



A TRAINING MANUAL ON ORGANISATIONAL DEVELOPMENT AND SYSTEMS FOR CIVIL SOCIETY ORGANISATIONS (CSOs).

SUBMITTED BY CECLIA ANYAKOIT

TABLE OF CONTENTS

| | |
|---|-----------|
| ACRONYMS | 3 |
| FOREWORD | 4 |
| ACKNOWLEDGEMENT | 5 |
| Purpose of the training manual | 6 |
| Objectives of the manual | 6 |
| Target Group of the manual | 6 |
| TRAINING MODULES | 7 |
| MODULE ONE: INTRODUCTION TO GENDER AND EQUITY CONCERNS | 8 |
| Session 1: Gender concepts | 8 |
| Session 2: Gender Mainstreaming | 15 |
| Session 3: Developing a gender equity plan | 18 |
| MODULE TWO: INTRODUCTION TO GENDER-BASED VIOLENCE | 20 |
| Session 1: An overview of GBV Concepts | 21 |
| Session 2: Legal and policy framework for GBV and VAWG | 24 |
| Session 3: contributing factors and Impact/ Effects of GBV | 30 |
| MODULE THREE: NGO COMPOSITION AND GOVERNANCE | 34 |
| Session 1: Principles and concepts of good governance | 35 |
| Session 2: Composition and functions of a General Assembly | 38 |
| Session 3: composition and functions of a Board | 38 |
| Session 4: Composition and functions of management | 44 |
| MODULE FOUR: ORGANISATIONAL POLICIES AND SYSTEMS | 47 |
| Sub- section one: Financial policy systems | 48 |
| Session 1: Significance of a Financial policy | 48 |
| Session 2: Key Components of an NGO Policy | 49 |
| Sub-section two: Human resource management | 52 |
| Session 1: Functions of Human Resource Policies | 52 |
| Session 2: Key elements of a good HR Policy | 53 |
| Sub-section three: Procurement systems and policies | 57 |
| Session 1: Understanding procurement | 57 |
| Session 2: Principles of procurement policies | 58 |
| MODULE FIVE: NGO REGULATORY FRAMEWORK AND OBLIGATIONS | 63 |
| Session 1: Statutory compliance obligations for NGOs | 63 |
| Session 2: Donor compliance obligations | 78 |
| MODULE SIX: RESULTS BASED PROJECT MANAGEMENT | 72 |
| Session 1: Understanding RBM | 73 |
| Session 2 : Key concepts in monitoring and purpose of monitoring | 77 |
| Session 3 : Understanding evaluation and difference between monitoring and evaluation | 79 |
| MODULE SEVEN: SUSTAINABILITY AND RESOURCE MOBILIZATION | 83 |
| Session 1: Define the proposal, key contents of a good proposal | 83 |
| Session 2: Social enterprise and what motivates CSOs to start social enterprises | 87 |

| | |
|--|------------|
| MODULE EIGHT: POLICY ADVOCACY AND NETWORKING | 90 |
| Session 1: Understanding Advocacy | 91 |
| Session 2: policy briefs | 94 |
| Session 3: networking and why it' s important to join and build networks | 99 |
| MODULE NINE: MOVEMENT BUILDING | 103 |
| Session 1: understanding the women' s movement and its history in Uganda | 103 |
| MODULE TEN: INFORMATION, COMMUNICATION AND TECHNOLOGY | 110 |
| Session 1: communication and why it' s important in confidence building | 111 |
| Session 2: New tools of communication | 112 |
| Session 3: Data management, information security principles and guiding elements | 115 |
| Session 4: The art of public speaking and personal etiquette | 118 |
| MODULE ELEVEN: SAFETY AND SECURITY OF WOMEN RIGHTS DEFENDERS | 122 |
| Session 1: Risk assessment and management | 123 |
| Session 2: Identifying and managing risks | 124 |
| Session 3: understanding and mitigating attacks on women rights defenders | 127 |
| MODULE TWELVE: HUMAN RIGHTS BASED APPROACHES | 131 |
| Session 1: Definition of human rights-based approaches | 131 |
| Session 2: Key women rights issues and guiding human rights instruments | 134 |
| CONCLUSION | 137 |
| REFERENCES | 138 |

ACRONYMS

| | |
|----------|--|
| CBO(s) | Community Based Organization(s) |
| CEDAW | Convention on Elimination of forms of Discrimination against Women |
| ED | Executive Director |
| FGD(s) | Focus Group Discussion(s) |
| GBV | Gender Based Violence |
| HIV/AIDS | Human immune Virus/ Acquired Immune Deficiency Syndrome |
| HR | Human Resource |
| ICRC | International Committee of the Red Cross |
| IPV | Intimate Partner Violence |
| LPO | Local Purchase Order(s) |
| M&E | Monitoring and Evaluation |
| MoU | Memorandum of Understanding |
| NGOs | Non-Governmental Organizations |
| NSSF | National Social Security Fund |
| PAYE | Pay As You Earn |
| RBM | Results Based Management |
| SDGs | Sustainable Development Goals |
| STIs | Sexually Transmitted Infections |
| UCC | Uganda Communications Commission |
| UHRC | Uganda Human Resource Commission |
| URA | Uganda Revenue Authority |
| URSB | Uganda Registration Services Bureau |
| UWONET | Uganda Women' s Network |
| VAWG | Violence Against Women and Girls |

FOREWORD

The ever increasing demand to empower and eliminate discrimination against women in Uganda is priceless and is so dear to the Uganda Women's Network. UWONET is an advocacy organization that exists to coordinate collective action among women's rights and gender equality stakeholders for the attainment of gender equality and equity in Uganda. **Our vision is “A Ugandan society free from gender discrimination.”** However we have come to realize that this vision can't be achieved unless all the actors are empowered. A clearly distinct knowledge gap continues to prevail in our communities especially the Women's rights and gender equality stakeholders and as a result hindering the realization of equality in our spheres.

It is against this concern that a Training Manual on Organizational Development and Systems is being rolled out. It responds to the UN Women's Strategic Objective 4, SDG 5, CEDAW, Beijing Declaration and Platform for Action (1995) Section J, Uganda's National Gender Policy (2007); among other protocols that Uganda is party to. The Training Manual is hoped to be an information resource for development actors who are engaged in capacity building, women empowerment and organizational development. Critical aspects of managing an NGO in recent times like Human Rights Based programming, Results Based Management, Safety and security of rights defenders and compliance obligations for NGOs are but some of the useful topics covered herein.

UWONET's knowledge of the grassroots communities has been very instrumental in the designing of this manual and this has been carefully taken care of in the presentation of facts. The ultimate goal is to ensure that this resourceful tool will be very instrumental in shaping the minds of the trainers as well as enhancing the capacities of the women and men being trained using it.

Rita Hope Aciro Lakor
Executive Director

ACKNOWLEDGEMENT

UWONET acknowledges and appreciates the Resource Persons who worked hard to develop this manual. The contents of this Training Manual are highly inspired by UWONET's previous Training manuals on similar topics. We thus wish to acknowledge the great efforts made by the authors and editors of the previous handbooks for laying the foundation. Special thanks go to Ms Rita Aciro Lakor, the Executive Director for her guidance in the compilation of the manual, Ms. Julian Naluwooza , Ms Lydia Nairuba, Ramadhan Muweleza, Roland Musasizi for the special insight and editing of the manual and for overseeing the accomplishment of the assignment.

UWONET deeply appreciates the Embassy of the Kingdom of Netherlands for the financial support provided in the development of this manual.

Purpose of the manual

This training manual is purposed to provide information to CSOs/CBOs, formal and informal organizations, rights activists and groups, social movements, trainers, development partners and all people involved in capacity building, women's rights, and policy advocacy. The manual will serve as a guiding tool for organizations that are engaged in capacity building on Organizational Development Systems.

Objectives of the training manual

The overall objective of the training manual is to strengthen the capacity of CBOs, NGOs, social workers, trainers, leaders, rights defenders and others in Organizational Development and systems to support capacity strengthening. The specific objectives of the training manual are as follows;

- i) To enhance gender mainstreaming in NGOs
- ii) To promote gender- responsive interventions and programming in NGOs
- iii) To strengthen the systems and structures of Non-profit organizations
- iv) To equip NGOs with knowledge about the impact of GBV and how it can be prevented
- v) To strengthen the compliance of NGOs towards statutory and donor obligations
- vi) To act as tool for training the grassroots organizations on ODS
- vii) To enhance the capacity of NGOs in policy advocacy
- viii) To facilitate network and movement building

The manual is divided into four sections

- i) Understanding gender and gender-mainstreaming in NGOs
- ii) Gender Based Violence, and its impact on women GBV Policy and legal framework, Access to justice mechanisms and systems for survivors of GBV
- iii) CSOs structure, composition, governance and compliance
- iv) Organizational development and systems and how these enhance access to justice for women

Target Group for the manual

This training manual targets CSOs, CBOs grassroots communities, women rights groups, consultants, trainers, partner organizations specifically interested or engaged in organizational Development and systems.

Training modules

This tool consists of 15 modules that are rotating around four key issues; Gender and equity concerns, GBV concepts, laws and institutions, CSO structures and governance and organizational systems and management as listed below;

- Module one: Introduction to Gender and Equity concerns
- Module Two: Introduction to Gender- Based Violence
- Module Three: NGOs Composition and Governance
- Module Four: Organizational policies and systems
- Module Five: NGO compliance
- Module Six: Results Based Project Management
- Module Seven: Sustainability and Resource Mobilization
- Module Eight: Policy Advocacy and Partnerships
- Module Nine: Movement Building and Networking
- Module Ten: Information, communication and technology
- Module Eleven: Safety and security of women rights defenders
- Module Twelve: Human rights-based approaches



MODULE ONE: INTRODUCTION TO GENDER AND EQUITY CONCERNS



| MODULE ONE | INTRODUCTION TO GENDER AND EQUITY CONCERNS |
|----------------|--|
| Session One: | Definition of gender and gender concepts |
| Session Two: | Gender mainstreaming |
| Session Three: | Developing a Gender Equity Action Plan |
| MODULE AIMS | <ul style="list-style-type: none"> To define gender and related concepts To discuss about gender mainstreaming To discuss gender equity and equip participants with skills to mainstream gender |

SESSION ONE: GENDER AND GENDER CONCEPTS

Session duration: 2 hours

Objectives of the session

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

- Define gender and related concepts
- Understand the gender dynamics and how it can be translated into the women's role.

GENDER CONCEPTS

Gender is a term that refers to socially constructed differences and distinctions between men and women, girls and boys that are learnt and change with time depending on the situation and culture. Gender is a social construction, it is not sex

Sex is biological distinction between men and women and does not change. People are either male or female; women grow breasts and men beards, etc.

Difference between Gender and Sex

| Gender | Sex |
|--|--|
| <ul style="list-style-type: none">● Culturally and socially constructed or a set of socially given attributes● Varies from culture and society● It is society - specific and varies between and within societies● It changes over time, Differentiates roles, responsibilities and obligations● Is influenced by many factors including, education, income level, religion, age, social class and others | <ul style="list-style-type: none">● Biological, one is born man or woman● Does not change● Universal to all cultures and societies● A fact of human biology/Determined by birth● Does not vary within and between different cultures● Fixed and unchanging over time● Same for all women.● Same for all men.● Not influenced by economic and social factor |

Gender roles are socially and culturally assigned functions and responsibilities of men and women based on traditions and values that shape attitudes and behavior of members of a particular society. It is this division by gender that is the basis for discrimination and unequal sharing of resources. Gender roles are learned behaviors in each society which condition the type of activities, tasks and responsibilities that are perceived as male or female. Gender roles can be identified as productive, reproductive, and community roles.

Exercise: -using a brain storming exercise ask participants to list the roles and responsibilities assigned to men and women according to their culture and ask them what has changed and has not changed

Roles and responsibilities of men and women

| MEN | WOMEN | HOW HAS IT CHANGED |
|---------------------------------|---------------------|---|
| Eg. Men provide for their homes | Cook for the family | Many women are now providing for their families |

Productive roles: Productive roles are the activities carried out by men and women to produce goods and services for buying and selling or for meeting the needs of the family. These activities generate income and assets. Productive roles are economically valued by society and recorded in national accounting. Examples are fishing, farming and teaching.

a) Reproductive roles: Reproductive roles are activities carried out by men and women to ensure the placement of people in the community especially the community's work force. They are very important for keeping communities going but are invisible in national accounting. Examples are child bearing and child rearing.

b) Community Gender Roles: Community roles can be classified into community managing and community politics: –

i) Community managing: These are activities that are undertaken by members of a community to improve their lives. Community managing roles ensure the provision and maintenance of scarce resources for family needs. They are mainly done by women at the community level as part of their reproductive role. Examples are provision of water, education and healthcare.

ii) Community politics: These are activities organized by communities to improve their lives. They are carried out in the public domain, involve decision making and are prestigious in status. They may be organized at the political level, often within the framework of politics. They are normally done by men in the community. An example is a church executive role such as presiding elder.

Gender issues are problems and concerns arising from discriminatory attitudes and practices due to unequal power relations, therefore a

Gender issue: Is a point of gender inequality that is undesirable and requires interventions. It results in some form of gender discrimination or oppression. A gender

issue results when there is inequality, inequity or differentiated treatment of an individual or a group of people purely based on social expectations and attributes.

Gender budgeting: is a practice/ approach of allocating resources taking into consideration the different needs, interests and constraints of women and men. It also involves disaggregating and analyzing government expenditures and revenues per their different impacts on different categories of women and men, boys and girls. Gender budgeting involves an analysis and understanding of the situation of different categories of men and women, boys and girls to determine the gender gaps/ inequalities and setting appropriate interventions in Development plans and budgets to address them.

Exercise: -

Using a table format, ask participants to enumerate the items required by boys and girls when going to the boarding school.

At the end of the exercise ask the participants to allocate a budget to arrive to a gender equity budget

| Girl | Boy |
|------------------------|------------|
| Eg. Books | Books |
| Penticoat | - |
| Pants - (mind numbers) | Pants |
| Pads | - |

Gender analysis: this is a systematic way of examining the different effects and impacts of development program on women and men particularly taking stock of their participation as service providers and beneficiaries. It also refers to identifying and classifying the different roles of women and men in a given sector or activity; their relations and access to and control over resources and benefits.

Gender Accountability: refers to showing justification, in a gender perspective, for course(s) of actions at individual, institutional/ organizational and governmental levels. It relates to being answerable and responsible for actions and decisions (policy formulation, planning & budgeting, public expenditure/ resource allocation, legislation, roles assignment and governance).

Gender mainstreaming: refers to deliberate efforts to integrate strategies and actions that address gender inequalities into policies, plans, program/projects, institutions, and laws. The goal of gender mainstreaming is equal participation in and benefit from development initiatives for both women and men.

Gender equality: Is the ability of men and women, boys and girls to enjoy the same status and have equal opportunity to realize their potential to contribute to socio cultural, economic and political development.

Gender equity: is fairness and justice in the distribution of resources, benefits and responsibilities between men and women, girls and boys in all spheres of life.

Gender blindness: failing to take account of, or recognize the different roles, capabilities and needs of women and men. It is often assumed for instance, that the national budget will, in its functions, benefit women and men, boys and girls equally. A gender-blind budget fails to acknowledge that there are different roles, capabilities and needs of men and women which need to be considered in national budgets.

Gender bias: failure to take account of or recognize the different roles, capabilities and needs of women and men which often result in favoring men over women. National budgets are often prepared in ways that ignore gender differences, and reinforce existing inequalities.

Gender perspective: recognizing the different roles, capabilities and needs of women and men and taking account of them before embarking on an intervention, activity, project and programme. In the preparation of national budgets, bringing a gender perspective to the budget is to ensure that budgets and economic policies address the needs of women and men, girls and boys of different backgrounds equitably, and attempt to close any social and economic gaps that exist between them. In terms of governance, using a gender perspective involves incorporating an understanding of how being a man or a woman defines capacities such as taking up positions as parliamentarians and local councilors.

Glass ceiling: refers to the disproportionately large presence of groups of people, such as women, at lower levels in the workforce and their absence at higher levels. The nursing and teaching professions are often examples of where the glass ceiling occurs. Women are employed in large numbers at the lower levels, but they are often noticeably absent at the decision-making level. This is, in part, a reflection of the family

socialization and conditioning process, which defers the decision-making responsibility to the man in the family. In other words, the glass ceiling refers to the limitations that are placed on women regarding certain professions, or promotion to certain positions across professions.

Affirmative action: positive measures targeted at a group, and intended to offset disadvantages, or eliminate and prevent discrimination arising from socially defined roles and responsibilities assigned to men and women.

Gender Based Discrimination: the unequal treatment met out of people on basis of age, sex etc. Gender based discrimination in the workplace is illustrated by such practices as the division of labor, which denies some people the opportunity to perform certain tasks they are capable of doing purely based on the roles assigned by society. Access to and control over resources, which many women are denied, is a good indicator of gender-based discrimination and exacerbates the numbers of women who are poorer than men.

Gender based violence: is any act of violence which is committed against a person based on their gender. While it is often taken to be synonymous with violence against women and girls, who are most often the targets of GBV, women, men, boys and girls can all be both the victims and the perpetrators of GBV. For example, in countries experiencing armed conflict, women and girls are sometimes targeted by combatants as a means of undermining the morale of their communities and breaking down social ties within and between families. However, men may also become targets of GBV, particularly as young men of fighting age are often assumed to be actual or potential combatants purely based on their gender and age.

Gender and Development: Promoting greater gender equality is about transforming women's and men's roles, identities and power relations to create a fairer society for all. Men are affected by gender roles and expectations as women. There are situations where men's lives and opportunities are adversely affected by gender stereotypes, and where men and boys need targeted support. For instance, most men of combatant age are often the ones who get conscripted and, therefore, killed or injured during conflicts.

Women's empowerment: is about people, both men and women. It is about building the capacity of people to participate in all aspects of the economy and social life

and can control their own destinies. Women's empowerment implies that women must not only have equal capabilities such as in health and education; but also, equal access to resources and opportunities such as land and employment. It also implies that they should be able to use these rights, capabilities, resources and opportunities to make strategic choices and decisions such as through leadership and participation in political institutions. They must also be able to live without fear of coercion and violence.

Gender dis-aggregated data: Is a numerical presentation of information with a clear reflection on how many men and women, girls and boys were targeted or involved in the programme, how were they impacted positively or negatively or were beneficiaries of the intervention. Gender dis aggregated data is a critical tool for planning, implementation and review of program.

Exercises –

Distribute **HANDOUT A** to each participant and ask them to read through briefly and then ask them to tick besides each quality “true” or “false”

QUALITIES OF MEN AND WOMEN

| Qualities of men | | | Qualities of women | | |
|------------------|------|-------|--------------------|------|-------|
| | True | False | | True | False |
| Independent | | | Dependent | | |
| Strong | | | weak | | |
| Don’ t cry | | | Cry a lot | | |
| Courageous | | | Cowards | | |
| Competent | | | Incompetent | | |
| Good leaders | | | Home keepers | | |
| Self-reliant | | | Parasites | | |
| Aggressive | | | Passive | | |
| Assertive | | | Dictators | | |
| Ambitious | | | Dull | | |
| Focused | | | Un focused | | |
| Performers | | | Non-Performers | | |

| Qualities of men | | | Qualities of women | | |
|------------------|------|-------|-----------------------|------|-------|
| | True | False | | True | False |
| Keep secrets | | | Gossipers | | |
| Not quarrelsome | | | Quarrelsome | | |
| Decision makers | | | Decision implementers | | |
| Mature | | | Immature | | |
| Un fair | | | Fair | | |
| Hard working | | | Lazy | | |
| Resourceful | | | Poor/broke | | |
| Bosses | | | Subordinates | | |
| Breadwinners | | | Recipients | | |
| Poor cooks | | | Good Cooks | | |

Session Two: Gender mainstreaming

Session duration 1 hour

Objectives of the Session

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

- Describe the gender mainstreaming
- Describe Principles of gender mainstreaming
- Importance of gender mainstreaming

What is Gender mainstreaming?

Gender mainstreaming is a strategy for making women's as well as men's concerns and experiences an integral dimension of any planned action including legislation, policies or program, in all political, economic and social spheres so that women and men benefit equally and that inequality is not perpetuated. The ultimate goal is to achieve gender equality.

In simple terms, gender mainstreaming looks at addressing issues of disadvantaged individuals who otherwise if not assisted, will hardly get what is meant for them to share. These categories include young people, women, and persons with disabilities, widows, and

orphans among others. Therefore, gender mainstreaming focuses at development plans, budgets, resource allocations, access to services, monitoring and evaluation, representation in decision making among others.

Gender mainstreaming ensures that women and men have access and control over resources, development benefits and making decision at all stages of the development process. The goal is to facilitate stakeholders to routinely integrate the increase of women as well as men at every stage of the program cycle from planning to implementation and evaluation.

Why Gender mainstreaming?

Reduce gender inequities that may exist in a given project area.

Ensure women and men's specific needs are satisfied, that they benefit from the project & that the project impacts positively on their lives.

Create the conditions for the equitable access of men & women to project resources and benefits.

Create the conditions for the equitable participation in implementation & decision-making processes.

Principles of Gender Mainstreaming

Gender mainstreaming should be guided by principles as outlined below;

- Responsibility for implementing gender equality is system-wide, and rests on actors at the highest levels within agencies and their departments or units.
- Mainstreaming requires clear political will from senior management who should ensure allocation of adequate resources, and competent leadership for mainstreaming. Additional financial and human resources if necessary are important for translating the concept into practice.
- Adequate accountability mechanism for monitoring progress needs to be established within each and every area of work including collaboration with partners / stakeholders.
- Analysis/understanding of the history, context, rationale, ideology, and implications of gender equality is necessary. Also, necessary is an initial identification of issues and problems across all areas such that gender differences and disparities can be diagnosed. As such the commissioning of specific gender studies and surveys, and a systematic use of gender analysis and sex dis-aggregated data are requirements.

