each participant's job and responsibility: How can you apply the information that you have acquired? What will you do differently when you return to your job / organisation? 	10 minutes
7	<p>Summary</p> <ul style="list-style-type: none"> Summarise the main ideas 	10 minutes

Introduction

Participants are asked to sit next to the person they know least. Each person should ask their neighbour's name, where they come from, their place of work, their likes and dislikes. Each is then required to introduce the new friend and give him a virtue (see examples in the box below). Based on the positive attributes given to the different participants, the facilitator then summarises by saying something like "In this room we have confident, helpful, determined, brilliant people".

Box 3

The Virtue Game

Examples of the virtues that might be chosen are: confident; determined; helpful; knowledgeable; experienced; beautiful; brilliant; committed; dedicated; patient; resourceful; kind; hardworking; reliable; tolerant; etc.

2. Session Objectives

By the end of the session participants will be able to:

- Define decentralisation in Uganda
- Place the role of the different stakeholders/key players in the decentralisation process

After presenting the course objectives, the facilitator should then go through the participants' expectations highlighting those that are likely to be met, taking into consideration the set objectives.

3. Presentation

The facilitator starts with a lecturette on the definition of decentralisation, and the key issues and concepts under decentralisation.

4. Small Group Exercise

Role-Play

Facilitator asks participants to make a presentation as indicated representing different categories of people like the Chairperson of the Chamber of Commerce, a businessman and an LC III Chairperson.

“Thank you for volunteering for this role-play exercise. You are an official from the Ministry of Local Government. You have come to this Council meeting to sensitise Councillors about the benefits of decentralisation.

Read the following briefing notes, internalise them, and then make a short (5-10 min) presentation to the Council meeting. You can, of course, use these notes as a reminder of items to be covered. You can also use (or pretend to use) any other communication material you consider appropriate in this presentation, e.g. flip chart, overhead projector.”

5. Benefits of Decentralisation Briefing Notes

- Brings services nearer to the people.
- Allows the person to identify their problems and make decisions on how to overcome them.
- Enables the community members to have a sense of responsibility to manage their own resources.
- Makes planning, monitoring and evaluation at all levels easier.
- Creates sustainable local development through improved sense of ownership by the community members.
- Ensures increase in local revenue mobilisation and equitable distribution of resources.
- Helps build the capacity of the community members.
- Minimises any delay in service delivery by shortening the chain of decision-making.
- Avoids central decision-making, which sometimes is oppressive to the population.
- Increases level of administrative control.
- Promotes sense of ownership and accountability.

Challenges to decentralisation in Uganda

- Institutional and organizational challenges- like the persistent top-down approach to planning.
- Lack of good information management systems (MIS)

- Inadequate local revenue
- Lack of participation of all stakeholders
- Lack of capacity at lower local government levels
- Limited transparency and accountability, etc.
- Poor communication

At a certain point in discussions, the facilitator brings everyone back to the plenary so that a consensus can be reached across all participants on the answers to the exercises. Such open debate allows opportunity to bring out new perspectives on the discussions. Sufficient time should be allocated so as to ensure that participants are able to ask questions and clarify their understanding of the issues presented.

6. Lessons Learnt

The facilitator should then follow the reflection by asking the participants what they have learnt about decentralization-the concept, benefits and challenges.

7. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

8. Summary

The facilitator should highlight the process and content covered during the session.

Session Two: Definition and Types of Public/Private Partnerships**Table 4**

OVERVIEW OF SESSION 2		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • The Plant Method energiser • Recap on previous session 	10 minutes
2	Objectives By the end of the session participants should be able to:- <ul style="list-style-type: none"> • To define what is meant by public private partnerships • To articulate the rationale for public private partnerships in decentralised service delivery in Uganda • To outline the different types public private partnerships suitable for Uganda 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on what public private partnerships are. • Facilitator gives lecturette on the definition of public private partnerships Facilitator elaborates on the different types of public private partnerships	30 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise 	40 minutes
5	Lessons Learnt Key issues learnt about public private partnerships-definition and types.	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant's job and responsibility: <ul style="list-style-type: none"> • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator leads the participants in The Plant Method energiser (see below). The facilitator then recaps on the previous session.