Mainstreaming requires programmatic, organizational, personal introspection, and transformation.

Gender analysis should always be carried out. This implies taking gender relations into account at all stages of policy and programme cycle, and legislature, in order to achieve gender equality.

Mainstreaming does not replace the need for targeted, women specific policies and programs and positive legislation. As women are under-represented in politics and public life, for instance, gender mainstreaming in this area requires that efforts be made to broaden women's participation in governance at all levels.

Mainstreaming requires a correct perception that gender inequality is not a women's issue that should be addressed by women; rather, it is a societal issue that must be addressed by society. Having explained gender mainstreaming and the principles for mainstreaming gender, the next section exposes readers to gender analysis tools and skills for doing gender analysis, which is a step-in gender mainstreaming.

Gender Policy. The Policy states that every actor in the development process at all levels has the responsibility to ensure that both women and men participate and benefit from the development programs and policies.

Barriers to gender mainstreaming include:

- Lack of commitment
- Cultural and religious beliefs
- Language barrier
- Lack of information
- Lack of political will
- Civil unrest
- Poor infrastructure

Session Three: Developing a Gender Equity Action Plan

Objectives of the Session

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

- Understanding the use of a Gender Equity Action plan
- How to develop a Gender Equity Action Plan
- Session duration - 1 hour

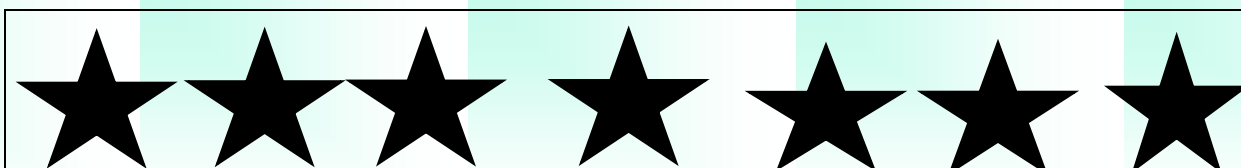
| Overall Time | Procedure | Resources |
|--------------|---|---|
| 1:20 minutes | The facilitator introduces the session by presenting the learning objectives. | Training Manual |
| | <ul style="list-style-type: none"> • The facilitator will initiate a brainstorming session where he/she will ask whether the participants know what an action plan is. The answers will be matched and a conclusive definition will be agreed upon with guidance from the facilitator. • The table below shows a prototype of an Action plan which the participants will be taken through by the facilitator and then after the participants will form groups to develop their own gender action plans. • In plenary session, plans will be displayed for discussion by the participants before they are sanctioned for action. | Brain storming, lecture, group work, plenary discussion |

Gender Equity Action Plan-Prototype

| | | | | | |
|--------------------|-----------------------------|------------------|----------------|--------------------------|---------------------------------------|
| Objective A | | | | | |
| Target | Activities / Actions | Timeframe | Outputs | Responsible Party | Budget – existing |
| | | | | | |
| Objective B | | | | | |
| Target | Activities / Actions | Timeframe | Outputs | Responsible Party | Budget – existing |
| | | | | | |



MODULE TWO: INTRODUCTION TO GENDER BASED VIOLENCE



MODULE 2: INTRODUCTION TO GENDER BASED VIOLENCE (GBV)

| | |
|----------------------|--|
| Aim of module | <ul style="list-style-type: none"> i) Participants will be able to understand the key concepts and definitions of GBV like GBV, VAWG, IPV, Child abuse, domestic violence and non-partner sexual violence ii) Understand more about the different types of Violence Causes of GBV and effects iii) Key policy and legal framework for GBV and women' s rights iv) Institutional framework supporting access to justice for GBV survivors |
| Duration: | 3 hours |
| Methodology | Lecture, brainstorming, group work |
| Materials: | Handouts, flip charts and markers, stick pads |

SESSION ONE: AN OVERVIEW OF GBV CONCEPTS

Duration: 1 hour

Session objectives:

- Participants should be able to define GBV and the related concepts
- Participants will have knowledge about the relevant policy and legal framework on GBV and support mechanisms for survivors

AN OVERVIEW OF GBV CONCEPTS

GENDER-BASED VIOLENCE

Violence that is directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular Gender disproportionately. It may result in physical, sexual, emotional or psychological harm to the victim, or cause her or him economic loss

Gender based violence also manifests through transactional sex; denial of a woman's sexual and reproductive rights; stigma and fear; and inter-generational sex.

Gender based violence is one of the most severe forms of gender inequality and discrimination in Uganda and remains a critical public health global health problem and one of the most pervasive human rights violations of modern time. It is an issue that affects women disproportionately, as it is directly connected with the unequal distribution of power between women and men thus, it has a profound effect on families, communities, and societies as a whole.

Statistics from the Uganda Demographic Health Survey report of 2016 puts West Nile and Acholi sub-regions among areas with high indicators of GBV. Compared to the national figure of 39.6%, GBV in West Nile stands at 43.4%, while in Acholi sub-region, it is at 39%. This means one in four women in the age bracket of 15 and 49, have experienced GBV at some point in their lives, compared to men with less than one in 10. Uganda is robust with laws and policies on GBV however gaps have been identified overtime with having

double standards in such a way that some customary laws still operate with the national laws. Studies have also indicated a weakness in funding of the state machinery that is supposed to implement the laws and win justice for the victims of GBV. For instance, the poor facilitation of the police has deterred the comprehensive and quick investigation of cases on GBV.

DOMESTIC VIOLENCE

All acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit, irrespective of biological or legal family ties, or between former or current spouses or partners, whether or not the perpetrator shares the same residence as the victim.

VIOLENCE AGAINST WOMEN AND GIRLS

A violation of human rights and a form of discrimination against women. Means all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life.

CHILD ABUSE AND MALTREATMENT

The abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Exposure to intimate partner violence is also sometimes included as a form of this type of abuse.

SEXUAL ABUSE/HARASSMENT

Defined as a behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a work place or other professional or social situation. IPS (2009) describes it as Sexual Harassment, which includes verbal, physical, psychological, sexual attacks;

RAPE:

Rape is defined as unlawful carnal knowledge of a woman or girl without her consent, or if consent is obtained through any force, threat or intimidation.

HARASSMENT

The forceful engagement of another person in sexual contact which includes sexual conduct that abuses, humiliates or degrades the other person or otherwise violates another person's sexual integrity or a sexual contact by a person aware of being infected with HIV or any other sexually transmitted disease with another person without that other person being given prior information of the infection.

TRAFFICKING AND SEX WORK

This is when women and girls are lured, usually on false promises of employment, across borders and then forced into sex and other work for little or no pay;

ECONOMIC ABUSE

The deprivation or threatened deprivation of economic or financial resources which a person is entitled to by law, the disposition or threatened disposition of moveable or immovable property in which another person has a material interest and hiding or hindering the use of property or damaging or destroying property in which another person has a material interest; and

INTIMATE PARTNER VIOLENCE

A pattern of assault and coercive behaviors, including physical, sexual and psychological acts, as well as economic coercion, which adults or adolescents may use against their intimate partners without their consent. Intimate partners refer to former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. The resulting feelings of shame, fear and helplessness lead to low levels of reporting and, subsequently, relatively few convictions. The largest burden of intimate partner violence is inflicted by men against their women partners.

EMOTIONAL, VERBAL OR PSYCHOLOGICAL ABUSE

Any conduct that makes another person feel constantly unhappy, miserable, humiliated, ridiculed, afraid, jittery or depressed or to feel inadequate or worthless;

VIOLENCE AND SEXUAL VIOLENCE IN CONFLICT AND POST-CONFLICT

involves the rape, abduction, forced pregnancy and sometimes enslavement of female civilian populations;

PHYSICAL ABUSE

Physical assault or use of physical force against another person including forcible confinement or detention of another person and the deprivation of another person of access to adequate food, water, clothing, shelter, rest, or subjective another person to torture or other cruel, inhuman or degrading treatment or punishment.

HIV and AIDS, where unequal power relations between women and men, especially in marriage, make it difficult for women to negotiate safe sex, thus placing them at risk of contracting the HI virus, or where women's demands for safe sex can result in violence.

Session 2: Legal and policy framework on, women's rights GBV and WAWG

Duration: 1hr

Session objectives

By the end of this session participants should

- Be knowledgeable about the policy and legal framework on GBV
- Aware that GBV and related offences are punishable by law
- Appreciate that their work on GBV is justified by law

LEGAL AND POLICY FRAMEWORK ON WOMES RIGHTS, GBV AND VAWG

Uganda is robust with a number of laws and policies addressing the problem of GBV. For instance, media practitioners can refer to the following laws as they engage with the public e.g. The Domestic Violence Act 2010 (Regulations 2011); Prevention of Trafficking in Persons Act 2009; Penal Code Act, Cap 120; Employment (Sexual Harassment) Regulations of 2012 and the International Criminal Court Act, 2010. The prohibition of Female Genital Mutilation Act of 2010 was followed by regulations to guide application of the law in 2011. The government of Uganda launched its first ever National Strategy on Ending Child Marriage and Teenage Pregnancy (2014/2015 –2019/2020) in June 2015 and, by 2017, 30 districts had begun implementation, with an additional 51 districts allocating funds to address the issue. A recent achievement is the Children (Amendment)

Act of 2016, which considers both GBV and harmful practices. The Domestic Violence Act addresses all forms of violence including sexual violence. "It categorically states that there is no excuse for domestic violence and that there can be no 'consent' to acts of domestic violence, including the 'ordinary wear and tear of marriage'", although it does not address marital rape. The Marriage and Divorce Bill (which goes beyond prevention to address some of the fundamental inequalities driving violence and incorporates some of the most contentious elements removed from the Domestic Violence Act) remains tabled in parliament. Marriage and divorce are also priority topics for traditional leadership structures, their patriarchal base. The National Policy on Elimination of Gender-Based Violence in Uganda and the associated National Plan of Action -Based Violence in Uganda (2016) are aligned with all relevant prior policies and help summarize the broad body of national laws, policies and international commitments which support efforts to address GBV. The primary outcomes identified by the policy area reduction in negative attitudes, a reduction of prevalence of GBV, and increased comprehensive care for survivors. The policy focuses much attention on not only ending impunity for perpetrators of violence, but creating an enabling environment for accountability of stakeholders.

International and National Policy Framework for gender equality and other UN Instruments.

| Table 1: A | Legal instrument | Objective of the instrument | Section that applies to GBV |
|--|--|---|--|
| summary of the laws addressing GBV and VAWG No | | | |
| 1. | CEDAW | <ul style="list-style-type: none"> To incorporate the principle of equality of men and women in their legal system Abolish all discriminatory laws adopt appropriate ones prohibiting discrimination against women | <ul style="list-style-type: none"> Recommendation no. 19 emphasizes that GBV is a form of discrimination against women and this affects them severely. |
| 2. | ICRC (2005) | <ul style="list-style-type: none"> To prevent human suffering in times of war and protect persons that are not participating in hostilities. | <ul style="list-style-type: none"> Art. 85 AP I, Rule 156 CIHL Study of 2005 of the ICRC includes Sexual violence as one of the war crimes. |
| 3. | Beijing Platform for Action | <ul style="list-style-type: none"> To empower all women for the full realization of all human rights and fundamental freedoms of all women. | <ul style="list-style-type: none"> Lists GBV as one of the areas affecting gender equality and as such mentions it as one of the key priorities for the UN. |
| 4. | International Criminal Court Act, 2010 | <ul style="list-style-type: none"> Fair representation of female and male judges to take legal action on gender crimes committed on women. | <ul style="list-style-type: none"> Article 7 (1) (g)-1 Crime against humanity of rape Identifies rape as a war crime against humanity |

| | | | |
|----|------------------------------------|---|---|
| 5. | The Sustainable Development Goal 5 | Achieve gender equality and empower all women and girls. | |
| 6. | Domestic Violence Act 2010 | <ul style="list-style-type: none"> • Gives institutions the jurisdiction to handle domestic violence cases • Protection of orders for survivors of domestic violence to leave their homes | <p>Section 4(2) criminalizes DV "A person in a <u>domestic relationship</u> who engages in <u>domestic violence</u> commits an offence and is liable on conviction to a fine not exceeding forty eight currency points or imprisonment not exceeding two years or to both".</p> <ul style="list-style-type: none"> ○ Section 10 and 11 provide for a Protection order for victims ○ Section 6 provides for the proceedings of Domestic violence complaints in local council courts ○ Section 7 provides for the duties of police officers while handling domestic violence cases |
| 7. | The succession amendment act 2022 | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> ○ |

| | | | |
|----|---|---|--|
| 8. | Female Genital Mutilation Act of 2010 | <ul style="list-style-type: none"> • Criminalizes the performance, procurement, attempting, aiding and abetting of all forms of both medical and cross-border FGM practice | <ul style="list-style-type: none"> • Section 2 criminalizes FGM with a prison sentence not exceeding 10 years for anybody found guilty. • Section 11 provides for protection against discrimination or stigmatization of women or husband whose wife hasn't yet undergone FGM. • Section 6 criminalizes procurement and abetting of FGM |
| 9. | Prevention of Trafficking in Persons Act 2009 | <ul style="list-style-type: none"> • To provide for the prohibition of trafficking in persons, creation of offences, prosecution and punishment of offenders, prevention of the vice of trafficking in persons, protection of the victims of trafficking in persons and other related matters. | <ul style="list-style-type: none"> • Section 3 (b) and 8(e) criminalizes the trafficking of persons for purposes of prostitution, pornography, sexual exploitation, forced or arranged marriage. • Section 3(b) punishes the trafficking of children. |
| 9. | Penal Code Act, Cap 120 | <ul style="list-style-type: none"> • Criminalizes acts of rape | <ul style="list-style-type: none"> • Article 123 of The Penal Code Act Chapter 120 provides for a |

| | | | |
|-----|--|--|---|
| | | | <p>definition of rape as “any person who has unlawful carnal knowledge of a woman or girl, without her consent has committed rape”.</p> <ul style="list-style-type: none"> Article 124 of the Penal code Act Chapter 120 describes the punishment for a rapist as death sentence. |
| 10. | Employment (Sexual Harassment) Regulations of 2012 | <ul style="list-style-type: none"> Define, prohibit and provide punishments for sexual harassment in the work place. | <ul style="list-style-type: none"> Section 10 provides for the creation of a sexual harassment committee Section 12 and 13 provides for a procedure for lodging and handling of sexual complaints respectively. |
| 11. | The Uganda Gender Policy | <ul style="list-style-type: none"> Gives mandate to MGLSD and other line ministries to mainstream gender in all sectors | <ul style="list-style-type: none"> Part 2.10 describes GBV as a serious issue hindering gender equality Part 6 provides for the Institutional framework responsible for implementing the gender policy. Ministry of Gender Labor and Social Development is responsible for overseeing the other institutions. |

| | | | |
|-----|--|--|---|
| 12. | National Strategy on Ending Child Marriage and Teenage Pregnancy (2014/2015 – 2019/2020) | <ul style="list-style-type: none"> Ending child marriage and other forms of violence against girls including teenage pregnancy in Uganda for enduring prosperity and social economic transformation | <ul style="list-style-type: none"> Part 5.6 defines the key strategic areas of focus while part 6.0 defines the implementation and coordination framework for ending teenage pregnancies |
|-----|--|--|---|

SESSION 3: CONTRIBUTING FACTORS AND IMPACT/EFFECT OF GBV

Duration: 1hr

Session objectives

- Participants have knowledge on the impact of GBV and the contributing factors
- Informed about role of the different institutions supporting GBV survivors

EXERCISE

Divide participants into five groups and assign each group a level and ask them to show how GBV Manifests at that level, contributing and the impact of GBV it puts on the survivor and family institution. The groups will then share their discussion in plenary to allow responses from other participants.

(1. Family level 2. Work place 3. Public spheres like schools, hospitals, churches 4. National level 5. Online platforms)

FACTORS CONTRIBUTING TO GBV

The major causes of violence in Uganda can be attributed to social inequality which entails discriminatory gender roles, this can be coupled by the lack of a legitimate conflict resolution mechanism. Other leading causes of GBV include poverty especially at household level, alcoholism, drug abuse and others. Primitive Cultural practices like early marriages, bride price also increase the occurrence of GBV in addition to limited

counseling, peer pressure, drug abuse, among others (UNDP, 2015; OXFAM, 2018). Therefore preventive measures should prioritize the girl child who is more prone to abuse, and efforts to outlaw or deconstruct poor social norms and cultural practices.

GBV contributing factors

- Poverty
- Substance abuse for both men and women
- Discriminatory gender roles/ social inequality
- Social acceptance of GBV reinforced by social norms
- Lack of legitimate conflict resolution mechanisms
- Other social factors like Religious sectarianism, Lack of common language

THE IMPACT/EFFECT OF GBV

Gender based violence is a global phenomenon and a human rights violation.

It is a major cause of death and disability for women aged 15 to 44 years and, according to a 1994 World Bank study, rape and domestic violence rate higher than cancer, car accidents, war and malaria, out of ten selected risk factors for women.

In addition, women who have experienced violence are at a higher risk of HIV infection. Gender based violence undermines the health, dignity, security and autonomy of its victims, yet it remains shrouded in a culture of silence. Violence often remains hidden, as survivors fear for their safety or are stigmatized.

Victims of violence can suffer sexual and reproductive health consequences, including forced and unwanted pregnancies, unsafe abortions and miscarriages, traumatic fistula, sexually transmitted infections (STIs), preterm birth and stillbirth.

It is also associated with mental health outcomes, including post traumatic stress disorder, anxiety and depression, and an increased risk of ideated or attempted suicide, or suffer other health consequences

Table: Justice and support mechanisms for GBV survivors

| No. | Institutions | Role of the institution |
|-----|--|--|
| 1 | Ministry of gender, labor and social development | |
| 2. | Ministry of justice and the attorney general | It is responsible for defending the State in all suits filed alleging gender based discrimination in the |

| | | |
|----|--------------------------------|--|
| | | 1995 Constitution. In addition, it advises the Executive on the domestication of international laws and provides technical advice on the drafting of laws. |
| 3. | Uganda police | <ul style="list-style-type: none"> : Ensure immediate safety for the victim/survivor Preserve evidence for success of court action Defilement/ rape victim/survivor must be taken for medical examination within 72 hours (3days) to prevent HIV infection and unwanted pregnancies, within 3 days : May refer a victim to a shelter or for psychosocial counseling. : GBV Desk at police refers cases to court |
| 4. | Courts | <ul style="list-style-type: none"> : Ensure that the complaint is properly recorded. : Hear the case : Refer to appropriate service providers for safety, counselling |
| 5. | Uganda prisons | Uganda Prisons helps in remand and imprisonment of perpetrators of GBV. |
| 6. | Uganda Human Rights Commission | UHRC was referred to In the Constitution and set up by legislation. It has the mandate to undertake investigations Into abuse of human rights and to enforce their decisions at the High Court. |
| 7. | Parliament of Uganda | The legislative arm of government is responsible for ensuring that they enact laws to ensure gender equality. There are some laws in place to ensure gender equality. |

| | | |
|--|---|--|
| | NGOs | Sensitization, operate GBV shelters, advocate for favorable laws and policy, capacity building, shelters, legal representation, psychosocial support |
| | Local authorities | Receive complaints from GBV survivors and help them to access justice. |
| | Medical/Health practitioner | <ul style="list-style-type: none"> : Offer requisite medical assistance to victim/survivor, Ensure treatment for prevention of HIV/AIDS/STIS (PEP) within 72 hours where appropriate, : Ensure treatment for prevention of pregnancy within 3 days, If you suspect domestic violence, accurately document the visit of the victim/survivor : Inform the victim/survivor of options available within the judicial system |
| | Psychosocial service provider (CSOs, CBOs, Legal Aid clinics) | <ul style="list-style-type: none"> : Help victim/survivor overcome trauma and social stigma Psychosocial support should be confidential, : Help survivor understand the legal options & necessary steps to pursue justice : Accompany survivor to the police |
| | Traditional / religious/ community leaders | <ul style="list-style-type: none"> : Counselling services : Refer defilement/rape, victim/survivor to be taken for medical examination within 72 hours to prevent HIV infection and within 3 days to avoid unwanted pregnancies. |

| | | |
|--|---|---|
| | GBV shelters eg(Gulu GBV shelter, UWONET Shelter Kamuli) | : Shelter the survivor : Offer legal representation to survivors |
|--|---|---|



MODULE THREE: NGOS COMPOSITION AND GOVERNANCE



MODULE 3: NGOS COMPOSITION AND GOVERNANCE

Module Aims

- Discuss the principles and concepts of good governance
- Discuss about organizational structures and how they operate
- Explain how to manage and govern CBOs/NGOs

| Time | Session No. | Name of session |
|-------------|--------------------|--|
| 1 hr | Session 1 | Principles and concepts of good governance |
| 30 min | Session 2 | Composition and Role of a General Assembly |
| 30 min | Session 3 | Composition and functions of a Board |
| 30 min | Session 4 | Composition and functions of Management |
| Methodology | | Brainstorming, presentation, group works |

| | |
|-----------|--|
| Materials | Notes handouts, flip charts, power point presentations |
|-----------|--|

SESSION 1: PRINCIPLES AND CONCEPTS OF GOOD GOVERNANCE

| | |
|---------------------------|---|
| Session objectives: | ▪ Participants are knowledgeable about governance |
| Session duration: | 30 minutes |
| Procedure | ▪ Brainstorming |
| Training materials | ▪ Flip charts and markers |

Definition of Governance

Governance refers to the process by which decisions are made and enforced in an organization. It involves guidance, and provision of direction. Governance includes processes by which people assume and exercise power in an organization. Well governed Organizations must have in place internal systems that help to have checks and balances.

Importance of good governance

- Enhances the overall performance of the organization.
- Prevents malpractices and corruption.
- Improves better compliance with various legal regulations and procedures.
- Enhances accountability amongst all the employees and board members.
- Improves financial and strategic planning.
- Facilitates better communication with all stakeholders (donors, project staff, beneficiaries, authorities)
- Donor agencies support organizations that have proper systems in place.
- Enhances stability and sustainability of the organization.
- Improves coordination and collaboration at various levels

Source: (www2.fundsforNGOs.org)

Principles of good governance

1. Rule of Law:

It is important for your organization to comply with all the regulatory and legal frameworks of your country. Along with compliance with the existing laws and policies, your organization should also have an internal legal framework to protect all stakeholders. Develop your own policies of keeping records, formats for reports, trip and field reports, internal minutes.

2. Transparency:

An important element of governance is transparency, which simply means that all information pertaining to your organization should be easily and freely available. Your reports, information related to board members, donors etc. should be accessible to relevant stakeholders. As long as you are not doing fraud you have nothing to fret so you should publicize your organizations activities. You can use take the support of the press and the internet to showcase your project activities. Publicizing your activities enhances your visibility and promotes public trust.

3. Responsive:

Another element of good governance is being responsive. Your organization should have necessary policies that allow you to take necessary decisions in a timely and judicious manner.

4. Consensus Oriented:

All decisions within the organization should be taken only after consultation from various stakeholders and necessary frameworks should be adopted only after consensus from all board members.

5. Accountability:

Accountability is a very large term and encompasses several issues of an NGO; some of these may include organizational management structure, financial procedures, human resource policies etc. Experts suggest that organizations with high accountability and credibility are often preferred by donors and are more likely to get funded.

6. Participatory:

Good governance requires participation from all stakeholders in decision making. Participation ensures that there is freedom of expression, collaboration and respect among decision-makers.

7. Equity and Inclusiveness:

Good governance is based on the principles of equity and inclusiveness, which implies that policies and frameworks of the organization facilitate an equal opportunity to its stakeholders irrespective of age, gender, culture differences.

8. Effectiveness and Efficiency:

All the processes within the organization should help in enhancing effectiveness and efficiency. The various policies – HR policy, Financial, Fixed assets, Communication policy should be able to enhance the overall performance of the organization.

Source: (www2.fundsforNGOs.org)

Governance structures

It is important for Organizations to have harmonized operations where all members of the team are aware of their roles and responsibilities. An organization basic documents formally establish its governance structure. The basis for organization governance is usually a country's legal code, which assigns an internal governance structure depending on the type of organization. An organization's governing body (or bodies) should be identified as required by law in its "basic documents"—that is, the act of incorporation, statute, charter, and other government documents. Some Organizations have the dual governance structure where there are two governing bodies: a supervisory board, which mainly oversees the organization's financial affairs, and a separate body, often known as the management board. Organization's basic documents may include: Certificate of Incorporation, Articles of Association, Memorandum of Association, Certificate of Registration, rules of operation, Name of governing body or bodies, Highest and principal governing bodies with their relationship to other organizational entities, Basic responsibilities and powers, Duties of individual Board members, Minimum number of board members, Membership rules (including eligibility, suspension, and expulsion), Terms of office (length of terms, limits on re-election), Minimum number of board meetings per year, Method of convening meetings (who initiates, how to set dates, who decides agenda, etc.),

Decision-making procedures (number needed for quorum, how to vote and record decisions), Conflict-of-interest provisions. While their names may vary, there are four types of basic governing bodies having separate leadership roles in an organization

Source: (CoACT: 2021 -A training handbook for women CBOs)

SESSION 2: COMPOSITION AND FUNCTIONS OF A GENERAL ASSEMBLY

| | |
|---------------------|--|
| Session objectives: | <ul style="list-style-type: none"> ▪ Participants should understand the role of a General Assembly ▪ How General Assembly executes its function |
| Session duration: | 30 minutes |
| Procedure | <ul style="list-style-type: none"> ▪ On a piece of paper ask the participants to list the members of their organizational General Assembly ▪ Then make a presentation to help them understand the roles and functions of a general Assembly. |

General Assembly and roles

Responsible for ultimate decision-making. In associations, the most important decisions are often made by the membership assembly. Such decisions are crucial to the life of the NGO/CBO and involve such things as:

- Defining the mission and vision or dissolving the organization.
- Appointing organization auditors
- approve audited books of accounts

The responsibility to make such decisions cannot be delegated. But the highest governing body can delegate other responsibilities to a principal governing body, the board.

SESSION 3: Composition and functions of a Board

| | |
|---------------------|--|
| Session objectives: | <ul style="list-style-type: none"> ▪ Participants have knowledge about functions of board ▪ Participants able to constitute their boards |
|---------------------|--|

Session duration: 30 minutes

Procedure ▪ **Brainstorming, presentation**

Training materials ▪ **Flip chart and markers**

Responsible for Governance functions. Usually there is a separate body that exercises ongoing governance functions, such as setting the organization's policies and strategies. This is generally what we call a "Board." This body often delegates actual implementation of its decisions to a professional staff (paid or unpaid). Although it is accountable to the highest governing body, it is authorized to make many decisions on behalf of the organization.

a) Description of board

One of the many ways organizations achieve effectiveness and productivity in their work is by broadening and strengthening the composition of their Boards. An organization's Board usually has 7 to 15 members, with a President or Chair, a Treasurer and other positions designated to specific tasks/ issues related to the NGO's program areas. The member positions could be rotating and/or renewable. The length of terms for Board Members and alternates varies from organization to organization, but usually ranges from one to three years in the CSO setting but it can go for five years in government boards. Even though board members are not paid or paid for their work, a written "job description" is useful to an organization. It can help board members understand how to behave on the board and prioritize their activities. It is also a good tool for letting new board members know what is expected of them.

b) Items to include in appointment letters of board members.

1. They have to Know and support the mission of the organization.
2. Attend board meetings regularly.
3. Prepare for meetings in advance.
4. Maintain confidentiality.
5. Offer informed and impartial guidance.
6. Avoid special agendas and conflicts of interest
7. Participate in committees and special events.
8. Support the Executive Director / Coordinator.
9. Take part in resource development.

10. Promote the organization in the community

c) Functions of the board

1. The board chair is mainly responsible for coordinating the work of the board
2. The board looks after its own development
3. The board oversees the financial affairs of the organization
4. The board establishes internal controls
5. The board takes part in resource development and mobilization
6. Oversight for human resources
7. The board integrates organizational interests and community interests
8. The board encourages transparent communications
9. The board oversees the publication of an annual report and other reports

Roles of Executive Board Members

There are four common executive positions of a board:

A. Chairperson

A board chair's role is central to coordinating the work of the board, executive director and committees. The chair's role may have appointive power for committees, depending on what is specified about this role in the bylaws.

The responsibilities of the chair of the board include:

- Provides leadership to the board, that sets policy and to whom the chief executive is accountable.
- Chairs meetings of the board after developing the agenda with the chief executive.
- Encourage board's role in strategic planning.
- Appoints the chairpersons of committees, in consultation with other board members.
- Serves as an ex officio member of committees and attends their meetings when available.
- Discusses issues confronting the organization with the chief executive.
- Helps, guides and mediates board actions with respect to organizational priorities and governance concerns.
- Reviews, together with the chief executive any issues of concern to the board.
- Monitors financial planning and financial reports.
- Plays a leading role in fundraising activities.

- Evaluates the performance of the chief executive, the effectiveness of the board members, and also the performance the organization in achieving its mission.
- Performs other responsibilities assigned by the board.
- Ensures self-evaluation of the board takes place

B. Vice-Chairperson

The vice-chairperson must be prepared to stand in for the chairperson if the latter is absent. For that reason, this individual must also possess good leadership and communication skills.

Responsibilities include:

- Performing duties of the Chairperson in their absence
- Managing special assignment's as requested by the Board Chairperson

C. Treasurer

Assists the board in fulfilling its responsibility to protect the financial integrity of the organization, advise and assists the chief executive officer so that the organization acts in a financially responsible way, and support the board in ensuring that the organization remains financially positioned to deliver on its objectives and that the strategic direction can be supported by its financial resources.

The roles & responsibilities include:

- Work closely with the chair.
- Act as a member on the Audit Committee, if there is one.
- Consults with the chief executive officer on financial assumptions underlying planning and budget documents, and advise the chief executive officer and the board on accounting, budgetary and other financial matters.
- Make financial recommendations to the board as appropriate.
- Gives support and guidance on financial matters to board members, particularly when they are new to their duties, or when they are making difficult decisions concerning the organization's finances.
- Participates in fundraising events and give an annual financial contribution to the best of personal ability.

- Carries out the responsibilities of office in accordance with the bye-laws and statutory requirements for non-profit organizations.

D. Board Secretary

The secretary is responsible for preparing minutes of board meetings. The role requires the ability to take accurate notes, write well and efficiently deliver minutes that focus on outcomes, such as motions and votes, rather than dwelling on extended discussion. They should also incorporate any documents used by the board to arrive at decisions.

E. Board Member

- Take part in formulating and regularly reviewing the strategic aims of the organization
- Serve the organization as a whole and participate as an active member of the board to bring independent judgment to bear on issues of governance, strategy, performance, resources and standards of conduct.
- Regularly attends and participate in board and committee meetings.
- Contributes specific skills and accept one or more committee or special task force assignments.
- Supports fundraising events and give an annual financial contribution to the best of personal ability, and ensures that the organization is operated in a financially responsible way, that it has the financial means achieve its operational goals and that it remains always ready to meet its debts as they fall due.
- Ensures that the policy and practices of the organization are in keeping with its aims and that the organization functions within the legal requirements and strives to achieve best practice
- Abides by the approved by laws and other agreements endorsed by the organization.
- Supports the organization's policies and board decisions.
- Stays informed about the issues facing the organization.
- Contributes personal experience and expertise to advance the interests of the organization.

F. Board Committees

- When an organization reaches a certain size and it is very difficult for the board to decide upon everything, the board may decide to have a structure of a number of committees to handle the various issues. Typically, the board chooses to carry out its operations using a variety of board Committees. The Board appoints both standing committees and ad-hoc committees. This policy applies to both, whether or not they include non-Board members. Board standing and ad-hoc committees are created to advise the Board. When the Board takes action to establish a committee, they will also assign a specific charge and suggested membership.
- Membership on committees may include: currently elected Board members, former
- Board members and other individuals as it may deem necessary.
- The Chairperson of the Board will be an ex-officio member of all committees, but will only vote on the committee to which they are assigned.
- Only the full Board or Executive Committee can exercise authority over the CEO.
- Board committees do pre-Board work by clarifying issues, identifying alternatives, and determining implications of proposed actions.
- Recommendations resulting from committee action will be presented by the Chairperson, or a member of the committee, in the form of a motion at a full Board meeting.
- Minutes and attendance will be taken at all committee meetings.

1. Standing Committees - Executive Committee (Ex Com)

- The purpose of the Executive Committee is to take actions on. Responsible for the general affairs of the board
- conducts orientation sessions for new board members and
- organizes training sessions for the entire board, suggests new, non-board individuals for committee membership.
- Membership include Board officers, and the past Chairperson of the Board, The Executive Committee oversees the evaluation of the CEO including developing the criteria used for evaluation, interviewing staff participating in evaluation, and preparing summary information for consideration by the full Board.
- All business transacted by the Executive Committee is reported at the next Board meeting.

- Executive Committee meetings are called as necessary.
- The Chairperson of the Board serves as the Executive Committee's Chair.

2. Ad Hoc Committee

A committee that is developed for a special circumstance and for a limited amount of time and task, such as hiring a new executive director. Some committees are convened on a temporary basis to address a specific, single event or issue. Often called ad hoc committees, they meet for a few months and then disband once their task is completed.

3. Finance Committee

The purpose of Finance Committee is to:

- Oversee the preparation of the annual budget and monitor budget variances with actual income and expenditures
- Review year-end financial statements
- Ensure that an annual financial audit is conducted by a professional auditing firm in accordance with national accounting body guidelines and fully reported to the Board
- The Treasurer of the Board will serve as the Committee's Chair

SESSION 4: COMPOSITION AND FUNCTIONS OF MANAGEMENT

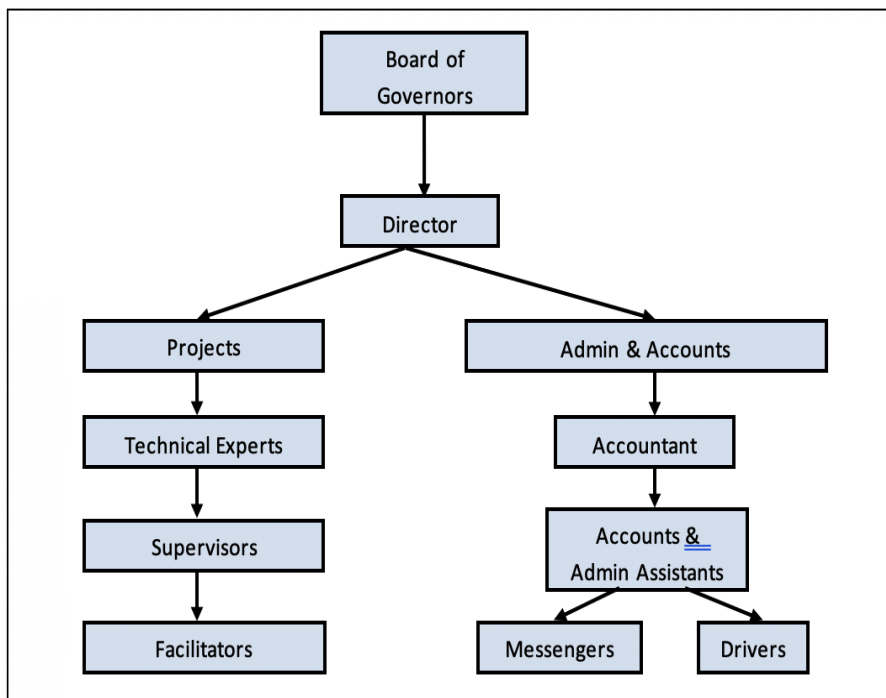
| | |
|---------------------------|--|
| Session objectives: | ▪ Participants have knowledge about management and its functions |
| Session duration: | 30 minutes |
| Methodology | ▪ Brainstorming and presentation |
| Training materials | ▪ Notes , flip charts and markers |

This body is responsible for management which often executes the decisions of the highest and principal governing bodies and manages the organization's day today activities.

a) Role of ED/ Coordinator

It is a good idea to spell out the board's expectations of the Executive Director/ Coordinator in writing. Duties found in most Executive Director/ Coordinator role Description includes;

1. Overseeing the day-to-day implementation of activities
2. Improving performance of the organization
3. Managing and evaluating programs and operations
4. Identifying, acquiring, and managing resources
5. Preparing annual budgets, reports and work plans
6. Proposing policies and strategic initiatives to the board
7. Hiring and firing staff
8. Communicating with stakeholders



9. Promoting the organization in the community
10. Supporting the Board in its work

1v) Staff members

1. Staff members of an NGO are responsible for the day-to-day functioning and implementing of its programs and projects. They report to the Executive Director, who overall is responsible for the NGO's activities. (Staff members of an NGO fall into three groups - responsible for activities related to (1) administration, (2) publicity and (3) programs/ projects.

2. Administrative activities are led by an administrative manager. This manager may have several staff members assisting him/her, including a Finance Assistant or a

A sample organizational structure Source: (www2.fundsforNGOs.org)

Membership Coordinator. Besides the financial management of an NGO, a Finance Assistant may also be responsible for fund-raising activities of the NGO. This means that he/she will have to work closely with the staff members responsible for communications and dissemination, as well as those responsible for programs/projects. In the case of larger Organizations, this fund-raising responsibility may fall under a separate position specifically set up for the purpose. The Membership coordinator manages the NGO's members, membership fees, customer relations etc.

3. Communications and dissemination activities are the responsibility of a staff member at the level of a manager. This manager may be assisted by other staff members such as a Public Relations Assistant, a Publications Assistant, or a Web/Social Media Assistant. The Public Relations assistant works closely with both the Finance Assistant and Membership Coordinator on one hand, and the Program Manager on the other, to publicize its activities and build a "brand name" for the NGO. Similarly, the publications assistant will have to work with the public relations and web/social media manager.

Source: (www2.fundsforNGOs.org)



MODULE FOUR: ORGANISATIONAL POLICIES AND SYSTEMS



MODULE 4: ORGANISATIONAL POLICIES AND SYSTEMS

Module Aim

- Discuss the key internal policies that strengthen the internal management systems in an organization

| Sub-section | Key policy | Purpose of policy |
|--------------------|----------------------------------|---|
| 1 | Financial policy and systems | Outline the significance of a financial policy |
| 2 | Human resource management policy | Explain the key elements of a good human resource |
| 4 | Procurement systems and policies | Explain the significance of following the necessary procurement systems and why a policy is necessary |
| Methodology | | Brainstorming, power point presentations |
| Materials | | Notes handouts, Flip charts |

Background

The strength of an organization and its success is dependant on good legal framework and policies, however good laws and policies need good people (human resource) for the actualization of good governance. This module delves into some of the key policies needed to build strong internal systems in an organization.

SUB-SECTION 1 FINANCIAL POLICY AND SYSTEMS

Aims

- Discuss the significance of a finance policy
- Explain the key features of a finance policy
- Discuss the key elements of a finance policy

| Time | Session No. | Name of session |
|-------------|-------------|--|
| 1hr | Session 1 | Significance of a financial policy |
| 30 min | Session 2 | Key elements of a good financial policy |
| Methodology | | Brainstorming, power point presentations |

SESSION 1: SIGNIFICANCE OF A FINANCIAL POLICY

| | |
|---------------------|---|
| Session objectives: | <ul style="list-style-type: none"> ▪ Participants appreciate the importance of finance policy ▪ Participants knowledgeable about designing finance policy |
| Session duration: | 1 hr |
| Procedure | ▪ Brainstorm, presentations |
| Training materials | ▪ Handouts |

The Financial Policy ensures that the organization's accounting practices are in conformity with the Generally Accepted Accounting Principles (GAAP). It also ensures that the roles and responsibilities of various staff in matters of financial management are clearly understood. It acts as a reference document for auditors, donors, and other stakeholders who may wish to understand the financial systems in place.

A good financial Policy ensures timely financial and donor reporting to ascertain that activities are running smoothly, and disbursements are being made appropriately. It also ensures accurate, reliable, and complete financial reporting.

Source: (CoACT: 2021 -A training handbook for women CBOs)

KEY FEATURES OF A FINANCIAL MANAGEMENT POLICY MANUAL

- Title Page and approving Signature page
- Roles and responsibilities in respect to Financial Management

- iii. The responsibilities of persons responsible for managing finances such as the Board, Executive Director, the Accountant, and Accounts Assistant among others should be clearly spelt out in this policy.
- iv. The basis of Accounting e.g., Cash basis or Accrual Basis needs to be identified and stated.
- v. The Accounting system used to record transactions should be stated. A good accounting system is one that is not easily manipulated and one which does not duplicate transactions.
- vi. Procedures for giving staff advances and advance repayment should be clear.
- vii. The currency in which transactions are made and financial reports prepared should be stated in this policy.
- viii. The Financial year for the organization should be stated. Examples of common financial years include January 1 to December 31, April 1 to March 31 and July 1 to June 30.

Source: (CoACT: 2021 -A training handbook for women CBOs)

SESSION 2: KEY COMPONENTS OF AN NGO FINANCIAL POLICY

| | |
|---------------------|---|
| Session objectives: | <ul style="list-style-type: none"> ▪ Participants have knowledge on components of financial policy ▪ Participants can design finance policy |
| Session duration: | 1 hr. |
| Procedure | <ul style="list-style-type: none"> ▪ Group discussion |
| Training materials | <ul style="list-style-type: none"> ▪ Flip charts and markers |

a) Work plans and budgets

Work plans and budgets are a key component in financial planning as such the policy should outline the person responsible for executing this role.

b) Book keeping and bank accounts

The policy should include guidelines on the following cash at hand and in the bank, accounts of customers and clients, inventory, loan payments, sales purchases, expenditures like salaries and wages and earnings. It should spell out the processes of requisitioning, vouching, authorization and payment. The records may be recorded in soft or hard copies in ledger books, bank cash books, petty cash books, general ledgers,

Advances ledgers, fixed assets register, voucher books with all relevant attachments, receipt books, etc. The sets of books/records to be maintained should be clearly stated in the policy as these will act as evidence during audits. The policy should also state the Process of opening bank accounts and the signatories, their roles and limitations.

c) Receipts

There should be a written procedure for recording receipt of funds in the organization. For example, donor income segregated from other sources of income and balance from activity money.

c) Travel substance and transport

The policy should also pronounce itself on per diems given to staff who are working for the organization while in the field or away from work. Here precisely, the policy should stipulate the amounts and transport to be expected.

d) Payroll

The finance policy is also expected to pronounce itself on the issue of payrolls spelling out the person who is responsible for this task and what roles they are supposed to accomplish for instance deducting statutory payments and ensuring that they are paid on time.

e) Cash at bank

It can establish procedures to be followed especially in as far as receiving and managing cash are involved. For instance, a policy can set the maximum amount of cash that the organization can receive. It should also describe petty cash limitations and replenishment procedures. Procedures for cheque payments should be established. The person in charge of authorization, expenditure, replenishment, and cash counts should be stated.

d) Inventory system

Although most CBOs have no significant stocks, items such as stationery, cleaning Materials and small items of equipment are purchased and stored. A clear procedure for usage, reordering and custody should be documented so that stock is managed properly, and the organization does not run out of stock unawares. Persons responsible for approving stock requisitions and stock custody should be identified and their roles stated.

f) Financial reporting

Monthly, quarterly, and annual financial reports should be prepared on top of donor reports. Responsible persons for preparing and circulating these reports to stakeholders need to be identified. End of year procedures to close off the books of Accounts for audit purposes should be documented in the policy.