Box 4

The Plant Method Energiser

The participants are divided into four or five equally sized and gender-balanced groups. Each group is asked to discuss the last session while standing. One member of each group is asked to observe and note all contributions, including qualitative comments and to report findings back to the plenary. The exercise is meant to relax the participants whilst providing opportunity for candid discussions.

2. Session Objectives

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

- To define what is meant by public private partnerships
- To articulate the rationale/need for public private partnerships in decentralised service delivery in Uganda
- To outline the different types public private partnerships suitable for Uganda

3. Presentation

The facilitator will ask the participants to brainstorm on the definition and types of public private partnerships.

The facilitator will then give a lecturette on the definition and types of public private partnerships..

4. Small Groups Exercise

The facilitator uses the Counting Method to divide participants into groups of 5 – 6 people. The groups are asked to discuss the following:

- Why are public private partnerships necessary in the context of decentralisation in Uganda?
- Discuss the merits, demerits and suitability of the different types of partnerships in Uganda.

Each group should nominate one person to report their findings to the plenary.

In summary at the end of discussions, the facilitator must highlight the critical areas identified on constraints, challenges and strategies for overcoming them. If possible, the facilitator should go through each to give the different perspectives, both positive and negative.

5. Lessons Learnt

The facilitator asks the participants what they have learnt about public private partnerships- definition and types

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?
- What are the possible constraints to their application?
- How can they be overcome?

7. Summary

The facilitator should outline the process and content covered during the session.

Session Three: Roles of Governments, CSOs, and the Private Sector in Public/Private Partnerships

Table 5

OVERVIEW OF SESSION 3		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “Toss the Ball” energiser • Recap on previous session 	10 minutes
2	Objectives By the end of the session participants should be able to: <ul style="list-style-type: none"> • Outline the roles of all the key stakeholders in public private partnerships, i.e. the private sector, local governments and CSOs. • Articulate the key issues that affect the three sectors in public private partnerships 	10 minutes
3	Presentation <ul style="list-style-type: none"> • The participants brainstorm on the role of the key stakeholders, i.e. local governments, private sector and CSOs and the key issues affecting each. • Facilitator gives lecturette on the concepts and their relationships and the key issues related to it. 	30 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Case Study Facilitator breaks participants into groups of five to six participants to discuss issues presented in the case study.	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about the concepts 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Toss the Ball Energiser” (see below), using the opportunity to ask participants to remember what was covered during the previous sessions.

Box 5

Toss the Ball Energiser

The participants stand in a circle. They toss the ball between themselves. When you catch the ball, you have to tell the others one fact you recall from the previous session and then you sit down. The game continues until everyone has caught the ball and remembered one fact.

2. Session Objectives

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

- Outline the roles of all the key stakeholders in public private partnerships, i.e. the private sector, local governments and CSOs.
- Articulate the key issues that affect the three sectors in public private partnerships

3. Presentation

The facilitator invites the participants to brainstorm on the roles of and key issues that affect the three sectors in public private partnerships. The facilitator then presents a lecturette on the role, issues and their relationships.

4. Small Groups Exercise

Box 6

CASE STUDY 1:

Busiku Sub-County

Mr Kagere has been working as a Sub-County Chief for more than 15 years. However, with the implementation of the Government’s decentralisation policy, and the increasing demands, he is facing a number of challenges:

- The Sub-County has failed to produce the required quality of the three-year Development Plan as is required by law and is even unlikely to meet the minimum conditions in order to qualify for LGDP funding again;
- A number of contractors doing work for the Sub-County have not been fully paid for their services;
- The responsibilities of the Sub-County have increased;
- Most taxpayers have defaulted;
- The extension staff that had been posted by to the Sub-County have transferred their services to the nearby Sub-counties.