Exercise:

Divide participants into groups and task them to fill the following table

| Component | Person responsible | Related duties and responsibilities |
|------------------------|--------------------|--|
| Book keeping | Finance manager | Record the following; <ul style="list-style-type: none"> ▪ Cash inflows ▪ Inventory ▪ Loans payments ▪ Payrolls ▪ Accounts ▪ Expenditures ▪ Bids and awards ▪ Earnings |
| Cash at bank | | |
| Work plans and budgets | | |
| Payrolls | | |
| Travel substance | | |
| Receipts | | |
| Inventory system | | |
| Finance reporting | | |

SUB-SECTION 2: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Aims:

- Explain the functions of human resource policies
- Discuss the importance of human resource policies
- Discuss the key elements/concepts of human resource manuals
- Explain the key provisions under each component of human resource

| Time | Session No. | Name of session |
|-------------|-------------|---|
| 30 min | Session 1 | Functions and importance of Human resource policies |
| 1 hr: | Session 2 | Contents and key features of a good HR policy |
| Methodology | | Brainstorming, presentation |
| Materials | | Notes handouts, power point presentations |

SESSION ONE: FUNCTIONS AND IMPORTANCE OF HUMAN RESOURCE POLICIES**Duration: 30min****Session objectives**

- Participants are understand and appreciate the importance of Human resource policy.

What is a human resource policy?

Human resources policies are a compilation of guidelines for hiring, work processes, compensation, leave, training, promotion, work environments, termination and other important functions. HR policies also outline how an organization will treat its people and property. They're developed by HR managers with the help of company management. It's important to have the policies before issues arise so you know how to respond.

Functions of a human resource policy

The point of HR policies is to provide a framework for an organization so as leaders can make consistent decisions and ensure people are treated equitably. Implementing effective HR policies can demonstrate that you're able to meet ethical, diversity and

training requirements. HR policies also help your company adhere to corporate governance and regulation of employees

Importance of human resource policies

- Ensuring fair and adequate compensation for all employees.
- Addressing employee grievances and problems and appropriate ways to address them.
- Training employees so their skills meet organizational needs.
- Providing the framework to address personnel issues.

SESSION TWO: KEY ELEMENTS/CONCEPTS OF A GOOD HUMAN RIGHTS POLICY

Duration: :1 hour

Session objectives

- Participants are knowledgeable about HR concepts
- Participants able to draft human resource manuals

FUNCTIONS OF A HUMAN RESOURCE POLICY

It is fundamentally believed that unless the team is not effectively managed, motivated, and performed, the organization will not achieve its goal and objectives. The process of managing, motivating, and making the staff perform involves setting up of systems, including building plans and policies. These systems fall under human resource management. A good Human Resource Policy should have the following aspects:

i) Recruitment and hiring

This section profiles the process of selection of staff, the key principles followed in recruitment. It also spells out the procedures involved like announcement of vacancies, the appointment teams, and job descriptions among others.

ii) Probation

The policy spells out the period of probation for each category of staff, the procedures for approval of staff who have passed the probation period and who and how a staff member is confirmed.

iii) Employment classification

Here employees are classified as part-time, full time, volunteers, and support staff. The policy clearly defines who falls into under each category. The benefits and facilitation to be accorded to each category of staff should be spelt out.

iv) Conduct

Employee conduct at work is a very important aspect. The policy also helps to describe some expectations regarding code and acceptable behavior while at work.

v) Non-discrimination

Non-discrimination and anti-harassment policies should speak to the legal framework of the country. Some of these provisions can speak to less privileged or marginalized groups like women, persons with disability among others. The policy pronounces itself on how the organization treats these groups of people.

vi) Safety

The policy provides for the treatment of staff who have been exposed to any type of harm or work related hazard and how these would be handled.

vii) Termination /Resignation

Termination of employment services can be done by both the employer and employee. Either party can choose to terminate the contract. The policy thus spells out the procedure for termination, the reasons for resigning from work, the notice to be given and award for damages incurred in case any arises.

viii) Compensation policies

Compensation policies should cover employee benefits and payroll frequency. It should also include how employees are paid (i.e., direct deposit) and any secondary benefits, such as education reimbursements.

ix) Attendance

The policy here describes the time that the employee is expected to be at the work place and how this would be tracked and documented. For instance in some organizations this

is registered on arrival. The time of arrival and time for departure should all be described in the policy. The number of hours expected to work per day are also spelt out.

x) Expense policies

The type of refundable expenses that can be incurred by the employee are also described out. The ceiling for the amounts to be re-imbursed are also well stated by the policy.

xi) Leave

Leave is usually in conformity with the country's laws. The manual will describe the number of days a staff will take leave and the different types of leave. The procedure for applying for one and granting it are also stated.

xi) Sexual harassment

This is one of the policies highlighting safety concerns for staff and the policy also pronounces itself strongly. Statements like Zero-tolerance are used to show how organizations don't compromise on this.

xii) Bereavement / Grievance Procedures

The period taken for grieving can be indicated and the acceptable reasons for grieving by the employees. The policy indicates the person responsible for granting such a request.

xiii) Meals and breaks: are the best practices to state the length of meal breaks for staff at the work place. Precisely the time people should break off and the time the breaks end and how many breaks may be taken in the course of the day.

Using company property

xiv) Compensation plan

This includes details of Salaries and taxes and other deductions, Employment contract, Personnel Files and Pay period.

xv) Benefits and allowances

Staff benefits should be included in the policy as this is one way of motivating staff.

These may include: Insurance, gratuity, Severance pays (on termination), Bereavement allowance, overtime pay, telephone benefits, and meals, among others depending on the availability of funds.

Source: (<https://www.netsuite.com/portal/resource/articles/human-resources/hr-policies.shtml>)

Exercise: i) The participants into small groups of less than four
 ii) Task each group with four elements of a human resource policy and ask them to define the policy provisions under each element as illustrated in the table below

| No. | Human resource policy element | Policy provisions |
|-----|-------------------------------|--|
| 1. | Termination or resignation | Procedure: A worker will give a one month notice to management before resignation Reasons for resignation from work: Poor treatment at work Inability to deliver/ meet organizational performance expectations Authority to grant request Executive director |
| 2. | Benefits and allowances | |
| 3. | Leave | |
| 4. | Conduct | Staff and Board of this organization are expected to conduct themselves well within and outside the organization by; <ul style="list-style-type: none"> ▪ Refraining from being seen in public drunk or using drugs ▪ Dressing appropriately especially while representing the organization ▪ Refrain from sharing shameful content of themselves on social media ▪ Accord respect to fellow staff members ▪ Refrain from using abusive language. |
| 5 | Organizational attire | Corporate |
| 6. | Recruitment | Job description and guidelines |

SUB-SECTION: INTRODUCTION TO PROCUREMENT SYSTEMS AND POLICIES

Aims

- Define procurement policy
- Explain the functions of procurement policy
- Discuss the key elements and concepts of a procurement policy

| Time | Session No. | Name of session |
|--------------------|--------------------|--|
| 1hr | Session 1 | understanding procurement |
| 30 min | Session 2 | Key element and components of procurement policy |
| Methodology | | Brainstorming, presentation |
| Materials | | Notes handouts, power point presentations |

SESSION ONE: UNDERSTANDING PROCUREMENT

Session aims: by the end of the session, participants should be able to understand importance of procurement and why they need to have it in their organizations
What is a procurement policy?

Session time: 1 hour

A procurement policy is a set of guidelines used to establish and standardize the procedure for purchasing goods and services within an organization. Also called a purchasing policy, it provides specific instructions to help employees successfully navigate common procurement scenarios. (<https://rfp360.com/procurement-policy/>)

Why organizations need Procurement policies

i) Organizational needs increase as organizations grow. As such the organization is required to invest heavily in developing the organization. The procurement policies thus provide a framework that saves an organization from risk while investing in equipment, software, consultancy services among others.

ii) Procurement policy can support purchasing processes and sourcing strategies. Having structure in place ensures that, when an organization acquires goods, services and/ or works, this is so in a transparent, timely and cost-effective way.

(<https://www.delta-esourcing.com/resources/etendering-blog/what-is-a-procurement-policy/>)

iii) Procurement policies help organizations to get value for money. The call for quality and cost friendly supply coupled with competition from different suppliers enables organizations to get the best offers on every penny spent on purchases.

SESSION TWO: PRINCIPLES OF PROCUREMENT POLICIES

Duration: 30min

Session objectives:

- Participants understand and the principles of good procurement policies

PRINCIPLES OF PROCUREMENT POLICIES

1. ACCOUNTABILITY

Effective mechanisms must be in place in order to enable Chief Officers and Chief Executive Officers to discharge their personal responsibility on issues of procurement risk and expenditure.

2. COMPETITIVE SUPPLY

Public procurement must be carried out by competitive process unless specifically justified in accordance with this Law or Government policy.

3. CONSISTENCY

Procurement policy shall be similar and consistent across the public sector.

4. EFFECTIVENESS

Public sector entities should maximize the contribution to the commercial, regulatory and socio-economic goals of Government in a balanced manner appropriate to the procurement requirement.

5. VALUE FOR MONEY

The procurement processes should be carried out to achieve the most advantageous combination of cost, quality and sustainability over the life cycle of the project.

6. FAIR-DEALING

Suppliers should be treated fairly and without unfair discrimination, including protection of commercial confidentiality where required. Public sector entities should not impose unnecessary burdens or constraints on suppliers or potential suppliers.

7. INTEGRATION

Procurement policy should pay due regard to its impact on the organization's other management policies.

8. INTEGRITY

There shall be no corruption or collusion with suppliers or other persons involved in a procurement project.

9. INFORMED DECISION-MAKING

Public sector entities are required to base decisions on accurate information and are required to monitor obligations to ensure that they are being met.

10. LEGALITY

Public sector entities shall conform to legal requirements.

11. RESPONSIVENESS

Public sector entities should endeavor to meet the aspirations, expectations and needs of the community served by the procurement.

12. TRANSPARENCY

Public sector entities should ensure that there is openness and clarity in the conduct of the procurement policy including in the carrying out of all actions and decisions.

KEY COMPONENTS OF A PROCUREMENT POLICY.

i) Procurement committees

These are constituted and are responsible for identifying the need, defining the exact product, determine the budget for the service or product, advertise the bid for supply, review the applications and select the best bidder.

ii) Pre-qualification of suppliers

The procedures for qualification or selection of bidders should be clearly described in the procurement manual. This is usually guided by the principles of the right quality, right time, right place and right cost. Selection or qualification of bidders should be premised on value for money.

iii) Purchase

This is the process followed in purchasing products, equipment and services;

▪ **Requisition form**

A requisition is raised by the department/ programme for which the supply is intended. The requisition is then approved by the approving authority (such as the Executive Director) in the organization and then forwarded to the Procurement Committee.

▪ **Evaluation of suppliers**

The general secretary of the procurement committee then obtains at least 3 quotations for competitive bidding which are then evaluated by the procurement committee. The committee under normal circumstances will select the lowest bidder or otherwise justify why the lowest bidder has not been selected.

▪ **Local Purchase Order (LPO)**

Upon selection of the best bidder, an LPO is prepared by the Finance department specifying quantities, quality, price, and payment terms among others to serve as a written contract between the organization and the supplier.

iv) Delivery

On receiving the goods, the finance department is supposed to check the condition of the goods to confirm that they are the right quantity or quality and then proceed to sign an acknowledgement of receipt.

v) Fixed Asset Policy

Fixed Assets include goods such as stationary, tables, chairs, shelves, computers, and related accessories. The Fixed Assets Policy will aim for:

- Precise identification of goods that are part of the asset base.
- Sensible use of goods.
- Periodic taking of physical inventory.
- Effective maintenance of goods.
- Replenishment of goods when required.

vi) Procedures for managing Fixed Assets:

The procedures involved in managing these assets are:

- Receiving and recording goods.
- Using goods properly.
- Maintaining goods.
- Taking inventory of goods.

- Disposing of goods.

NB: Fixed Assets are managed by means of records or files.

vii) Asset inventory count

The **fixed assets inventory** consists of a census of the fixed assets present in a business and the recorded fixed assets. Its purpose is to track significant **discrepancies** and to trace the **history of fixed assets**. This is a legal obligation and must be done once a year "date of closing of the financial year". (<https://www.appvizer.com/magazine/accounting-finance/accounting/fixed-assets-inventory>)

"According to fixedassetexpert.com an online platform, implementing a fixed asset inventory is vital for organizations for many reasons. A proper accounting of assets can save time and money, reduce theft, improve planning and budgeting, eliminate "ghost and zombie assets," and help an organization recover after a natural disaster. Often times, however, the importance of fixed asset inventories is overlooked in an organization. Yet assets such as land, buildings, computers, furniture, fixtures, vehicles, machinery and equipment represent the largest investments most companies make.

viii) Asset register

The register should provide for recording of Assets including; description of the asset (brand name, serial number), the person using the asset for work, the status or condition of the asset, storage among others. This is helpful in keeping track of organizational property to save them from loss or theft.

EXERCISE: PARTICIPANTS ATTEMPT TO DESIGN A PROCUREMENT POLICY

Divide participants into groups and have each group contribute to the following sections of a procurement policy

Group one: Chapter one

- i) Introduction
- ii) Organizational goals, mission and vision
- iii) Purpose of the procurement policy**

Group Two:

- i) Selection committees

ii) LPOs

Group Three:

i) Responsibilities

Group Four:

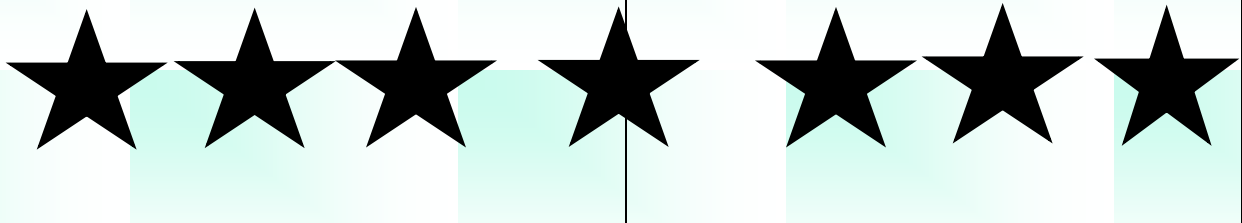
i) Requisition forms

ii) Evaluation of suppliers

iii) Delivery

Group Five

Annexes



MODULE FIVE: NGO REGULATORY FRAMEWORK AND
OBLIGATIONS



MODULE 5: NGO REGULATORY FRAMEWORK AND OBLIGATIONS

Module Aims

- Define Organizations
- Discuss about Uganda’ s policy and legal framework for NGO s
- Discuss donor compliance for NGOs

| Time | Session No. | Name of session |
|-------------|-------------|---|
| 1 hr | Session 1 | Statutory compliance obligations for NGOs in Uganda |
| 30 min | Session 2 | Donor compliance obligations |
| Methodology | | Brainstorming, presentation |
| Materials | | Notes handouts, power point presentations |

SESSION 1: KEY STATUTORY COMPLIANCE OBLIGATIONS FOR NGOS IN UGANDA

Duration: 1hr

Session objectives:

- i) Participants have acquired knowledge on importance of compliance
- ii) Participants have knowledge on key statutory compliance obligations
- iii) Participants knowledgeable on the key statutory

Definition of “Organization” and types of Organizations operating in Uganda.

Section 3 of the NGO Act, defines an “Organization” to mean:

“A legally constituted non- governmental organization under this Act, which may be a private voluntary grouping of individuals or associations established to provide voluntary services to the community or any part, but not for profit or commercial purposes.

Types of NGOs (As provided for under the NGO Act, Section 3).

“Indigenous Organization” means an organization that is wholly controlled by Ugandan Citizens.

“Foreign Organization” means an organization that does not have original incorporation in any country, and is partially or wholly controlled by citizens of other countries, other

than the citizens of the Partner States of the East African Community, and is operating in Uganda under the authority of a permit issued by the Bureau.

“International Organization” means an organization that has its original incorporation in a country, other than a Partner State of the East African Community and is partially or wholly controlled by citizens of one or more countries, other than the citizens of the Partner States of the East African Community, and is operating in Uganda under the authority of a permit issued by the Bureau.

“Continental Organization” means an organization that has its original incorporation in any African country, other than the Partner States of the East African Community, and is partially or wholly controlled by citizens of one or more African countries, other than the citizens of the Partner State of the East African Community, and is operating in Uganda under the authority of a permit issued by the Bureau.

“Regional Organization” means an organization incorporated in one or more of the Partner States of the East African Community, and which is partially or wholly controlled by citizens of one or more of the Partner States of the East African Community, and which is operating in Uganda under the authority of a permit issued by the Bureau.

Source: (dpi:August 2022) – Compliance obligations of Non-Governmental Organizations in Uganda

Exercise: Group work

1. Ask participants to mention their statutory obligations and how they have been complying with them
2. Ask participants to share experiences of the repercussions they faced arising out of non-compliance

Why is compliance important issue for NGOs?

- a. Helps the operations to be legally recognized by the authorities
- b. To avoid interference by state agencies
- c. Compliance breeds trust with the beneficiaries and partners you work with
- d. Promotes accountability towards members, donors, beneficiaries and the community
- e. Promotes safety and minimizes risks towards the communities served.

Key statutory Compliance obligations for NGOs in Uganda

- Remittance of NSSF contributions for staff being employed
- Remitting PAYE to URA for staff employed
- Filing of returns with NGO bureau and registrar of companies (URSB)
- Withholding tax for service providers working on temporary basis
- Registration of sim cards with UCC
- Property rates with local authorities
- Filing beneficial ownership information (filed to URSB)
- Anti-money laundering
- Financial Intelligence Authority (FIA) and data protection
- Remittance of local service tax
- Employees/ staff and residence suppliers having TIN numbers
- Registration and annual subscription with URSB for name
- Anti- corruption policy in their operations
- Anti-terrorism and financial crimes

KEY LAWS PERTAINING TO NGOS

| NO. | LAW | PROVISIONS |
|-----|--|---|
| 1 | URSB - COMPANIES ACT, NO.1 OF 2012: Sections: 4(2)(b), 10(1) & (10) 115 116 117 133 134 152 192(4) | <ul style="list-style-type: none"> ▪ Registrations of all NGOs ▪ Describes NGOs by liability ▪ Filing of returns ▪ Winding up of organizations File Annual Returns at least once a year within 42 days after the Annual General Meeting (AGM) for that year (signed by a Director and Secretary). ▪ Have a Minute Book for minutes of proceedings of meetings of the Company and Directors. ▪ Incorporation of a Company Limited by Guarantee. ▪ Certificate is issued. ▪ A Certified Certificate of Incorporation. |

| | | |
|----|--|---|
| | | <ul style="list-style-type: none"> Register documents (Resolutions, Constitution/MEMARTS, Statutory declarations etc.) |
| 2. | Registration of Document Act CAP 81 | <ul style="list-style-type: none"> Registration of documents by the registrar for evidence purposes Section 4 defines the person responsible for registering the documents with Section 13 gives powers to the registrar to correct errors and omissions Section 10 provides for conditions for refusing to register NGO documents |
| 3. | NON-GOVERNMENTAL ORGANIZATIONS ACT, 2016, | <ul style="list-style-type: none"> Sect 5 establishes the National Bureau for NGOs Section 20 establishes the District NGO monitoring committees whose key function is to receive applications and monitor the works of district NGOs |
| 4. | The Anti-Money Laundering Act (2013) 2017 (as amended) Sections: 1,3, 6(m) ,6A ,7 ,20(d), 21(pb) and 21A | <ul style="list-style-type: none"> Registration of accountable persons. Provides for Combating money laundering and countering Defines and criminalizes financial terrorism. Receive Suspicious Transactions Reports (STRs), Large Cash Transactions Reports (LCTRs) and cross border movement of cash. Carry out the necessary due diligence Regular Risk assessment. Proper Record and Book-keeping |
| 5. | NGO INSPECTION & INSPECTORS GUIDELINES, 2020 | <ul style="list-style-type: none"> Provides for routine inspection of NGO by authorities to ensure compliance Section 2 Defines the powers of the Inspector for instance part (a) states that they shall have access to the premises of the organization. |

| | | |
|----|--|--|
| | | <ul style="list-style-type: none"> Section 4 elaborates the procedure for conducting an inspection on an NGO |
| 6. | ADJUDICATION COMMITTEE PROCEDURE RULES, 2020 | Part II Section (6) provides for Filing of an Application or complaint by an NGO |
| 7. | THE NGO (FEES) REGULATIONS, 2020 | <ul style="list-style-type: none"> Regulation No. 4 defines the requirements for registration of an NGO in Uganda <p>Spells out NGO fees to be paid annually</p> <ul style="list-style-type: none"> Regulation No. 8 states the conditions for issuing of permits to NGOs Regulation 12 provides for the procedure of renewal of the permit |
| 8. | NGO POLICY 2010 | Chapter 5 of the policy describes the institutions responsible for the implementation of the NGO Act |
| 9. | NSSF Act | Section 12 of the NSSF Act defines an employee's standard contribution which is 5% of the total wage |

NGO COMPLIANCE OBLIGATIONS AND PENALTIES

Fees payable by NGOs as provided in the NGO Regulations 2017

| NO. | ITEM | FEES |
|-----|--|---------|
| 1 | The application fees for registration of an indigenous organization | 100,000 |
| 2 | The application fees for registration of a foreign organization | 520,000 |
| 3 | The application fees for registration of a continental organization | 260,000 |
| 4 | The application fees for registration of a regional organization | 100,000 |
| 5 | The application fees for registration of an international organization | 800,000 |
| 6 | Issuance and renewal of a permit of indigenous, regional CBO every year | 60,000 |
| 8 | Fees for application to review conditions of a permit | 60,000 |
| 9 | Substitute certificate of registration or permit or any document in the register | 60,000 |
| 10 | Request of certified copy of a certificate or permit or any document per copy | 25,000 |

| | | |
|----|---|--------|
| 11 | The application Fees for registration of Community Based Organization | 40,000 |
| 12 | The application fees for registration of a self-regulatory organization | 60,000 |
| 13 | Annual returns of an organization other than Community Based Organization | 50,000 |
| 14 | Fees for filing annual returns of Community Based organization | 40,000 |
| 15 | Fees for an inspection report | 50,000 |
| 16 | The application fees for search of the register and search report | 20,000 |

Source: https://ngobureau.go.ug/sites/default/files/laws_regulations/2021/04/NGO

Penalties for Key statutory Compliance obligations for NGOs in Uganda

Non-compliance for key statutory obligations attracts several penalties and fines. It is very important for NGOs, and CSOs to beware of these and ensure that they don't fall victims of such. Below are some of the penalties under each compliance obligation.