Mr Kagere is worried about his performance. The auditors have been criticising the quality of the Sub-County's books of accounts. Even the LCIII Chairman is blaming him and telling people that he is a failure who has failed to run the Local Government and proposing that someone from the Sub county who understands it very well should be posted there. He is not sure whether he, too, should go back and work in his home District.

Questions:

1. What problems / challenges associated with decentralisation are depicted in this Case Study?
2. What roles can the private sector and civil society organisations play to improve the quality of service delivery?

The facilitator uses the Countdown Method to divide the participants into small groups of four to discuss the issues raised in the case study.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about the roles and key issues affecting the three sectors in public private partnerships.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Session Four: Management of Public/Private Partnerships
Table 6

OVERVIEW OF SESSION 4		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “The Human Compass” exercise • Recap on previous session 	10 minutes
2	Objectives By the end of the session participants should be able to <ul style="list-style-type: none"> • Define the following; local development, participatory development, productive partnership. • Define the role of local government and private sector in development • Identify stakeholders in local development • Articulate issues that make partnerships not to work in sustainable manner • Propose some areas for partnership building between local governments, CSOs and the private sector. 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on the issues related to the management and risks of mismanagement of public private partnerships. • Facilitator gives lecturette filling the gaps in the discussions of these concepts 	30 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise 	40 minutes
5	Lessons Learnt Key issues learnt about the concepts of The importance of	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Human Compass Exercise” (see below). The facilitator then recaps on the previous session.

Box 7

The Human Compass Exercise

The participants stand at ease in a circle, their hands on their waists. Without moving their feet, and bending at the waist, they move their trunks in the direction of North, South, East or West according to the facilitator’s instructions. The facilitator will gradually increase the tempo of the instructions. This exercise will warm the participants up and refresh them in preparation for the last session of the first day.

2. Session Objectives

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

- Define the following; local development, participatory development, productive partnership.
- Define the role of local government and private sector in development
- Identify stakeholders in local development
- Articulate issues that make partnerships work in sustainable manner
- Propose some areas for partnership building between local governments and the private sector

3. Presentation

The facilitator asks the participants to brainstorm on their understanding of the issues likely to affect partnerships and the risks associated with mismanagement. The facilitator then gives a lecturette filling the gaps in the discussions of these concepts. The facilitator should allow sufficient time for any questions so as to ensure that all participants have a clear understanding of the different concepts.

4. Small Groups Exercise

Wagadugu District Council Rehabilitation Of Health Centre: Project Status Report Extract.

(Note: This case study may not be suitable for training of Lower Local Governments).

Case Study

In Wagadugu District Council, there were a certain group of about four outspoken, good lobbyists and eloquent presenters who always sway council opinion in deliberations. In March 2001, they launched a struggle during the planning stage of 2001/2002 for rehabilitation of four health centres.

The basis of the motion is that the asbestos roofing sheets on those health centres are health hazards and that those health centres needed face lifts to reflect well on the image of the entire council members as they shall be going for re-election campaign early 2002. This sounded very well and the proposal was adopted.

The design, Bills of Quantities preparation, and tendering was pushed and done very fast and tender were awarded to four firms on a condition that they need to start the work urgently and proceed quickly. In turn, the four contractors pushed for advance payment of up to 45% urgently to enable them proceed appropriately. This was granted and the money paid in cash as the contract was being processed.

The contractors then moved on site and started work. Ranging between 50% - 65% of the time for project elapsed while the works in the various sites done were ranging between 10% - 25%. The contractors were asking for more money from the council to enable them proceed and finish their contract. It also emerged that during the construction execution, each time the district engineer and supervisors tried to enforce quality delivery and ensuring value for money, the contractors would complain to the political leadership that they are being frustrated by the district staff. Several meetings were called under the chairmanship of Chief Administrative Officer and Chairman, Wagadugu District Council LCV, to iron out the progress of work to no meaningful success.

Questions:

- What was the main source of problems with the health centre's project and how could they have been avoided.
- What are the roles of the three sectors (Civil Society Organisations, Private Sector and Local Governments) in successfully managing public-private partnerships?

Participants are put into small groups and invited to discuss the prevailing situation in the area that their organisation operates with relation to the concepts under examination.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about the concepts of development and community driven development.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?

- What will you do differently when you return to your job/organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Session Five: Advocacy and Lobbying**Table 7**

OVERVIEW OF SESSION 5		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • The Gender Game • Recap on previous day 	10 minutes
2	Objectives By the end of the session participants will be able to: <ul style="list-style-type: none"> • Define advocacy and lobbying • Articulate the need for advocacy • Propose strategies for lobbying 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Facilitator gives lecturette on the concepts of advocacy and lobbying, the importance of advocacy as well as the issues related to advocacy and lobbying 	30 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Case Study (Note: At Lower Local government level, use the Mella Cattle Keepers Case Study.)	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about advocacy and lobbying. 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant's job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with a simple exercise. A participant is asked to sing a simple song of his / her choice. Everyone repeats the song. Then only the female participants repeat the song. Finally,

only the male participants repeat the song. The facilitator then asks the group to vote on whether the men sang better than the women, or vice versa. The facilitator then recaps on the previous session and congratulates the participants on their hard work during the earlier sessions.

2. Session Objectives

By the end of the session participants will be able to:

- Define advocacy and lobbying
- Articulate the need for advocacy
- Propose strategies for advocacy and lobbying

3. Presentation

Participants brainstorm on advocacy and lobbying in the three sectors. Then the facilitator gives a lecturette on the concepts of advocacy and lobbying

4. Small Groups Exercise

Box 8

CASE STUDY 1:

TARGETING THE INNER PASTORAL COMMUNITY

Imagine that you are working in a CSO operating in a pastoral area in one of the regions of Uganda. Your area is inhabited by nomadic pastoralists. With the recent crisis in the Teso region, nomads have to move more cautiously and very far from human settlements where they might be forced to settle. This has a negative impact on the livelihoods of the nomads who find themselves unable to produce enough to sustain the family. The nomads, including women and children have to survive with minimal supplies and food. Life has become hard and risky. As a CSO, you witness increasing suffering, deaths and hopelessness.

Questions:

- What advocacy techniques would you use for this situation?
- *How would you persuade Local Governments to attend to the situation?*

(Note: This case study should be used for training at Lower Local Government level.)

CASE STUDY : MELLA CATTLE KEEPERS COMMUNITY

Imagine that you are working in a CSO operating in the Meela Sub county. Mella is a place for cattle keepers. With the recent rules on nomadism put in place by the Ministry of Agriculture, these people have to move carefully because they fear that they might be forced to settle. This has affected the lives of Mella people because they find themselves unable to produce enough to sustain the family. The nomads, including women and children have to survive with small supplies and food. Life has become hard and risky. As a CSO, you witness increasing suffering, deaths and hopelessness.

Questions:

- What advocacy techniques would you use for this situation?
- Are there similar or related cases in Uganda in the context of human rights, provisions and service delivery?
- How would you persuade Local Governments to attend to the situation?

Participants are put into small groups according to the Organisations that they represent. The groups are invited to discuss the following questions arising from the case study.

Each group nominates a representative to present their findings to the plenary.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about advocacy and lobbying.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Session Six: Research Skills and Market Research
Table 8

OVERVIEW OF SESSION 6		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • Song • Recap on previous session 	10 minutes
2	Objectives <ul style="list-style-type: none"> • By the end of the session participants will be able to • Define research and market research • Outline the steps in research • Articulate the key issues that affect research and data management in Uganda 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on the • Facilitator gives lecturette on the following concepts: <ul style="list-style-type: none"> • Research and market research • Steps in research, and • Data management 	30 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise 	40 minutes
5	Lessons learnt <ul style="list-style-type: none"> • Key issues learnt about 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant's job and responsibility: <ul style="list-style-type: none"> • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins by playing the toss the ball energiser. The facilitator then gives a brief recap on what was covered on the previous day.