Penalties for non-compliance

1. Payment of tax (PAYE)

A person who fails to pay tax due by the due date is subject to interest on late payment of tax at a rate of 2%. Any person who fails to comply with withholding PAYE is liable for interest at a rate equal to 2 percent per month on the amount unpaid calculated from the date on which the payment was due until the date on which payment is made.

2. NSSF deductions

Clause 13A subsection (2) says that “An employer who deducts a voluntary contribution under subsection (2) and fails to remit the contribution to the fund commits an offence and is liable, on conviction to— (a) remit to the fund any outstanding contribution due to the employee; and (b) pay a fine of twenty percent of the amount deducted but not remitted to the fund” .

3. Filing of returns with NGO bureau and registrar of companies (URSB)

NGOs or CBO that fails to comply with the set regulations are fined 100 and 10 Currency Points respectively in accordance with the provisions of the NGO Act, 2016. For purposes of payment for fines and penalties, a Currency Point is equivalent to Twenty thousand Uganda shillings (20,000).

4. Withholding tax for service providers/professional fees

A person who fails to pay tax due by the due date is subject to interest on late payment of tax at a rate of 2%

5. Property rates with local authorities

Late filing of property tax returns attracts a fine of 200,000 per month until the day you file. Failure to pay taxes earns you a penalty of 2% interest per month until you pay the taxes.

6. Remittance of local service tax

A surcharge of 50% shall be levied on the expected Local service Tax after it is due. On conviction in the courts of law, the defaulter will serve a term not exceeding one month imprisonment or be required to pay a fine not exceeding double the amount due.

7. Registration of Sim cards with Uganda Communications Commission

Any organization that uses a Sim Card that is not registered faces a fine of 100,000 Shillings or six months imprisonment.

8. Filing beneficial ownership information (filed to URSB)

Currently, the deadline for filing the beneficial ownership information is 11 February 2023. Failure to file the beneficial Owner's information with URSB attracts a daily default fine of UGX 500,000 (approx. US\$136) for the company and every officer of the company who is in default(globaltaxnews.ey.com)

9. Anti-money laundering Act penalties

Being accountable persons, NGOs are expected to put in place measures to identify suspicious transactions and where such transactions involve money transfer, report them to the FIA. Failure to report such a transaction as provided in the law is an offence under the law. (chapterfouruganda.org)

10. Anti-terrorism and financial crimes

Terrorist Financing ("TF") means the financing of terrorist acts, and of terrorists and terrorist organizations. The relevant laws in Uganda make it an offence to provide or collect funds, knowing, or with the intention, that the funds will be used to commit terrorist acts; or make any funds or financial services available to or for the benefit of a person, knowing or having reasonable grounds to believe that, that person is a terrorist or terrorist associate. (source: <https://www.fia.go.ug/faq>)

11. Anti- corruption penalties for NGOs

a) **Rescission (nullity) of contracts:** The law provides that Contracts obtained with the influence of corruption can be entirely or partly annulled from the very beginning or at any time once they are discovered. In Uganda, conditions for rescission of contracts are provided for in Article 2 Clause 119 (5) of the Uganda Constitution 1995, which defines the conditions to be fulfilled in contract management.

SESSION 2: DONOR COMPLIANCE OBLIGATIONS

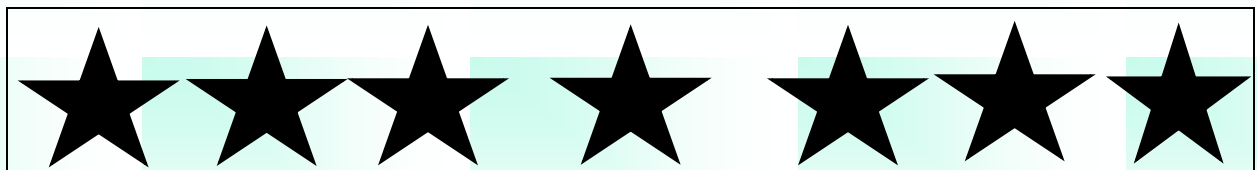
| | |
|---------------------|---|
| Session objectives: | <ul style="list-style-type: none">▪ Participants have acquired knowledge on donor requirements▪ Capacity to comply to donor' s requirements enhanced |
| Session duration: | 1 hr 30min |
| Procedure | <ul style="list-style-type: none">▪ Brainstorm on the common donor requirements for NGOs |
| Training materials | <ul style="list-style-type: none">▪ Flip charts, markers |

Donor compliance

In addition to statutory law obligations, NGOs are also required to comply with certain donor requirements in executing their work. It should however be noted that these requirements vary depending on the donor as some donors are more strict and rigid while others leave a degree of independence and lenience on the organization.

Key donor requirements for NGOs

| | |
|---------------------------------|-------------------------------|
| Financial management | Earmarking and Predictability |
| Reporting requirements | Risk management and control |
| Equal opportunities | Audits |
| Due diligence | |
| Counter-terrorism | |
| Anti- corruption and disclosure | |



MODULE SIX: RESULTS-BASED PROJECT MANAGEMENT



MODULE 6: RESULTS BASED PROJECT MANAGEMENT

Aims:

- i) Define RBM and why it's important to NGOS
- ii) Discuss the key concepts under RBM
- iii) Explain the results chain under project management
- iv) Explain the key principles underlying RBM
- v) Making participants appreciate the importance of project monitoring and
- vi) At the end of the module participants should differentiate monitoring and evaluation
- vii) Help participants understand how to establish impact of the project and the process of arriving to impact in M&E

| Time | Session No. | Name of session |
|-------------|-------------|--|
| 1 hour | Session 1 | understanding Results Based Management |
| 1 hour | Session 2 | Key concepts in monitoring and its purpose |
| 1 hour | Session 3 | Understanding evaluation, difference between monitoring and evaluation and processing of assessing |
| Methodology | | Brainstorming, presentation, group discussion |
| Materials | | Notes handouts, power point presentations |

SESSION 1: UNDERSTANDING RESULTS BASED MANAGEMENT AND ITS PRINCIPLES

Duration: 1 hour

Session objective:

- By the end of this session participants should be knowledgeable about RBM and its importance to NGOs

What is Results Based Management?

RBM is a management strategy by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and higher-level goals or

impact). The actors in turn use information and evidence on actual results to inform decision making on the design, resourcing and delivery of program and activities as well as for accountability and reporting. (United Nations Development Group: 2011) <https://unsdg.un.org/sites/default/files/UNDG-RBM-Handbook-2012.pdf>

Importance of Results-Based Management in project management

By adopting a results-based management approach, organizations aim to:

- Draw on the foundational principles of accountability, ownership and inclusiveness, results-based management supports project and programme managers in their daily work by ensuring greater results orientation.
- It fosters improved performance, integration of lessons learned into management decisions and greater effectiveness of the monitoring and reporting of progress achieved and in project programme in implementation.
- It enables managers to develop sound projects and program and to continuously adapt them to the particular needs of the beneficiaries, in order to achieve better results.
- It entails defining realistic results expectations based on appropriate analyses.
- Supports beneficiaries and designing projects and program that meet their needs.
- Supports in the monitoring of progress made and resources utilized by using appropriate indicators.
- Helps in identifying and managing risks related to the program or projects.
- Helps to document and mainstream lessons learned and evidence and using them as a base for making decisions and reporting on results achieved.

Principles of Results-Based Management (RBM)

Accountability: Results-based management enables establishment of proper system to collect and share the evidence that the ultimate change happened. RBM fundamentally seeks to shift from focusing simply on 'what was done' to being able to clearly demonstrate 'what has been achieved' and 'what has changed'.

<https://www.unssc.org/news-and-insights/blog/results-based-management-way-coherent-accountable-and-effective-un-response>

Inclusiveness: Inclusive or participatory engagement of all partners contributes to a higher level of ownership of the thinking process thus stronger commitments to deliver together and achieve the tangible results collectively. Programs should ensure that no one is left behind.

Ownership: Results-based management is a practical strategy to bring national partners and stakeholders to think together, to analyze development challenges and to come up together with possible solutions that will be owned by all involved and will address the real needs and priorities of countries.

Simplicity: RBM tries to identify a strategy that is easy to understand and easy to put into practice. RBM provides a number of simple tools to help with project design, project management and achieving the project's results. (<https://www.logframer.eu/content/main-principles-rbm>)

Action learning: Learning is integrated into the RBM cycle. We learn by doing and what we learn enables us to strengthen our capacities, improve the quality of our projects and get better results. Therefore, the learning cycle is inclusive: it's not just about the leading NGO that learns and improves, but everyone involved in the project. Partners and beneficiaries are empowered through learning and participation, and gradually see how important their role is and as a consequence they take up more responsibility. (<https://www.logframer.eu/content/main-principles-rbm>)

Partnership: Participation of partners and stakeholders is not only important during the formulation of the project, but also during the execution, monitoring and evaluation (appreciation) of the project. This is the only way to come to solid project design with relevant objectives AND to durable results and a sense of ownership of those results from the part of the local population and partners.

Transparency: Using well designed and well-chosen indicators, it must be possible to give a clear image of what the project is doing and where it is going. Transparency towards the donors, but also transparency towards the partners and beneficiaries. RBM introduces the [Performance Framework](#) to clearly identify objectives, how their progress will be measured (and at what frequency), who will be responsible for what, etc.

KEY CONCEPTS AND ELEMENTS IN RESULT BASED MANAGEMENT

EXERCISE I

Ask Participants to match the definition with the concept in the table below and then later go ahead to present the concepts as defined below

| | |
|----------|--|
| Inputs | A systematic way of tracking project progress. It is intended to find out whether the project is still on track and is yielding the planned results or not. Performance monitoring is usually done using a number of tools |
| Activity | Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs |
| Outputs | Positive and/ or negative, primary and/or secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended |

| | |
|-------------|---|
| Outcomes | A means of measuring actual results against planned or expected results in terms of quantity, quality and timeliness. In other words, an indicator is evidence that helps us to measure progress towards achieving results. Indicators can be qualitative or quantitative |
| Impact | A pre-defined scope, cost, and schedule for a project. The project manager must determine and document the project baseline before execution and control activities begin. |
| Baseline | a diagram that depicts the assumed causal linkage between an intervention and desired impacts through a series of expected intermediate results |
| Indicators | These may include changes resulting from the intervention which are relevant to the achievement of outcomes |
| Risks | These are defined as the likely or achieved short-term and medium- term effects of an intervention’ s outputs. |
| Assumptions | Any unplanned, uncertain or unexpected event that can affect your project — for better or for worse. Risk can affect anything: people, processes, technology, and resources. : Examples of risks include; pandemic outbreak, weather changes like floods and storms, political instability among others |

Impact: Impacts can be Positive and/ or negative, primary and/or secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended (<https://www.ipma.world/impact-project-not-deliverables/>)

Outcomes: These are defined as the likely or achieved short-term and medium- term effects of an intervention’s outputs.

Outputs: These may include changes resulting from the intervention which are relevant to the achievement of outcomes

Activity: Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs

Inputs: The financial, human, and material resources used for the development intervention being undertaken.

Indicators: An indicator is a means of measuring actual results against planned or expected results in terms of quantity, quality and timeliness. In other words, an indicator is an evidence that helps us to measure progress towards achieving results. Indicators can be qualitative or quantitative. There indicators for each level of the results framework for instance;

- **Input Indicators:** Input indicator refer to the amount of resources that go into the project; such as amount of money spent; different logistic items procured and used; number of hours of staff time.

- **Activity Indicator or Process Indicator:** Activity indicator documents or records the number of activity conducted and /or completed. Such as number of training event completed, number of group meeting held.
- **Output Indicator:** Output indicator describes the goods and services produced by project activities such as number of training modules developed; Number of women trained; number of NGO staff trained;(<https://www.devex.com/news/indicators-logframe-and-m-and-e-system->

Baseline: A project baseline is a pre-defined scope, cost, and schedule for a project. The project manager must determine and document the project baseline before execution and control activities begin. (<https://project-management.com/project-baseline-in-project-management/>) *A project baseline is essentially **a defined starting point for your project**. In other words, a baseline is an initial plan you create with stakeholders, defining the project expectations and deliverables, including schedule, scope, and cost.* :(<https://monday.com/blog/project-management/baseline-a-project-plan/#:>)

- Targets
- Means of verification

Logic framework: is a simple and commonly used way of illustrating how a project will work in order to achieve the desired impact.

Performance: The overall measurement of whether a project has met objectives and requirements of scope, cost, and schedule. A periodic measurement during the monitoring and controlling phases of a project performed to observe project execution and identify variances from the Project Management Plan for proactive mitigation. (https://www.directives.doe.gov/terms_definitions/project-performance# :)

Performance monitoring: performance monitoring is a systematic way of tracking project progress. It is intended to find out whether the project is still on track and is yielding the planned results or not. Performance monitoring is usually done using a number of tools.

Risks is any unplanned, uncertain or unexpected event that can affect your project — for better or for worse. Risk can affect anything: people, processes, technology, and resources: Examples of risks include; pandemic outbreak, weather changes like floods and storms, political instability among others.

<https://www.wrike.com/project-management-guide/faq/what-is-risk-in-project-management/>

Assumptions: According to the Project Management Institute, the definition of a project assumption is **“any factor relating to a project that is considered to be true, real, or certain — without any empirical proof or demonstration.”** In other words, project assumptions are simply the things you assume to be true for your project's success. The following are examples of project assumptions;

- You assume your team will complete milestones according to schedule
- You assume suppliers will deliver the right items on time
- You assume that your employees are capable of completing necessary tasks
- You assume weather or acts of God won't interrupt your progress
- You assume costs won't change throughout the course of the projects.

Results chain: A results chain is a diagram that depicts the assumed causal linkage between an intervention and desired impacts through a series of expected intermediate results (Foundations of Success 2009)

EXERCISE

Ask participants to draw a Results framework for a training activity of women NGOs on ODS under the Access to Justice program.

SESSION TWO: KEY CONCEPTS IN MONITORING AND ITS PURPOSE

Session time: 1 hour

Methodology: Brainstorming, experience sharing and lecture

KEY CONCEPTS IN MONITORING AND EVALUATION

WHAT IS A PROJECT?

A project is a temporary attempt designed to create a unique product or service. It is a temporary undertaking usually meant to provide a solution for an identified need. It is important to note that projects have a set of inter-related activities but mostly are attempting to achieve a given aim or objective and these activities inter relate with each other.

WHAT IS A PROGRAM?

A long-term endeavor or undertaking or a collection of several inter-related projects managed in a coordinated way to achieve a given goal. Programs require huge resources are usually flexible in implementation. Programs are usually at strategic level. Most departments are based on programs. Programs fall under certain departments

Table showing the difference between a project and a program

| Project | Program |
|-------------------------------|--|
| Short term | Long-term |
| Operates on a fixed budget | Operates with huge resource base |
| Fixed implementation | Usually allows flexibility in operations |
| Time bound | Continuous with longer or no time limit |
| Focuses on specific objective | Aims at achieving a goal |
| | |

INDICATORS

An indicator is a sign that shows something for example how a problem manifests every day.

WHAT IS PROJECT MONITORING?

Monitoring is the systematic and continuous collection, analysis and reporting of information as the project progresses with the aim of improving the efficiency of that program/project. Monitoring is the regular observation and recording of the activities taking place. All project officers should be involved in collection in M and E. Monitoring gives feedback on the indicators and is based on the targets that you set and planned/implemented activities. It is about checking success.

What is the purpose of monitoring?

It is on-going tracking

Continuous collection of information

Involves making sense of the data collected

Helps to identify gaps early enough in the project

It is periodic checking and observing

Helps to ensure that inputs and work plans are going according to the project

STEPS IN PROJECT MONITORING

1. Set the indicators
2. Set up a system for collecting information on those indicators you have set
3. Collect and record the information

4. Analyze the information on the indicators
5. Use the information (share the information/report)

Key phases of a project life

| No. | Project phase | What happens |
|------------|--------------------------------|--|
| 1. | Identification | Identify the goal, objective |
| 2. | Project initiation | Define everything needed for the project |
| 3. | Project execution | Do the work to achieve the outcomes |
| 4. | Project monitoring and control | Ensure the success factors are happening |
| 5. | Collective control | Identify the challenges |
| 6. | Project closure | Formal acceptance of deliverables of your work |

What do we monitor?

- i) Work quantity (Inputs vs. Outputs): This is time being spent, activities, resources spent. We monitor the indicators
- ii) Work quality: Are the activities being implemented? Are they implemented in time?
- iii) Process monitoring: This involves checking the use of resources. Monitoring happens at output and input level where you have control.

SESSION THREE: UNDERSTANDING EVALUATION, DIFFERENCE BETWEEN MONITORING AND EVALUATION AND PROCESSING OF ASSESSING IMPACT

Session time: 1 hour

Methodology: brainstorming and lecture

EVALUATION

This is an assessment done after a given period of time. Evaluation is the periodic assessment of a planned, on-going or completed project intervention to determine its efficiency, relevance, effectiveness, sustainability and impact.

When is evaluation done?

Evaluation can be done before the project starts i.e Needs Assessments. They can also be done before, during and after project implementation in the form of Baselines, mid-term evaluation, and end of term evaluations. It is a systematic investigation of the merit or worth of a project.

Examples of evaluation questions

- ✓ What interventions are most effective?

- ✓ How is the project affecting various groups?
- ✓ What lessons can be learnt?
- ✓ What impact is the project having on the community?

Types of Evaluation

Self-Evaluation: This one is done by the organization itself. The organization assesses itself.

Participatory Evaluation: This is a form of internal evaluation but it involves as many people as possible like project staff and Rapid participatory appraisals

External Evaluation: This is usually undertaken by an outsider team.

Formative Evaluation: Also called process assessment. It takes place during the life of the project to improve the functions of a project. For example mid-term reviews

Summative Evaluation: This is done at the end of the project to draw lessons from the project.

Ex-ante Evaluation: This is done before the project begins

Mid-term Evaluation: This is an evaluation done in the middle of the project schedule.

Ex-post Evaluation: This is done after the project has been concluded.

Partial Evaluation: This focuses on particular components of the project.

Comprehensive Evaluation: This type of evaluation assesses the entire project course. It can also be in the form of ex-post evaluation.

Table: The difference between Monitoring and Evaluation

| Monitoring | Evaluation |
|-------------------------------------|--|
| Assess the project design/ approach | Challenges the design |
| Measures progress | Measures value addition |
| More concerned with efficiency | Concerned with effectiveness |
| Converts input to output | Converts outputs into outcomes |
| Continuous | Focuses on key milestones of the project |
| Are doing it right? | Is the approach right are we doing right things? |
| It' s an internal process | It' s both internal and external |

IMPACT

The ability to isolate change attributable to you from all other players is Impact.

Impact is the comparison between; i) The outcome sometime after the project or the program and ii) The outcome at the same time had the project not been introduced. This is usually done through Randomized Control Trials.

Impact can also be; i) The difference in change between the treatment group (Beneficiaries) and the comparison group/ control/ mimic group and ii) impact can also be the difference at Baseline and End line (the difference in difference).

A table showing the Monitoring and Evaluation process

| Purpose | M&E questions | M&E Indicators | Collect M&E data | Managing M&E information | Communicate M&E information |
|-------------------|---|---------------------------|--|---|---|
| For effectiveness | Is the project reaching its target? Is it working? | | <ul style="list-style-type: none"> • Method • Tools • Frequency | Data entry Data analysis Person responsible | Who's responsible? When to communicate How to communicate |

Important things to do before M&E

You should have a;

- Problem Analysis Framework
- A Solutions/ objective Analysis Framework
- A Theory of Change
- An M&E Framework

SETTING M&E QUESTIONS

M&E questions set to inquire or probe about what you want to learn. There should be a question on effectiveness of the project, on learning and then one targeting the purpose and goal. Examples of M&E Questions include;

- Are the attitudes of youth different because of this project?
- Are women organizations more knowledgeable about gender?
- Are the human and financial resources appropriate for the project?
- Are the training themes and materials appropriate and interesting for the target team?
- Are all project components being implemented?