2. Session Objectives

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

- By the end of the session participants will be able to
- Define research
- Outline the steps in research
- Articulate the key issues that affect research and data management in Uganda

3. Presentation

The facilitator presents a lecturette on the concept of research, methods and steps of research and data management.

4. Small Groups Exercise

The facilitator divides the participants into four groups, with people from the same or similar organisations being placed in the same group. The groups are asked to discuss various aspects of research and data management. Each group nominates a representative to present their findings to the plenary. In the plenary session that follows, the participants brainstorm to cover any other aspects of that have not already been mentioned, and to highlight any major areas of concern. The facilitator may choose to focus discussions by asking the following questions:

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about the concepts discussed.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

7. Summary

The facilitator should outline the process and content covered during the session.

Session Seven: Monitoring and Evaluation
Table 9

OVERVIEW OF SESSION 7		
No.	Component Activities	Time Allocation (approx.)
1	Introduction: <ul style="list-style-type: none"> • Multiple –Divisible energizer • Recap on previous session 	10 minutes
2	Session Objectives: By the end of the session Participants will be able to: <ul style="list-style-type: none"> • Define the concept of monitoring and evaluation (M&E) • Identify performance indicators • Determine who does what and when with the indicators 	5 minutes
3	Presentation, Main Points: Facilitator asks participants to brainstorm on the following before giving a lecturette: <ul style="list-style-type: none"> • Definition of M&E • Definition of performance indicators 	20 minutes
4	Small Group Exercise <ul style="list-style-type: none"> • Group discussion 	40 minutes
5	Lessons Learnt: <ul style="list-style-type: none"> • Facilitator asks participants the key issues learnt in session two 	10 minutes
6	Application: Facilitator asks the following questions <ul style="list-style-type: none"> • How can you apply the information that you have acquired? • What will you do differently when you return to your job/business? 	5 minutes
7	Summary: <ul style="list-style-type: none"> • Summarise the main ideas • Review session objectives 	10 minutes

1. Introduction

The facilitator begins by playing the toss the ball energizer (see Figure 5).

2. Session objectives

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

- To define the concept of monitoring and evaluation (M&E)
- To identify performance indicators
- To determine who does what and when with the indicators

3. Presentations

The participants can brainstorm on M&E and performance indicators. They are also prompted to identify responsibility centres when carrying out M&E in programme implementation. Thereafter, the facilitator gives a lecture on M&E and its tenets.

4. Reflection

Participants are divided in small groups on a random basis. In the small groups, participants are asked to define M&E, identify performance indicators and responsibility centres during the M&E process for a project chosen and agreed upon by the participants.

- M&E can be defined as the process carried out for the purposes of ensuring that programmes and projects are on course during implementation.

Performance Indicators

1. Present the concept of performance indicators
2. Identify indicators
3. Determine who does what and when with indicators
4. Agree on Implementation
5. Establish Responsibilities for the stakeholders' Implementation

5. Lessons Learnt

The facilitator should ask the participants what they have learnt about M&E

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask them to reflect on the following questions:

How Can You Apply The Information/Knowledge That You Have Acquired?

What Will You Do Differently When You Return To Your Job/Organisation.

7. Summary

The facilitator should highlight the process and content covered during the session.

Session Eight: Communication Skills**Table 10**

OVERVIEW OF SESSION 8		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • ‘Fizz Buzz’ energiser • Recap on previous session 	10 minutes
2	Objectives To understand the definition and importance of communication; to understand different communication models and processes; to understand communication lines in Local Government, and common types of communication.	10 minutes
3	Presentation Facilitator gives lecturette on the concept of communication, the importance of communication, barriers to communication, and the communication lines in local governments.	30 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise 	40 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Fizz Buzz Energiser” (see below). The facilitator then recaps on the previous session.

Box 9

Fizz Buzz Energiser

The participants will be coming to the end of a long two-day training course. This energiser is fun and will get their brains working again. They stand in a circle and start counting, moving clockwise around the circle. When the number contains a 3 or is divisible by a 3, the person says “Fizz”. When the number contains a 5 or is divisible by 5, the person says “Buzz”. If the number contains or is divisible by both, then the participant says “Fizz-Buzz”. The pace should be kept quite quick, and anyone who fails or hesitates should drop out of the circle.

So (for the facilitator’s eyes only) the sequence 1 to 50 should go as follows:

1, 2, Fizz, 4, Buzz, Fizz, 7, 8, Fizz, Buzz, 11, Fizz, Fizz, 14, Fizz-Buzz, 16, 17, Fizz, 19, Buzz, Fizz, 22, Fizz, Fizz, Buzz, 26, Fizz, 28, 29, Fizz-Buzz, Fizz, Fizz, Fizz, Fizz, Fizz-Buzz, Fizz, Fizz, Fizz, Fizz, Buzz, 41, Fizz, Fizz, 44, Fizz-Buzz, 46, 47, Fizz, 49, Buzz, etc.

2. Session Objectives

By the end of the session, participants will be able to understand:

- The definition and importance of communication.
- The different communication models and processes.
- The communication lines in Local Government.
- The common types of communication.

3. Presentation

The facilitator invites the participants to brainstorm on the concept of communication, the importance of communication, barriers to communication, and the communication lines in local governments. The facilitator will then give a lecturette covering any gaps not discussed in the brainstorming session, and allowing time for any questions so as to ensure that all participants have a clear understanding of the concepts under consideration.

4. Small Groups Exercise

Participants are put into three groups according to the organisations that they represent, so that delegates from the same or similar organisations are grouped together. Each group will select a representative to present their findings to the plenary.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt from the exercise

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the knowledge and skills that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar organisation can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short run, the medium term and the long run.

7. Summary

The facilitator should outline the process and content covered during the session.

8. Evaluation

This exercise is carried out twice, first focussing on the content of the training course, and then on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in future training modules) and what the participants did not enjoy (so that it can be avoided in future training modules). The objective of the exercise is to improve the facilitator's performance.

- Draw a line down the centre of a flipchart page. At the top of one column, write "+", at the top of the other column write "-".
- Ask the group: "What were the plusses and minuses of this module?"
- Record each suggestion verbatim.

HUMAN BINGO!

“By now, you should all know each other very well. Move around the room to find individuals who fit each of the following descriptions and write their names in the appropriate square. The person who completes every square first shouts “BINGO!” and will win a prize!”

Box 10

B	I	N	G	O	
Plays football	Is the oldest in the family	Has five children	Is a Councillor	Does not drink alcohol	1
Likes matooke	Likes politics	Has red shoes	Is a teacher by profession	Is a born-again Christian	2
Knows how to swim	Snores	Speaks four languages fluently	Does not smoke	Is a farmer	3
Is a retired civil servant	Listens to BBC everyday	Likes singing	Like watching TV	Is a businessman / businesswoman	4
Likes reading <u>The Monitor</u> Newspaper	Likes dancing	Has worked for more than 20 years	Is not married	Does not eat meat	5