Qualitative Indicators

- : Fidelity of activities
- : Acceptability of training by the project beneficiaries
- : Adherence of beneficiaries to new methods of work trained

The tools for each method Methods used for collecting M&E information

| Method | Tool |
|-------------------|-----------------------|
| Survey | Survey questionnaire |
| Interviews | Interview guide |
| Observation | Observation checklist |
| FGD | FGD Guide |
| Photo Elicitation | camera |
| Registration | Registration forms |

Some methods for collecting data are both qualitative and quantitative for example interview guides. SPSS/ excel approaches for data entry is for quantitative.



MODULE SEVEN: SUSTAINABILITY AND RESOURCE MOBILIZATION



MODULE 7: SUSTAINABILITY AND RESOURCE MOBILIZATION

Aims:

- I. Define a proposal
- II. Key things to consider while writing a proposal
- III. What is a social enterprise and why social enterprise

| Time | Session No. | Name of session |
|-------------|-------------|---|
| 1 hour | Session 1 | Define a proposal, its elements, key contents of a good proposal and concept writing |
| 1 hour | Session 2 | What is a social enterprise, what motivates CBOs to start social enterprises and its benefits |
| Methodology | | Brainstorming, presentation and group work |
| Materials | | Notes handouts, power point presentations, flip charts |

Session one: Define a proposal, its elements, key contents of a good proposal and concept writing

Session aims:

- 1) Participants should understand the key elements of the proposal
- 2) Knowledge on what a good proposal looks like

Duration: 1hr

Methodology: brain storming, presentation

What is a concept note/ proposal?

A proposal can be defined as ***“a concise, structured narrative of the program concept; it outlines the relevance, methodology, and sustainability”***. In cases of institutional funding, donors may have their own format, which should be used.

Key things to consider while writing a proposal

- ✓ Align your proposal with your strategic plan:
- ✓ You need pre-teaming agreements or MoU(s)
- ✓ Examine your strengths and capacities using the SWOT analysis

- ✓ Consider working with partners in a consortia
- ✓ Budget for resource mobilization - you need to have a budget for resource mobilization
- ✓ All Stakeholders need to be brought on board/ involved right from project identification
- ✓ It is also important to explain your sustainability plan.
- ✓ Collect all the Data needed before writing a proposal

How to respond to a call for proposal

- Read the guidelines
- Create a BD committee (distribute roles according to each one's ability)
- Engage your leader or Executive Director
- Sometimes you need to hire a consultant
- Identify like minded partners before the calls for proposal and respond together
- Don't create teams every day; find a way of contributing even if you're not physically available

Key contents of a good proposal

Project overview

This can be summarized into five key points; i) a brief about the organization ii) a brief about the project, iii) the overall goal of the project, iv) the problem statement and v) needs assessment.

- i) **Organizational background:** On the organization background, the applicants are required to give highlights of who they are, the vision and mission and what the organization generally stands for. That is, the applicant should start by describing your organization when it started, where it is located, who your target audience are and their geographic scope.
- ii) **Key Message:** Ensure that your background is catchy because some funders just stop there and they don't read the whole proposal or concept.
- iii) **Project Goal:** On the Overall goal of the project, the applicants should ensure that it is clearly stated and this is usually between 3-5 years. Please note that a goal is an impact and should be stated as such e.g "to contribute to improved socio economic

standards". Goals should be achievable and realistic i.e "you are simply contributing to a bigger vision".

- iv) **Problem statement:** This is where the current problems are described backed by data. "While quoting statistics, start with country specific statistics or the bigger picture of the issue you are handling. If it's a proposal then you also need the global statistics". It should also include a description of what others have done about the problem and then identify the gaps in what has been done and how your organization intends to solve the gaps you have identified. For example; through our partners we intend to do this and that. Additionally, there is need to show engagement of beneficiaries in identifying the problem. Clearly describe the stakeholders involved and how they were involved in identifying the problem in addition to the relevant laws and policies related to the problem.

Key Highlights about writing an overview

| Key element of the project overview | Key points to note |
|-------------------------------------|--|
| Background of the organization | <ul style="list-style-type: none"> • Who you are and when it was formed • The geographic location of the organization • What you do(vision and mission) • Who are your target beneficiaries |
| A brief about the project | What is the project goal? |
| Overall Goal of the project | <ul style="list-style-type: none"> • Goals are long term • Goals should be clearly stated as impact • Goals should be realistic and achievable |
| Problem statement | <ul style="list-style-type: none"> • State the current/existing problem • Indicate what others have done about it • Identify the gaps and how you intend to address them • Who are the beneficiaries/ stakeholders • Show how you involved the stakeholders in identifying the problem • Back your arguments with data/ statistics |

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Quote the relevant laws; start with a broader picture(national, regional or global picture) |
|--|---|

Description of the concept (relevance, methodology and sustainability)

Three major things fall under project description the relevance of the project which also known as the justification, the methodology used which are the approaches and strategies to be employed and the sustainability plan of the project.

i) Relevance: Under relevance, precisely, the need to show how the project is aligned with the SDGs and National development goals can't be emphasized. State or show how the project will address the needs of the described beneficiaries by making reference to the organization's needs assessment conducted on the target group. The location of the beneficiaries should also be justified with statistics showing the need. Additionally, it should be noted that there is need to refer to the organization's strategic plan and what it speaks to the problem being solved. However, applicants should refrain from tackling proposals that are outside the organization's strategic direction lest they risk getting money for the issues that are outside their mandate. The proposal team should analyze the previous or current projects to understand how the project draws from the learnings.

ii) Methodology: Under the project Methodology, the organization should describe the activities that are going to be done in order to solve the existing problem. Always state the activities under outcomes. It should also be noted that a good project shouldn't exceed four outcomes or else the applicants risk repeating themselves and getting strained with many activities. The mode of implementation or strategies also falls here. The approaches to be undertaken while implementing the activities should be well stated as illustrated in the figure below.

- Overall Goal:

Staff of UWONET are generating money for the organization

- Objective:

To raise 3 billion shillings for the organization

- Activities:

i) Training 20 staff in resource mobilization

ii) Mapping two core partners to raise funds

- Outputs:

- i) 20 staff trained in resource mobilization
- ii) 2 partners identified
 - Outcomes:
 - i) Two partnership agreements signed
 - ii) 6 fundable proposals developed

Needs Assessment: NGOs should indicate why they are best placed as a stakeholder to deliver on the described problem and also show the other major implementing partners describing how and the period for which they will be involved in the project. It should also observe that it is very important to always sign pre-teaming agreements with partners or stakeholders. Stakeholder involvement can be determined using the stakeholder analysis framework.

SESSION 2: SUSTAINABILITY (What is a social enterprise, what motivates CBOs to start social enterprises and its benefits)

Session aims:

- Participants have acquired knowledge on alternative financing
- Participants have basic knowledge about social enterprise development

Why its important to engage in social enterprises

Duration: 1 hr

Methodology: brain storming, presentation

Sustainability in organizations

Organizations are usually required to have plans on how the project would run on after funding period has expired. Sustainability can be political, social, economic, and environmental. Co-funding mechanisms can also be under sustainability and the risks and assumptions of the project. “Which risks have you identified that may disrupt or threaten the program? How will you manage? Risks are defined as those challenges or fears you foresee that might hinder the implementation of your project for example fluctuations on prices of items, and political misrepresentation while Assumptions are described as the factors that you hope will go well for the project to be successful. Indicating the project's exit strategy is equally important to include in the proposal.

What motivates CBOs to start social enterprises?

A social enterprise is a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximize profit for shareholders and owners. *(Hewitt, 2002)*.

Organizations are motivated to start social enterprises because;

- New social challenges need innovative, simple and effective solutions.
- Governments have a top-down approach and cannot fulfil all community needs (supply driven services).
- Private sector is also looking to maximize profits and not service real needs of communities.
- SE's focus on social issues and social solutions in a highly interactive process– (demand driven products and services).
- SE's create new opportunities (inclusion) and employment.
- Financial distress for NGOs and search for financial sustainability.
- Challenges of social enterprises in Uganda

Benefits of starting social enterprises

- Fulfil a social purpose and make positive difference in communities e.g healthcare, education, land and housing, conservation, advocacy etc.
- Provide new income streams for individuals and organization (Using production differentiation and Market segmentation)
- Give communities opportunities for increased income, job creation and employment
- SE's put all available resources (land, labor, capital, time) to productive use (value addition)
- SE's enable individuals to use their passion, talents, knowledge, skills in social enterprises.



MODULE EIGHT: POLICY ADVOCACY AND NETWORKING



MODULE 8: POLICY ADVOCACY AND NETWORKING

Aims:

- Making participants appreciate policy advocacy and its importance
- Knowledge on different advocacy strategies
- Importance of Stakeholder analysis

- By the end of the module participants should know how to attract and retain partnerships
- Participants should know how to develop a policy brief
- Why its important for COS' s to develop and build networks

| Time | Session No. | Name of session |
|-------------|-------------|--|
| 30 min | Session 1 | understanding policy advocacy |
| 30 min | Session 2 | Developing a policy brief |
| 1 hour | Session 2 | Importance of networking and why join and build networks |
| Methodology | | Brainstorming, presentation, group work |
| Materials | | Notes handouts, power point presentations and group work |

SESSION ONE: UNDERSTANDING POLICY ADVOCACY

Methodology; brainstorming, group work, presentation

Session time: 30m

Session objectives: Help participants understand the concept of advocacy and the principles to attain successful advocacy

What is policy advocacy?

Advocacy is any action that speaks in favor of, recommends, argues for a cause, supports or defends or pleads on behalf of others. It can also mean public support for an idea, plan or a way of doing something. Advocacy is about promoting a cause so that a policy is made to support the cause and resources are allocated for it. It is usually done to advance a policy or legislation that needs to be changed or made for the benefit of the society.

Types of advocacy

1. Confrontation advocacy: This is when one tells a policy maker that he/she went wrong. Tactics used under this advocacy method include strikes, marches, protests, and petitions.

2. Constructive advocacy: Is when you tell a policy maker that I have this idea, will it work? And how can we work together? Tactics used include meeting with policy makers, proposing strategies for change, conducting research and publicizing, building alliances with the policy makers.

3. People centered advocacy: This involves organizing and empowering grassroots communities so that they demand for the change they want. Strategies employed here include mobilization and awareness creation on the issue at hand.

Strategies in advocacy

There are various types of advocacy strategies which may be adopted in your advocacy campaigns. Some of these strategies are listed below:

a) Education Strategy: This strategy ensures that the public are given information and knowledge about the advocacy issue. The education strategy seeks to build the support of the people and influence public opinion. Some of the activities under this strategy are: Media campaigns e.g. the newspapers, radio and television, sensitization workshops, posters, leaflets, drama and music. This strategy requires time to permit a gradual change in public opinion and practice.

b) Dialogue and consensus building: This strategy involves talking to and persuading decision makers and other stakeholders, with different views in order to convince them to agree on a particular position. It is most effective where there is a broad agreement on some issues, leaving space for compromise on the finer details or a related matter. It is a give and take process. It requires that both sides agree on a minimum standard position. This strategy involves activities such as consultative meetings, round table discussions and workshops.

c) The activists' strategy: This strategy is mainly used when there is an immediate need for action on a particular issue. It is used where the issue of concern has (or can mobilize a significant number of supporters). The strategy targets both the public (by increasing their awareness about an undesirable situation) and the decision makers (by calling for action on a particular issue). Some of the activities involve mobilization of the people to participate in demonstrations, boycotts, letter writing and public petitions.

d) The legal strategy: This strategy involves the use of various interventions within a given legal context, to get a legal opinion on a particular issue. This position is then used to provide opportunity for further advocacy activities to be carried out to change a

situation. The legal strategy uses activities such as public hearings, petitioning Courts of law for a legal opinion on the issue, commissions of inquiry, petitions, letter writing and legal research

Tools used for advocacy.

1. Research and analysis
2. Litigation
3. Media
4. Local coalition building
5. Internationalization of the campaign
6. Lobbying parliament
7. Corporate character – naming and shaming
8. Formal partnerships with government
9. Boycotting
10. Peaceful Demonstrations

Tools used for advocacy

Steps of advocacy

Identify your issue

- Determine how you will remedy your problem, whether it's through legislation, regulation or funding
- Identify the key stakeholders (constituents, government, other interest groups, etc.)
- Construct your argument
- Organize your constituency
- Plan your strategy with specific attainable and measurable tasks
- Create a schedule of your activities (Note: A clearly defined problem will help you to create an effective advocacy strategy.)

1 collect your facts

- Prepare fact sheets to support your position
- List the most important and persuasive points to make your case
- Build your base of support
- Determine the best approach to reach out to the broader community. Is it a conference, board meeting, etc.?

- Are there other organizations or influential community leaders who would support your position?
- Determine how effective it will be to create a coalition with a list of endorsees or an adhoc group that agrees to a common set of goals. Understand how your issue will fare if you participate in a coalition.

2 Know your opposition

- Do your homework!
- Is your opposition an organization, a person, an industry, or the economy?
- Why does it oppose your issue?
- Understand its strategy

3 Know the legislative process/take action on policy

- Carefully plan your approach to each legislator, key staff or agency executive
- Understand what role those individuals will play in the outcome of your issue
- Develop networks of associates in the legislature, including staff and other advocates
- Don't be afraid to introduce yourself and your issues to legislators and staff (Note: Written materials alone cannot make your case. Successful advocacy will depend on how well you are able to identify your proposals and meet and discuss them with those in power.)

5. Use the media to raise awareness of your issue

- Prepare a media list
- Write letters to the editor or Op-Ed pieces to share your point of view
- Send out news releases telling your story
- Contact specific reporters about covering your issues
- Consider the viability of holding a press conference to announce the launch of your campaign or the release of new supporting data
- Appear on local media networks, i.e., local radio or cable talk shows

Source: <https://www.hemophilia.org/advocacy/how-you-can-take-action/6-steps-for-grassroots-advocacy>

6 Evaluation

Evaluation is often not reached, though it is important. Good advocates assess the effectiveness of their past efforts and set new goals based on their experience.

Advocates and the institution that adopts the policy change should periodically evaluate the effectiveness of that change.

SESSION TWO: DEVELOPING A POLICY BRIEF

SESSION OBJECTIVES:

- By the end of the module participants should know how to attract and retain partnerships
- Participants should know how to develop a policy brief

Session time: 30m

Methodology: Brainstorming and lecture

What is a Policy Brief

A short document that presents the findings and recommendations of a research project to a non-specialized audience and medium for exploring an issue and distilling lessons learned from the research. It can also be referred as a vehicle for providing policy advice, aimed at policy makers or others who can influence policy

Types of Policy Briefs

- Advocacy Briefs defined as briefs that argue in favor of a particular course
- Objective Briefs: Briefs that give balanced information for policy makers to make up their mind

Value of Policy Briefs

- Tools that convey information in a concise manner
- Reaches audiences which formal reports may not
- Breaks down technical issues for easy understanding
- Unlike research papers, is flexible, same message can be crafted differently for different audiences

Policy briefs can complement and be supplemented by the following

- Public campaigns
- Workshops
- Interviews with policy makers
- Media information dissemination
- Publication of research reports
- Litigation

Crafting Briefs

- Evidence
- Policy context
- Engagement

Structure of Brief

- Title
 - Summary
 - Recommendations
 - Introduction
 - Body
 - Policy implications
 - Conclusions
- (May have: boxes, sidebars, photos, table, graphic etc references)

Steps in Preparing Brief

1. Identifying the issue
2. Determine partners to work with at every stage
3. Doing research
4. Determining the policy options
5. Determining the message
6. Identifying your audience
7. Planning the brief
8. Writing the brief
9. Planning dissemination
10. Dissemination
11. Follow-up
12. M & E

Qualities of Good Brief

- Be short and to the point
- Be based on firm evidence
- Focus on meanings
- Relate to bigger picture
- Make it attractive

Important Notes

- Provide enough background for reader to understand context

- Convince reader that problem is urgent
- Provide information on alternatives (Objective Brief)
- Provide evidence to support one alternative (Advocacy)
- Stimulate reader to make decision

Based on evidence

- Must be preceded by concrete research
- Draw evidence from various (credible) sources
- Could draw on research of other organizations
- Could use official statistics/data

Focus on meaning not methods

- Readers interested in findings not methods used
- In scientific research, methods may be necessary
- Brief must concentrate on interpreting the evidence and providing meanings

Relate to bigger picture

Conclusions should be generally based on bigger picture

“if treatment is not provided, the labour force will considerably reduce, which will affect economic development”

“If young people are not kept in school, country risks having a generation of illiterate people which will affect the country's development and increase crime because of unemployment”

Title

- Short – preferably less than 12 words or broken
- Catchy – use phrases which stick
- To the point
- Make it simple
- State of Maternal Ward: How to avert Deaths at City Hospital
- Refugees in Uganda: They too deserve services
- Women's Property Rights: Need for a Gender sensitive Property Law
- Say No to Senseless Child Deaths in Kalu District

Summary

- Summary must be at the beginning of brief
- Must make key points intended
- Can be in bullet form
- Should have points which deliver message even when one does not read entire brief
- Can be put in box in some other distinctive form

Recommendations

- These do not have to come at the end
- Can be part of the summary
- Can be put at the end in a distinctive manner
- Can also run through brief when related to text
- Even when running through, should be distinct at the end
- Clearly stated in way easy to understand
- Make easy to find: bold face, different colour, box etc
- Keep them short – do not overwhelm reader with many recommendations
- Make recommendations realistic

Main Body

- Must have introduction – must grab reader
- Introduces the topic and its importance
- Give reasons why something has to be done
- May paint context and background
- Quickly shows effects of problem

Writing Body – Styles

1. Problem – effects – cause
Begin by outlining the problem in more detail, then what effects it has. Describe the causes, and finally offer some solutions
2. Subject 1 – subject 2 – subject 2 – policy implications
Divide the topic into several subjects or subtopics and discuss each one in turn before going into policy implications
3. Example 1 – example 2 – example 3 – implications
Give one or more examples of the problem you want to address. Then generalise from these to derive policy recommendations
4. Problem – intervention – results – policy implications
Describe the problem, and show how an intervention can overcome it and make recommendations on how to implement intervention

Structure of Body

- Write in logical manner – reader should easily discern
- Keep paragraphs short – one idea per paragraph
- Use more headings than usual – every- three or four paragraphs
- Use simple non-technical English – no legalese
- Watch your grammar, punctuation etc

Policy Implications

- Indicate suggested revisions in policy
 - Indicate effects of the revised policy
 - If necessary (objective) indicate pros and cons of every policy option
 - If not earlier stated – indicate recommendations, you can repeat them in summary
 - Sidebars – boxes in body or margin – self-contained
 - Do not use many – may be one per page
 - Cases can be examples – with real people – short and self – explanatory Case must be relevant
- Tables and photos, if necessary, should be kept simple

Session 3: Networking

Session objectives:

- Participants appreciate the importance of working together
- Understanding what it takes to build a network and sustain it

Methodology: Brainstorming, experience sharing and scenarios

What is Networking?

An act of making contact and exchanging information with other people, groups and institutions to develop mutually beneficial relationships

An example of networking is exchanging contact information with people who have interest in similar areas.

Why a network, importance of joining a network?

- Widen positive influence,
- Stronger advocacy
- Increased opportunities for members
- Easy to fund raise
- Widens your contact base,

- Widens skill base, different expertise
- Stronger lobby network
- Raises organizational profile
- Increased confidence
- Gain new partners and friends
- More results due to wider outreach

How to build a successful net work

1. Purpose

- Clarity of purpose, it's a reason of being
- It helps identify partners or whom to bring on board.
- Network should refine its purpose as it meets
- It must be ambitious enough as it helps the early network members desire to grow and approach and engage the out siders.

A clear purpose requires

- Sense- making
- Mapping the system
- Examining the problem from diverse perspectives
- Finding shared values
- Recognizing external forces
- Understanding the local context, Including the history of the place or system, Related efforts
- Understanding of Political or power dynamics
- And hard-wired assumptions
- A clear purpose and context make members make each network member keenly understand that they are just one among many participants working across the system
- And in the process, they become aware and embrace the network across principle of acting as a node not a hub

2. Right people,

"The right people" include those who;

- Collectively represent all parts of the system
- Have the ability to get things done
- Are willing to cross boundaries and work with people who may have very different perspectives and priorities
- This includes everyone impacted by the issue or problem, even people you may not want to work with.
- Real progress on complex problems requires uncommon coordination and collaboration across divides.

3. Cultivate trust

- Communicate regularly
- Agree on goals
- Ensure transparency
- Building trust doesn't mean that people have to like each other or agree, but rather have to be willing to engage in authentic and sometimes unpleasant conversations about the things that divide and challenge them.
- Cultivating trust intentionally rather than passively provides the basis for a culture in which network participants embrace the network principle of trust rather than control
- The objective is to create trust for impact this type of trust enables diverse actors to hold the tensions through difficult conversations
- Find a slice of common ground and work together, despite organizational differences and personal disagreements especially in volatile, emerging contexts.
- Trust for impact must be rooted not just in shared purpose, but also in shared values and share understanding of how to behave and treat each other when disagreements inevitably arise

4. Coordination of action

- Because emergent collaborative solutions are dynamic, most effective networks assign and coordinate roles as well.
- Clarity of roles (Directors, programmers, org. coordinators)
- Network roles may include a “core team” to handle certain governance decisions
- Network manager (coordinator) to serve the network emergent needs,
- Facilitator, to design and lead the convening

- By identifying and coordinating work that is already happening, participants leverage organizational resources, collaborate around common goals and avoid duplication of efforts
- Network entrepreneurs don't insist that all participants across a network agree on any single issue or project rather complex problems are constantly evolving and no single action or organization can solve them.
- Instead of looking for a silver bullet, it's critical to address the problem from many angles with a smart coordinated effort.