12.0 Glossary of Terms

<u>Brainstorm</u>	Where participants are encouraged to share ideas in a group session in order to reach a common conclusion or answer to a problem. The facilitator can play an active a role as necessary in order to steer discussions in the right direction.
<u>Buzz Method</u>	Small group discussions focussing on buzz words or ideas.
<u>Case Study</u>	A real-life scenario is reproduced in order that the participants can examine what happened, discuss what problems occurred and what caused them, and agree on the lesson(s) that can be learnt from the story. In some of the Sessions, two Case Studies might be presented, or a Group Exercise and a Case Study. It is then up to the facilitator to decide whether the time will allow for both to be covered, or whether s/he should only concentrate on exploring one at a greater depth.
<u>Facilitator</u>	The leader of the training module. The emphasis here is on <i>enabling</i> the participants to discuss, share experience and learn. The role is not one of “lecturer”.
<u>Gender</u>	This refers to socially constructed and differentiated roles that are assigned to the sexes and, most of the time, are determined by culture. Both men and women are expected to follow these norms and behaviour in order to remain in the good graces of society. These roles can and may change over time.
<u>Handouts</u>	The handouts are prepared, brief notes covering the key points of each Session. All the handouts for one Module are grouped together in the Annex to that Module. It is preferable that the handouts to a Session are not made available to the participants until the end of the Session.
<u>Lecturette</u>	This is a mini-lecture of a maximum of 20 minutes. Because of the participatory design of this course, lectures are to be kept to a minimum. However, it is important that a summary of the key points be made by the facilitator and understood by the participants before they carry on with the Reflection part of the training session.
<u>Participant</u>	A person attending the workshop. The emphasis here is on <i>participating</i> – learning through activities and shared experiences.
<u>Participation</u>	Where communities take an active role in determining their own destiny. This may be through decision-making or the actual involvement in designing, implementing and managing of development projects and programmes.
<u>Plenary</u>	The whole group of participants, including the facilitator.
<u>Role Play</u>	A scenario, either fictional or real-life, is recreated and participants are invited to act out the part of one of the key players in the story.

13.0 List of Abbreviations and Acronyms

CDA	Community Development Assistant
CDO	Community Development Officer
CSO(s)	Civil Society Organizations
FAL	Functional Adult Literacy
GOU	Government of Uganda
HIV/AIDS	Human Immuno-deficiency Virus/Aquired Immunal Deficiency Syndrome
HPPG	Harmonised Participatory Planning Guide for Lower Local Governments
LGDP	Local Government Development Programme
M & E	Monitoring and Evaluation
MOLG	Ministry of Local Government
NGO	Non Government Organisation
PEAP	Poverty Eradication Action Plan
PMA	Plan for Modernization of Agriculture
PMC	Project Management Committee(s)
PPP	Public Private Partnership(s)

Annex A: Evaluation Forms

Trainer's Pre-Programme Evaluation

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs, such as (circle "Yes" or "No" and, if appropriate, qualify the answer in your report):

- Have the appropriate personnel been consulted about the subject need? Y N
- Are the programme aims and objectives relevant to too the identified need? Y N
- Have the aims and objectives been agreed with the beneficiaries? Y N
- Is the design of the programme concerning daily content, pace, and training methods suitable for the expected participants? Y N
- Is the training venue appropriate? Y N
- Do the selected trainers/facilitators have the right knowledge and skills? Y N
- Are the training methods to be used suitable for the objectives? Y N
- Are all the facilities, equipment, etc. available? Y N
- Are they all appropriate for the objectives and participants? Y N
- Have all the in-programme and post-programme validation and evaluation arrangements been agreed and established? Y N
- Have all the administrative and logistical procedures been set up? Y N

Trainer's In-Programme Evaluation

Generally (circle "Yes" or "No" and, if appropriate, qualify the answer in your report):

- Does the programme appear to be effective? Y N
- Do any adaptations need to be made to any parts of the programme? Y N
- Do the participants seem to be enjoying the programme? Y N
- Are they meeting the objectives of the course? Y N
- Do they find the topics relevant? Y N
- Were the topics presented in the sessions useful in helping participants understand their own work in their own districts? Y N

- Do they find the training techniques, learning resources, assessment methods, and evaluation arrangements satisfactory? Y N
- Are they satisfied with the learning equipment and facilities? Y N
- Are they satisfied with the domestic arrangements? Y N
- Are they having any particular difficulties? Y N
- Do they seem satisfied with the trainer(s)? Y N
- Do the assessment tasks reveal the learning that is taking place? Y N
- Would you like to see any modifications in this Training module that would make it more effective for participants? Y N

Trainer's Post-Programme Evaluation

Post-programme evaluation should be scheduled approximately three months after the training. It is completed by the trainer(s) by interviewing a representative sample/percentage of participants, preferably at their workplace.