5. Collaboration

- Generous collaboration does not count transactions, giving only as much as they get in return. Instead, they assume positive intent, communicate frequently and consistently look for opportunities to work with others in support of shared goals, not personal gain.
- Generous collaborators are what exactly organizational psychologist **Adam Grant** calls “**successful givers**” in his research on “**Givers, Takers, and Matchers**.”
- Generous collaboration results directly from the network principle of humility, not brand and mission not organization.
- Network members are most likely to embrace a mindset of generous collaboration when they have developed a clear shared purpose, trust for impact and just enough structure to focus the work

Role of coordinating agency,

- Coordinate action and act as communication channel for the network and ensure visibility
- Ensure that work plans and activities are implemented by network members according to schedules
- Organize meetings as agreed and in line with the MOU
- Liaise with donors
- Identify partners and other like-minded networks
- Write proposals and fund raise
- Build the capacity of members- recommend for training
- Expose members to different opportunities

Contribution of members to the network

- Offer expertise and experience (contribute skills), always be available to the service of the network.

- Bring in contacts and partners to widen the network (members must have a footing)
- Represent the interest of the network and build mutual relationships with beneficiaries
- Implement the activities of the network according to the goal and proposal



MODULE NINE: SOCIAL MOVEMENT BUILDING



MODULE 9: SOCIAL MOVEMENT BUILDING

Aims:

- Making participants appreciate the history of the women's movement

| <ul style="list-style-type: none"> Importance of women's movement and how to build a strong movement | | |
|---|-------------|--|
| Time | Session No. | Name of session |
| 1 hour | Session 1 | understanding the women's movement and history of the women's movement |
| Methodology | | Brainstorming, presentation, group work |
| Materials | | Notes handouts, power point presentations and group work |

Understanding movements

"A social movement is a sustained series of interactions between power holders and persons successfully claiming to speak on behalf of a constituency lacking formal representations, in the course of which those persons make publicly visible demands for changes in the distribution or exercise of power, and back those demands with public demonstrations of support." Charles Tilly (1984), "Social Movements and National Politics" in Charles Bright and Susan Harding (eds) State making and Social Movements, University of Michigan Press, 306.

A movement is not determined by a single mass action, As Ugalde observed "the institutionalization of a gender focus in state policy is a long, complex process. It presupposes interventions in a variety of areas and ... the active presence in society of actors who campaign, promote and lobby in order that the gender dimension becomes visible in political and social relations" (Ugalde, Silvia Vega 2003 pp. 117-130 p. 117).

The women's movement is often viewed and analyzed in the context of social movements - collective actions to bring about or resist change by means of various historically conditioned strategies (Guida West and Rhoda Lois Blumberg, 1990). Implicit in the definition is a significant level of dissatisfaction with the status quo, the conviction that the situation can change, and the mobilization of people for collective action. Characteristics of a social movement include collective action that is sustained over time, with the active participation of individuals and/or organizations adequate to generate interest among a relatively large number of people. In otherwise the collective action needs to be politically significant. Charles Tilly's definition further clarifies the concept of a social movement thus (Tilly C, 1984):

Guida West and Rhoda Lois Blumberg (eds). 1990. Women and Social Protest, New York and Oxford: Oxford University Press

What is the women's movement

The women's movement in Uganda can be described as sustained collective actions by individuals and organizations with the aim of bringing about or influencing positive change in the situation and positioning of women in Uganda.

Activists define their movement as “a long-term struggle undertaken by everyday people from disparate communities who come together with a common purpose to use collective strategic action to transform their societies.”

What examples can you give of the women's movement's role in Uganda to address the situation and positioning of women in Uganda?

Activists emphasize that women's organizations are not the movement, rather they are part of a broader movement bringing together individuals and community groups whose work aims to promote gender equality and the empowerment of women. They liken the movement to a motor highway with motorists exiting or joining the highway in different types of vehicles (small cars, SUV, trucks, motorcycles), to dramatize the dynamism and fluidity of movement membership. They emphasize that the movement is not limited to mass actions. All activities by individual organizations and individuals aiming to promote gender equality and women's empowerment contribute to the movement.

It has been stated that the strength of any movement does not lie in mass action, but in small groups. Through small groups individuals will conform to a larger vision. Key to this conceptualization is a shared vision and set of values, including a conviction in equality between men and women; the imperatives of justice, freedom, inclusiveness, and participation for full respect of the rights of all women and girls to inform their work Greg Satell (2016), What Successful Movements Have in Common, Harvard Business Review Press, retrieved from <https://hbr.org/2016/11/what-successful-movements-have-in-common>

History of The Women's Movement in Uganda

Women have always organized to influence family and community decisions, building on kinship with men in positions of power and on their own networks.

The seeds of the modern-day women's movement in Uganda are traceable to the 1940s when women started agitating for better education opportunities for girls, safe motherhood, and women's economic empowerment. The Mother's Union and the YWCA, led by wives of colonial and religious leaders in the Anglican church, played important roles in these efforts. The Catholic church established the Uganda Catholic Women's League, while the Muslims set up the Uganda Muslim Women's Association. These faith-based organizations were interested in fostering strong and healthy families as the foundation of religious communities.

Women in faith organizations established initiatives for safe motherhood, child nutrition and community leadership, and championed girls' education by setting up missionary-run schools for girls. They were later joined by Ugandan women, mainly from wealthy families close to the political class, and those that had benefited from schools run by missionaries (Tripp et. al, 2009) UWONET (2010).

As individuals and through different associations the women in faith organizations, women from wealthy families in the political class and women from missionary run schools

advocated for recognition as political actors, and greater rights for women in marriage and divorce, among other issues.

The activities of the nascent movement are reputed to have received a boost when in 1946 a young woman found herself dispossessed of all matrimonial property, including land, on the death of her husband. Members of the Young Wives Club, to which she belonged, stormed the bishop's house at Namirembe to protest and demand recognition as persons and the protection of their interests. Asian women joined them, protesting harmful practices against women in their community (Tamale S, 1999, p.9). The highly visible and disruptive protest action across class, race and religion led to the establishment of the Uganda Council of Women in 1946 (Kwesiga J, 2003). Attempts were made to sustain the momentum through the creation of community women's clubs with linkages to UCW. The Young Wives Club was a subsidiary of the Young Women Christian Association (YWCA), a Christian-based organization.

However, this proved difficult due to differences in priority issues. With a wide geographic dispersal, language barriers, and different levels of education the coordination effort was abandoned.

Community-based groups continued to work either independently or in collaboration with more national groups and faith-based organizations' through income generating projects and initiatives to address their basic needs. The Uganda Council of Women (UCW) was instrumental in the nomination, by the then Governor Cohen, of the first Ugandan women, including Frances Akello, Joyce Masembe Mpanga and Eseza Makumbi, to the Legislative Council (LEGICO) (UWONET, 2010, p. 8). Women successfully called for full participation in the politics of the country and voting rights, at a critical time when the country was negotiating for independence in the Lancaster Conference process.

The period immediately after independence witnessed several transitions in the women's movement. The leadership of the UCW changed to Ugandan women who demanded inclusion in the movement, and who called for new strategies in a rapidly changing socio-political context (Kwesiga, 2003, p.21). There was also a shift from a fairly independent movement to one in which the ruling party sought to exert control in its management and operations. To achieve this the ruling party and the government waged a campaign to discredit the UCW as elitist and dependent on foreign expertise and funding. In 1966 the Uganda Association of Women's Organizations (UAWO) was established with the First Lady (Miria Obote) as its patron. With the patronage of the ruling party and government UAWO became the de facto coordinating body of the women's movement with most other women's organizations becoming affiliated to it (Tripp, A. M., 2000 p. 47-48). Tripp, A. M. (2000), *Women & Politics in Uganda*, The University of Wisconsin Press, Madison, Wisconsin, USA retrieved from

UAWO functioned more as the women's wing of the Uganda People's Congress, the ruling party. With the advent of a one-party state and increase in political tensions following the attack on the palace of the Kabaka of Buganda, by the Uganda Army in

May 1966, many women feared to engage government on policy issues. There was a marked decline in women's activism, though women's organizing continued.

The women's movement experienced further decline during the military regime of Idi Amin Dada (1971-1985) whose oppressive policies and actions resulted in the killing of many Ugandans. The government sought to enforce their brand of morality through regulation of what clothes women could and could not wear, as well as what creams they could use on their skins. Unaccompanied women risked arrest and detention as prostitutes. Decree 3 of 1978 established the National Council of Women (NCW) and banned all other women's organizations. The movement disintegrated, though some organization like the YWCA continued with activities clandestinely (Tripp, A. M., 2000 p. 48).

The Third World Conference on Women held in Nairobi in 1985 was a landmark for the women's movement in Uganda. Although the government-controlled participation to the conference and NGO Forum, some women from independent organizations', including from the Uganda Association of University Women (UAUW) and the Uganda Association of Women Lawyers (FIDA-Uganda) managed to attend. They were impressed by the apparent cohesion among NGO representatives from different African countries, the critical areas of concern, and the strategies adopted to advance women's rights, including gender equality. They felt energized by the Nairobi Forward-looking Strategies for the Advancement of Women – adopted as the outcome document of the 3rd World Conference on Women.

On return to Uganda these women were determined to rededicate themselves and their organizations to the promotion of gender equality and women's empowerment, as well as to revitalize the women's movement. Efforts were made to involve rural women in the women's movement through sensitization and awareness raising of their rights. For instance, in December 1986, Action for Development (ACFODE) organized a national seminar as a follow up to the Nairobi Conference. The seminar was attended by 317 women, 120 of whom were from the rural areas. It focused on sharing the outcomes of the world conference, analyzing the 12 critical areas of concern and relating them to the situation in Uganda. NGO membership started growing again. FIDA-Uganda and ACFODE began implementing country-wide legal rights education sessions for women. Together with ACFODE they trained and deployed paralegals to sustain the legal awareness campaigns for women. FIDA-Uganda opened legal aid centers for free legal advice and representation to indigent women in court or through out-of-court settlements.

In January 1986 the National Resistance Army (NRA), led by the current president, Yoweri Kaguta Museveni, overthrew the government led by Tito Okello. The new government instituted clear policies in favour of women's empowerment and participation in politics and public life. Women's participation in the so-called NRA liberation war may have contributed to a higher regard for women.

The positive environment for women's organizing coincided with the rekindled sense of purpose of women from the Nairobi Conference. Under the NRM rule in the 1980s- and 1990s-women's organizations, groups and projects mushroomed at national and local levels.

Several factors contributed to the exponential growth in the women's movement, including an enabling political environment, people's response to the harsh economic environment with self-help projects, easy access to donor funding, a spirit of voluntarism and enhanced cohesion among interest groups such as the women, youth, persons with disability, and women living with HIV/AIDS, among others. It is also important to recall that by the time of the NRM government regime, there was widespread social, economic and political despair. This explains the readiness of people, including women to organize themselves into economic empowerment groups, and to compliment the government in service provision (Makara Sabiti, 2002 p. 1-3). There is some evidence that the NRA did not have a gender policy or position on gender (Tamale Sylvia, 1999 p. 17).

The government was a major beneficiary since it was unable to provide adequate basic services or employment Makara Sabiti (2002), NGOs in Uganda: their typologies, roles and functions in governance, Centre for Basic Research, Kampala, Uganda

The freedom of association and policy engagement also fed into the government narrative of a popular democracy or movement to which all belonged. Beyond the increase in numbers, the first two decades of the NRM regime witnessed landmark policy and institutional changes in favour of women's rights and empowerment, including gender equality. The influence of the women's movement in these changes is undeniable.

What is needed to build a strong women's movement

- Research and documentation on different topics so as to have evidence based
- advocacy.
- Women in Leadership at all levels.
- Lobby and advocacy of policy makers and government institutions.
- Networking and social movement building to continuously reflect and have a common agenda as women.
- Capacity building of various groups to enhance skills and knowledge on different aspects.
- Resource mobilization through partnerships to collectively tackle the challenges.
- Case studies to provide evidence-based advocacy.
- Mentorship of leaders and young people to continue the women's movement

Key areas for intervention

- Advocacy against social norms and practices that discriminate against women
- Gender based violence and access to justice
- Women's health and well-being
- Women's economic empowerment, business and entrepreneurship
- Woman leadership and decision making both in politics and public service
- Women and girls' education

Who are the women's rights activists

they are a group of women who believe in the dignity of women and girls and stand for;

- Equality and equity between men and women.
- Justice, freedom and respect of the rights of all women and girls
- Inclusiveness and participation of women in all aspects of development at all levels
- Defending women's right and speaking out against injustice and oppression at all levels
- A voice for Women's empowerment and gender transformation
- they are Representatives of Civil Society organizations at national and district level and individuals.



MODULE TEN: INFORMATION, COMMUNICATION AND TECHNOLOGY



MODULE 10: INFORMATION, COMMUNICATION AND TECHNOLOGY

Objectives of the module:

- To enhance the skills of communication of CSO leaders
- To facilitate conceptualization of the importance of etiquette as leaders.

- To help CSO leaders appreciate the meaning and importance of communication and confidence building, using new methods of communication, technology (ICTs) tools to enhance effectiveness as leaders
- To help participants appreciate the concept of data management and information security, principles and guiding policy elements
- Leaders should exude confidence while speaking in public.
- Leaders should be able to use new tools of communication like the internet to enhance their leadership roles and give visibility in delivery of their functions.

| Time | Session No. | Name of session |
|-------------|-------------|--|
| 1hour | Session 1 | Communication and why it is important in confidence building |
| 1 hour | Session 2 | New tools of communication (social media) |
| 1.hour | Session 3 | Data management and information security, principles and guiding policy elements |
| 1 hour | Session 4 | The art of public speaking |
| Methodology | | Brainstorming, Plenary discussions, Group work, Lecture, Case studies |
| Materials | | Notes handouts, power point presentations and group work |

Session one: Communication and why it's important in confidence building

Session time: 1 hour

Methodology: Brainstorming and demonstrations

Understanding Communication

The effectiveness of communication depends on how well information is shared and understood. Effective communication informs planning, budgeting, policy development and ultimately improves service delivery.

The members and beneficiaries always expect the organization to keep them informed about programs, the rights and obligations, benefits, challenges in organization and decisions made by the board and secretariat on their behalf on regular basis. This calls for effective external and internal communication.

Ask participants to define communication in their own words and write this on flip chart and display on the wall. Remember there can be many understandings to it.

Communication is a way of making opinions, feelings, Information and other interests known or understood by others. It can be done through speech, writing or bodily movements. Communication therefore involves more than one person. It is a process of getting a message from one person or group of persons to another through various means (medium of communication)

Communication involves a message, a sender, a medium through which the message is sent, a receiver of the message and a process of feedback.

Communication flows from one point to another. Its effectiveness can be affected negatively or positively by other factors in the environment.

When communicating, one needs to be mindful of;

- The target audience.
- Key message.
- Purpose of the message – Is it to educate, motivate or inform the audience?

Some of the communication barriers in council meetings may include:

- Language
- Fear of retribution
- Unconducive environment due to shrinking political environment
- Criticism or ridicule praise or sympathy, and lack of facts
- Lack of confidence

Exercise: Brainstorm on the benefits of effective communication especially in an organization.

Communication methods

How you get your message across matters. Ask participants ways/methods that can be used to get a message across and note down their responses.

Methods include:

- During events
- Billboards
- Community meetings

- Public notices
- Media both print and electronic
- Internet

Participant's Note: The message must be consistent and framed from the perspective of the receiver. It should be brief, simple and easily understood by the target area.

Session two: New tools of communication (social media)

Session time: 1 hour

Methodology: Demonstration, Brainstorming

With advancement of technology, CSOs need to be abreast with new ways of communicating with not only their members and beneficiaries but for maintaining communication with networks and partnerships. Social media refers to a wide range of tools that enable people and organizations to communicate using the internet-based technologies. It includes; email and instant messaging, Facebook, twitter and blogs among others. Social media enables two-way communication helping people and organizations to share information, pictures or videos in a snap shot.

For communication to be effective social media must be integrated alongside traditional media like radio and community gatherings among others to increase outreach of information and feedback.

Importance of social media

- Allows quick response to issues from citizens.
- Source of information.
- Platform for debate.

New tools of communication

Basic Communication Tools include;

Mail, Email, Telephones. Landline Telephones. Cell Phones. Smartphones. Internet, Google, Voice calls and Others; SMS/Text Messaging; Cell and Data Plans; Video and Web Conferencing; Social Networking Sites; G-Suite and Microsoft 365/Office.

The emergence of COVID-19 has changed ways of running 'business' from the 'usual' to the 'unusual' and the impact is likely to be long lasting.

Increasingly, corporations, public and private organizations, education and banking institutions, and other related entities are re-thinking ways of getting work done with less physical interactions. This is the same thinking women leaders need to reflect upon and adopt especially in light of reducing the spread of the Corona virus disease. Among the popular tools of communication that can be utilized by women leaders are conferencing tools which can enable communication and knowledge/information sharing, meetings and training among others.

Note: organizations will need to think through which tool works best for the kind of audience, membership and nature of event including communication to be made.

Adapted from Jon Bazan Martinez.

i) Microsoft Teams (suitable for small workplace meetings) Microsoft Teams believed to offer the greatest balance between user experience and feature richness. Microsoft Teams is rated high in the realm of Digital Workplace. It is not only a communications tool but also a collaboration platform that brings together all the M365 tools into a single hub. It combines a feature-rich and easy to use platform with advance security standards and compliance.

ii) Zoom: an easy-to-use platform with strong capabilities.

Zoom is an easy-to-use platform that allows great flexibility and is well-known for its simple interface and a good video quality.

Disclaimer: As its popularity soars, it has been under increased scrutiny with several security breaches reported, so it might not be the ideal option for those prioritizing security and privacy.

Features: Scheduling, chat/messaging, email invitations, live/video conferencing, meeting management, screen sharing, user management, reporting & statistics, company branding, video call recording, drag & drop file sharing, and synced content library.

iii) Skype Features: Chat, conferencing, instant messaging, live/video conferencing, monitoring, receiving, reporting & statistics, SMS integration, third-party integration, and voice mail. *The best communication tools in 2020.* www.linkedin.com/pulse/best-communication-tools-2020-jon-bazan-martinez

iv) Cisco Webex; Has superior features and end-to-end encryption and recommended when it comes to large events. Webex offers high-quality audio-video, rich features and an easy experience altogether. Its 'Webex Events' and 'Webex Webcasting' plans enables users to reach out to 3,000 and 100,000 attendees respectively, making it a great option for virtual training and meetings in the case of women leaders.

v) Log Me In Go To Meeting: easy customer experience with end-to-end encryption.

Go To Meeting provides a feature-rich and simple experience that can be further enhanced by the “Go To” suite for training and webinars. From simple calls to big audience presentations, Log Me In has demonstrated professionalism for nearly 15 years.

vi) Blue Jeans: a robust experience although limited to 100 participants.

Blue Jeans offers an easy-to-access and high-quality platform that has been built with security in mind. The richness of the platform makes Blue Jeans a good option for internal meetings, although the user limitation makes it a less attractive option for those who look for a high-capacity solution.

Others tools categorized as document collaboration tools and file sharing tools include; G-suite, office 365, one drive, jive, bloom fire, yammer among many others.

SESSION THREE: DATA MANAGEMENT AND INFORMATION SECURITY, PRINCIPLES AND GUIDING POLICY ELEMENTS

Session objectives: By the end of this session participants should

- Understand the meaning of data management and information security
- Know why their organization should cope with changing world of technology and prepare their organizations to have such policies

Methodology: Brainstorming, Lecture, demonstration

Time: 1 hour

DATA MANAGEMENT AND INFORMATION SECURITY

As organizations increasingly use modern technology in their day-to-day work, it is important to put into consideration the aspect of information use, management and security. Data security is increasingly becoming a critical area of concern because of the ever-advancing threats to information safety.

What is Information Security (InfoSec)?

According to Imperva.com an online site, Information security (sometimes referred to as InfoSec) refers to the tools and processes that organizations use to protect information. This includes policy settings that prevent unauthorized people from accessing business or

personal information. InfoSec is a growing and evolving field that covers a wide range of fields, from network and infrastructure security to testing and auditing.

Information security protects sensitive information from unauthorized activities, including inspection, modification, recording, and any disruption or destruction. The goal is to ensure the safety and privacy of critical data such as customer account details, financial data or intellectual property.

Common threats to information security

- i) **Unsecure or Poorly Secured information Systems:** These result from careless information system development which overlooks the aspect of securing information systems at systems development resulting hence presenting huge threats to the organization's data.
- ii) **Social Media Attacks:** these can be both direct and indirect attacks resulting from the use of social media sites. The direct attackers use information that has been shared by the user overtime to launch physical and online attacks or indirectly by compromising data security through hacking of accounts.
- iii) **Social Engineering:** these are basically attacks on email users through tricks like sending emails that are similar or being tricked into clicking on links that are unsafe leading into corrupting your data.
- iv) **Malware on Endpoints:** these are threats on user devices or gadgets like laptops, desk top, flash disks. Malware can be in the form of virus and these can be secured against by installing software Anti-virus.
- v) **Lack of Encryption:** Encryption processes encode data so that it can only be decoded by users with secret keys. It is very effective in preventing data loss or corruption in case of equipment loss or theft, or in case organizational systems are compromised by attackers. Unfortunately, this measure is often overlooked due to its complexity and lack of legal obligations associated with proper implementation.