A. Learning Performance

Generally (circle "Yes" or "No" and, if appropriate, qualify the answer in your report):

- Did the trainees meet the objectives of the programme? Y N
- Did all aspects of design and implementation of programme work as intended and were they effective? Y N

Did the participants:

- Find the objectives relevant? Y N
- Find any objectives more relevant or less relevant than others? Y N
- Feel that the level of treatment of content was appropriate? Y N
- Feel that their expectations had been met? Y N
- Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful? Y N
- Consider some elements of the programme should be omitted? Y N
- Think that some topics should be added to the programme? Y N
- Like or dislike any part of the programme? Y N
- Like or dislike any of the training methods? Y N

- Find the resources useful? Y N
 - Like or dislike the assessment tasks? Y N
 - Feel that they had adequate support from the trainer (s)/facilitator (s)? Y N
 - Feel that the length of the programme and the length of the sessions was appropriate? Y N
 - Feel that the selection/composition of participants were appropriate? Y N
 - Consider the administrative support was adequate? Y N
 - What changes would they recommend to any of the elements noted above?
-
-

What changes, if any, would you as the trainer make for a similar programme in the future?

B. Job Performance

Generally (circle “Yes” or “No” and, if appropriate, qualify the answer in your report):

- Did the programme make a difference in the participant’s job performance? Y N
- Did the participant find the programme helpful when he/she returned to his/her job? Y N
- Have parts of the programme been put into practise by the participant? Y N
- Has their performance been assessed? Y N
- If so, has their job performance improved in any of these ways:
 - Efficiency Y N
 - Effectiveness Y N
 - Productivity Y N
- Have they been given feedback on their performance? Y N

Participant's Evaluation

Your thoughts on this workshop will aid how they are conducted in the future. Thank you for taking the time to complete this questionnaire.

A. Overall Workshop Effectiveness

Learning objectives were stated at the beginning of each session. Using a scale of 1 to 5, please rate the degree to which the subject matter of each session helped you to understand the subjects (1 = the session was not helpful; 5 = the session was very helpful):

Day One

Session 1: Definition of Community Mobilization and Participation 1 2 3 4 5

Session 2: Community Empowerment 1 2 3 4 5

Session 3: Participation, Participatory Planning and Participatory Monitoring and Evaluation
1 2 3 4 5

Session 4: Community Driven Development 1 2 3 4 5

Session 5: Civic Engagement and Participation 1 2 3 4 5

Day Two

Session 6: Enterprise for Community Development 1 2 3 4 5

Session 7: Conflict Prevention and Post-Conflict Community Mobilization

1 2 3 4 5

Session 8: Early Warning Systems and Community Based Environmental Management

1 2 3 4 5

- How helpful was the training provider support in the following areas:

a. Advance preparation 1 2 3 4 5

b. Logistics and support 1 2 3 4 5

c. Keeping you informed 1 2 3 4 5

- Did you find the training material easy to use and easy to comprehend? Y N
- Did you find the case studies useful and appropriate to the subject? Y N

B. Additional Comments: Please give feedback on:

1. The trainers knowledge of subject matter, ability to bring about group participation, ability to summarize, and generally to meet the workshop objectives: _____

2. The handouts and group exercises (how much they related to your needs): _____

3. The facilities and arrangement of the seating: _____

4. The training approach (interactive, emphasis on the experiential process): _____

5. Other comments: _____