Principles of information security

According to Imperva.com, information security is guided by three key principles, confidentiality, integrity and availability.

Confidentiality

This refers to the measures that are designed to avert unauthorized disclosure and access of information. It is intended to protect personal privacy by keeping personal information private and to ensure that it is visible and accessible only to those individuals who own it or need it to perform their organizational functions.

Integrity

This refers to safeguarding against unauthorized use or alteration of information and in sometimes theft. This can also include additions, deletions, alterations, etc. to data. The principle of integrity ensures that data is accurate and reliable and is not modified incorrectly, whether accidentally or maliciously.

Availability

According to Imperva. Com, Availability is the protection of a system's ability to make software systems and data fully available when a user needs it (or at a specified time). The purpose of availability is to make the technology infrastructure, the applications and the data available when they are needed for an organizational process or for an organization's customers.

INFORMATION SECURITY POLICIES

Information security policies are a set of rules or guidelines that govern data use and protection. Information security policies are important for big organizations where information and data is open to multiple users and thus the policy offers guidance on information or data management and protection.

The importance of an information security policy

Information security policies can have the following benefits for an organization:

- Facilitates data integrity, availability, and confidentiality
- Protects sensitive data
- Minimizes the risk of security incidents
- Executes security programs across the organization
- Provides a clear security statement to third parties
- Helps comply with regulatory requirements

Key elements of an information security policy

- Purpose of the policy: this should be stated first depending on your organization.

- Audience: Define the people that the policy speaks to for example the staff in a department.
- Information security objectives
- Authority and access control policy
- Data categorization
- Data protection regulations
- Security awareness and behavior

SESSION FOUR: THE ART OF PUBLIC SPEAKING AND PERSONAL ETIQUETTE

Methodology: Brainstorming, Lecture, demonstration

Time 1 hour

Excellent speech skills are essential for every change agent. Speech is a leader's most important tool to convince the audience, colleagues, journalists or community on the benefits of your program.

According to the Webster dictionary "Public speaking is the art of effective oral communication with an audience."

It is important for CSOs leaders to develop the art of communicating effectively with the communities and beneficiaries they target. Once this art is developed, it leads to the development of personal confidence that promotes self-esteem; an effective public speaker finds it easier to present the issues affecting her community and targeted beneficiaries in an organized manner; and through public speaking a change agent or rights advocate contributes or presents ideas which can promote the welfare society.

Etiquette in Public Speaking - What does it take to be an effective public speaker?

- Be prepared and do research on the topic you intend to speak about.
- When communicating, stay focused on your topic.

- Keep the message clear, simple and short and communicate it passionately. Use language that draws others into your message. Avoid unkind words and sarcastic phrasings. Use humor and share personal stories and examples.
- When standing ensure that you stand upright and make sure you are audible
- Make eye contact with the audience.
- Be relaxed and confident.
- Be vivid when delivering the message.
- Be natural and smile before you begin talking.
- Speak clearly and slowly out of respect for your listeners.
- Always speak the truth. Even if it is a difficult message.
- Repeat the message you want to get across several times until the target audience identifies it from various messages that they receive every day.
- Know and practice enough to avoid personal habits that distract from your message i.e. little things like touching your hair scratching your body, pacing or losing eye contact with the audience for too long.
- Avoid talking about your flaws or flaws of the current situation if they are not relevant material.

The public speaker—Tips to keep in mind

The following should matter;

Personal appearance: When you are making a presentation, everyone looks at you. You should be neat and smart.

Body language: Present yourself in a confident manner. Your body makes up 50% of your message. Make sure you stand straight with your feet slightly apart.

Eye contact: Engage your whole audience by looking around the room at various intervals.

Facial expression: Smile before you begin talking and when the occasion demands it.

Voice: Pay attention to the volume and tone your voice. Speak loudly so that everyone can hear your message.

Tailor message to your audience: Give tailored messages to address the need of your Audience.

Handling fear: Everyone feels scared before they speak to people in public. This is normal.

To address fear, think about the fact that the audience is comprised of human beings like you and they wish you well. If you prepare your message well and know your audience, you will feel more confident. Before you make your presentation, do the following: visit the venue early so that you get used to the place; ensure that you know your topic and organize your talking points beginning from an introduction, body to a conclusion.

Practice your presentation in front of peers or family and ask them to comment; be smart so that you feel good about yourself.

Start your presentation with a joke or a saying that ties in with the topic you wish to speak about. This will put you and the audience at ease.

Structure of the speech

The following guideline could be used:

a) Opening:

Start with an “ear-opener” – a personal story or a joke linking you to the audience. This will help you to get their attention and sympathies.

Then, introduce the target audience to your subject (e.g. “today I want to talk to you about how and why council should allocate more resources to improve education in Oli division.”)

b) Body or main part:

Pick three main arguments or issues to support the message of your speech. More than three will be difficult to remember for your audience. Collect examples or proofs to support these arguments. Include personal references and stories.

c) Ending

The end is the most important part of the speech. This is the part your target audience people will remember when they go home. Be sure to end with your strongest argument and repeat your main message in the last sentences.

Exercise: Role play

Let participants choose a topic on which they would like to speak about and through a role play have them demonstrate how they would speak about the issue. Let the rest of the group listen attentively and make comments after the role play. Before the role play inform the participants and role players to keep in mind the tips they learnt on public speaking.

Social Etiquette – Definition

As a precise translation, etiquette simply means a collection of little reminders to help people understand how to behave in various situations. Etiquette ensures that people know what society in general expects; it provides standard rules for appropriate behavior. The purpose of etiquette isn't to put on a show for the benefit of others with appearances and facades. Etiquette involves an attitude of respect and concern towards others to ensure that every one feels valued and comfortable.

Etiquette is code of behavior that delineates expectations for social behavior according to contemporary conventional norms within a society, social class, or group. It is important because it implies polite behavior and helps to build relationships with people whether it is in the workplace or at a party. Etiquette is one way to show respect for other people and to request respect from other people.

Some rules of etiquette

Dress appropriately: Clothing is an important form of nonverbal communication that can enhance a person's professional reputation or detract from his or her credibility. You want to send a professional message through your clothing choices. Always find out what the dress code is at the event, meeting, or restaurant you are going to and make sure your attire falls within the guidelines.

Be Courteous: The people you are leading look up to you are likely to mimic your style. You should always be polite and kind to everyone, from the members of your groups to those you are serving. You don't have to be best friends with anyone, but they should feel comfortable discussing with you whatever is needed to get the job done.

Respect Time: Show respect for other people's time by never being late. When you walk in a half hour after the agreed time for a meeting, you risk losing the respect of your team because they will feel that you don't appreciate them. Showing up on time lets others know that you respect them, which in turn will bring you the respect you need for your position.

Conflict Resolution: When you have a group of people on the same task, you are extremely likely to have differences of opinion. Give each side an opportunity to present their case and discuss how they came to their conclusion. Try to find compromise. If you end up making a decision that isn't popular, let the others know that you are responsible for the results in an unassuming and nonthreatening manner. If you make an error in

judgment or do something that brings a negative result, be prepared to offer a sincere apology and learn from your mistake.



MODULE ELEVEN: SAFETY AND SECURITY OF WOMEN RIGHTS DEFENDERS



MODULE 11: SAFETY AND SECURITY OF WOMEN RIGHTS DEFENDERS

Aims:

- Equip women rights defenders with knowledge and tools to improve personal security
- Enable women rights defenders to assess risks on their own
- Discuss strategies that help improve security management

- Enable structured response towards personal safety and security
- To discuss prevention and coping mechanisms for attacked defenders

| Time | Session No. | Name of session |
|-------------|-------------|--|
| 1hour | Session 1 | Risk assessment and management |
| 1 hour | Session 2 | Identifying and managing threats |
| 1hour | Session 3 | Understanding and mitigating attacks on women rights defenders |
| Methodology | | Brainstorming, presentation, group work |
| Materials | | Notes handouts, power point presentations and group work |

SESSION ONE: RISK ASSESSMENT AND MANAGEMENT

Duration: 30minutes

Session objectives:

- Participants are equipped with knowledge to assess risks involved in their work
- Participants are capable of improving their personal security

CONCEPTS IN SAFETY AND SECURITY OF WOMEN RIGHTS DEFENDERS

Risk refers to the possibility of events, however uncertain, that will result in harm.

Threats are indications that someone will harm somebody else's physical or moral integrity or property through purposeful and often violent action.

Vulnerability refers to the factors that can make it more likely that a HRD or a group will suffer an attack or will suffer greater harm as a result of an attack.

Capacities are the strengths and resources a group or a HRD can access to improve their security and/or survive an attack.

A security incident is any fact or event which you think could affect your personal or organizational security.

HOW TO CALCULATE RISK IN A WRDS WORK

Frontline (2007) offers a scientific method of calculating the level of risk surrounding a defender's work. The handbook says, "The level of risk facing a group of defenders increases in accordance with threats that have been received and their vulnerability to those threats". This is presented in this equation below:

$$\text{RISK} = \text{threats} \times \text{vulnerabilities}$$

The risk created by threats and vulnerabilities can be reduced if defenders have enough capacities (the more capacities, the lesser the risk) as seen in the equation.

$$\text{Risk} = \frac{\text{Threats} \times \text{Vulnerability}}{\text{capacities}}$$

In summary, in order to reduce risk to acceptable levels – namely, to protect – you must:

- Reduce threats (where possible);
- Reduce vulnerability factors;
- Increase protection capacities.

Generally speaking, HRDs can have more immediate impact on their own capacities and vulnerabilities whilst reducing threats might need to be a more long-term strategy.

NB: Risk must be assessed periodically as working environment, threats or vulnerabilities change.

SESSION 2: IDENTIFYING AND MANAGING THREATS TO WHRDS

Session duration: 30 minutes

Session objectives:

- Participants knowledgeable about threats to their safety
- Participants able to reduce threats to their safety
- Attacked defenders have knowledge on coping mechanisms

TYPES OF THREATS

There are different types of threats;

- a) **Indirect threats** often resulting from criminal activity or armed conflict
- b) **Targeted threats** usually closely related to the work of the HRDs in question, as well as to the interests and sensitivities of the people who are opposed to the HRD'S work. Targeted threats are the most common and seek to hinder or change a group's work, or to influence the behavior of the people involved.

(Source: Frontline, 2007 "Protection Handbook for Human Rights Defenders")

REDUCTION OF THREATS

Threats or exposure to threats can be reduced by:

- Increasing the political cost of carrying out such threats, for example, through publicizing the threat extensively by generating a response by domestic and international networks of HRDs to the threats
- Increasing the perception that an attacker might be caught and punished
- Increasing the perception that the political cost of acting openly against a HRD far outweighs the benefit
- Persuading powerful interests that respect for international human rights standards is desirable and that the State has a duty to protect
- Increasing lobbying and advocacy for the strengthening of the rule of law necessary to fight impunity
- Developing, in appropriate cases, contacts with the authorities, police, army etc.

COPING STRATEGIES

People cope in different ways, ranging from a fully thought-out response to outright denial or the counter-productive. Some coping strategies may create more security problems than intended, so a defender so carefully reflect on the coping mechanisms they choose to adopt. Frontline (2007) shares some of the most common coping strategies:

- Reinforcing protective barriers, hiding valuables
- Avoiding behavior which could be questioned
- Going into hiding during high-risk situations
- Looking for appropriate protection from one of the actors
- Suspending activities, closing down the office, evacuating. Forced migration (internal displacement or as refugees) or going into exile
- Relying on “good luck” or resorting to “magic” beliefs
- Becoming more secretive, including with colleagues; going into denial by refusing to discuss threats; excessive drinking, overwork, erratic behavior

NB: Bear in mind that in some cases the response strategies might even create more security problems than those they were intended to address. So reflect critically and consider ramifications before you settle for a specific coping strategy.

COPING AND RESPONSE STRATEGIES MUST TAKE THE FOLLOWING INTO ACCOUNT:

- Sensitivity: Can your strategies respond quickly to individual or group security needs?
- Adaptability: Can your strategies be quickly adapted to new circumstances, once the risk of attack is over?
- Sustainability: Can your strategies endure over time, despite threats or non-lethal attacks?
- Effectiveness: Can your strategies adequately protect the people or groups in question?
- Reversibility: If your strategies don't work or the situation changes, can your strategies be reversed or changed?

DEALING WITH DECLARED THREATS

IDENTIFYING SOURCE OF THREAT

The source of threat is almost always the person or group who has been affected by the defender's work. A threat also has an objective which is linked to the impact of the defender's work. Receiving a threat therefore represents feedback on how your work is affecting someone else.

UNDERSTAND "MAKING" VS "POSING" A THREAT

According to Frontline (2007), you need to assess the capacity of the person making a threat to act against you. It is important to know if the threat can be put into action so that you take action to protect yourself. It is useful to think about why someone has made a threat rather than taken direct action against you. **"Anyone can make a threat, but not everyone can pose a threat. Some people who make threats ultimately pose a threat. Many people who make threats do not pose a threat. Some people who never make threats do pose a threat."** It is often 'cheaper' in terms of time, effort and resources to make a threat. There is perhaps less chance of being identified as a perpetrator.

Whenever a threat is made it is evidence that a calculation of potential cost and benefit has been made. This does not mean that the perpetrator may not eventually take direct action but analyzing why a threat has been made in a specific way at a specific time can give very valuable information for a protection strategy.

Five steps to assessing a threat

1. Establish the facts surrounding the threat(s).
 2. Establish whether there is a pattern of threats over time.
 3. Establish the objective of the threat.
 4. Establish who is making the threat.
 5. Make a reasonable conclusion about whether or not the threat can be put into action.
- There are good reasons for following the order of the steps. Going directly to step 2 or 4, for example, will miss out the more solid information arising from the previous steps.

Maintaining and closing a threat case

You can consider closing a threat case when the potential attacker is deemed to no longer pose a threat. It is in the nature of threats to increase the stress levels of those who are threatened. Try to be conscious of and find ways to manage the impact of stress on yourself and Colleagues.

SESSION 3: UNDERSTANDING AND MITIGATING ATTACKS ON WOMEN RIGHTS DEFENDERS

Duration: 1hr

Session objectives

- Defenders are able to understand methods of attacks and prevent them
- NGOs are able to determine their own safety and security

SECURITY INCIDENTS

A security incident is any fact or event which you think could affect your personal or organizational security. All threats are security incidents, but not all security incidents are threats. Security incidents represent “the minimum unit” of security measurement and indicate the resistance/pressure on your work. Do not let them go unnoticed!

Examples of security incidents:

- seeing the same, suspicious vehicle parked outside your office or home over a number of days
- The telephone ringing at night with nobody at the other end
- Somebody asking questions about you in a nearby town or village
- Someone stalking you
- A break-in at your house
- Someone threatening you in a bus queue, etc.

Why are security incidents so important?

Security incidents provide:

- Vital information about the impact your work is having
- Vital information about possible action which may be planned or carried out against you
- Opportunities to avoid places which could be dangerous, or more dangerous than normal
- Opportunities to change your behavior or activities. For instance, you may realize that you are under surveillance after noticing several security incidents: now you can take action about surveillance.

Analysis of Security Incidents

According to Frontline (2007), ***When You notice something and you realize that it might be a security incident, please register / share it, then analyze it. Should you establish that it is a security incident then you can react appropriately.*** In urgent cases this sequence should still take place, just much more quickly than usual to avoid delay.

NB: If several seemingly minor incidents affecting different people are not routinely noted and shared then the organization will be less well prepared and more vulnerable to an escalation of harassment or attacks.

PREVENTING AND REACTING TO ATTACKS AGAINST WHRDS

Attacking is a process, as well as an act. Careful analysis of attacks often shows that they are the culmination of conflicts, disputes, threats and mistakes which have developed and can be traced over time.

Surveillance and Counter-Surveillance

Attackers usually plan an attack after gathering information about their target in terms of the right method, place, and time and resources to attack and escape. Surveillance of WHRDs usually takes place at their workplace, homes or places where they socialize. Attacks are carried out at HRDs' moments of greatest vulnerability and weakest capacity. Anyone in your area, such as doormen or porters in buildings, travelling sales people who work close to the building entrance, people in nearby vehicles, visitors, etc., could potentially all be watching your movements and resources to attack and escape. Surveillance of HRDs usually takes place at their workplace, homes or places where they socialize. Attacks are carried out at HRDs' moments of greatest vulnerability and weakest capacity. Anyone in your area, such as doormen or porters in buildings, travelling sales people who work close to the building entrance, people in nearby vehicles, visitors, etc. Could potentially all be watching your movements.

Try counter surveillance by:

- Subtly watching those who could be watching you
- Noticing movements of people in your area and changes in their attitude
- Involving a trusted third party to watch them for you without confronting them or letting them know
- Before arriving home, you can ask a family member or trusted neighbor to take up a position close by (e.g. changing a car wheel), to check if somebody is awaiting your arrival
- Identifying and analyzing security incidents. You must know that:
- Attacking a HRD isn't easy and requires resources and planning
- People who attack HRDs usually show a degree of consistency
- Geographical factors matter therefore choose your work location carefully
- Choices and decisions are made before an attack

Preventing a possible direct attack

If the risk of attack is high:

- Immediately and effectively confront the threat if you can prevent the attack
- Reduce your exposure to as close to zero as possible, by going into hiding or leaving the area

- Seek appropriate protection from appropriate bodies e.g. diplomatic protection from friendly embassy staff in your country to exit the country or a part of the country where you are targeted
- One option is sometimes to get protection from the authorities or international bodies (e.g. UN peacekeepers)
- Try to avoid as much as possible having a predictable routine
- Try to maintain a high level of alertness. Try to be conscious of and find ways to manage the impact of stress on yourself and colleagues
- Inform other HRDs who may be able to help and who may also be at risk

Reacting to attacks

In any kind of attack:

- Go for the safest option available
- Take action to solve the situation, and restore a safe work environment for you and your organization
- Immediately record as much detailed information as possible about the attack: What happened, who/how many people were involved, number plates of vehicles, descriptions, etc.
- Keep copies of any documents handed over to the authorities to document the case
- Immediately contact your lawyer to take remedial action if appropriate and possible, even if there is no immediate prospect of redress. It can be helpful in pursuing regional or international action to have demonstrated an attempt to make a national level complaint
- Seek medical attention from your doctor or a reputable and trusted network offering psychosocial support and record medical condition

A summary of vital information needed for women defenders

| Components of vulnerabilities and capacities | Information needed to assess vulnerabilities or capacities |
|---|---|
| Links to conflict parties | Do You have links with conflict parties (relatives, from the same area, same interests) that could be unfairly used against the defenders? |

| | |
|--|---|
| Defenders' activities affecting a conflict party | Do your work directly affects an actor's interests? (For example, when protecting valuable natural resources, the right to land, or similar potential targets for powerful actors). |
| Valuable goods and written information | Do you have items or goods that could be valuable to armed groups, and therefore increase the risk of targeting (petrol, humanitarian aid, batteries, human rights manuals, health manuals, etc.)? |
| Knowledge about fighting and mined areas | Do you have information about the fighting areas that could put you at a risk? And about safe areas to help your security? Do you have reliable information about mined areas? |



MODULE TWELVE: HUMAN RIGHTS BASED APPROACHES



MODULE 12: HUMAN RIGHTS BASED APPROACHES

Aims:

- Enable women organizations to integrate HRBA in their development initiatives

| Time | Session No. | Name of session |
|-------------|-------------|--|
| 1 hour | Session 1 | Defining Human Rights Based Approaches |
| 1 hour | Session 2 | Key Women rights issues and guiding human rights instruments |
| Methodology | | Brainstorming, presentation, group work |

Session 1: DEFINITION OF HUMAN RIGHTS BASED APPROACH**Duration:** 1hr**Session objectives:** Participants have knowledge about how to apply HRBA**Understanding human rights based approach**

Human Rights Based Approach means that all forms of discrimination in the realization of rights must be prohibited, prevented and eliminated. It also means that priority should be given to people in the most marginalized or vulnerable situations who face the biggest barriers to realizing their rights.

Source <https://humanrights.gov.au/our-work/rights-and-freedoms/human-rights-based-approaches#>

The HRBA has two objectives:

- To empower rights-holders to claim and exercise their rights
- To strengthen capacity of duty-bearers who have the obligation to respect, protect, promote, and fulfil human rights

Rights-holders are individuals or social groups that have particular entitlements in relation to duty-bearers.

Duty-bearers are state or non-state actors that have the obligation to respect, protect, promote, and fulfil human rights of rights-holders.

Source: <https://ennhri.org/about-nhris/human-rights-based-approach/#>

Key elements of HRBA programming**Duration 1 hour**

According to the Australian Human Rights Commission, Human rights based approaches are about turning human rights from purely legal instruments into effective policies, practices, and practical realities. Human rights principles and standards provide guidance about *what* should be done to achieve freedom and dignity for all. A human rights-based approach emphasizes *how* human rights are achieved in the following ways;

- a) Analyzing and confronting unequal and unjust power;

- b) Advancing the rights of women and girls;
- c) Building partnerships;
- d) Being accountable and transparent;
- e) Monitoring, evaluating and evidencing impact, and promoting learning;
- f) Linking work across levels to address structural change;
- g) Being solutions oriented= promoting credible and sustainable alternatives

All programs of development co-operation, policies and technical assistance should further the realization of human rights as laid down in the Universal Declaration of Human Rights and Other international human rights instruments; Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the program

Principles of HRBA

The HRBA is governed by five key human rights principles, summarized as **PANEL**:

“Participation, Accountability, Non-discrimination and Equality, Empowerment and Legality”.

- **Participation** – everyone is entitled to active participation in decision-making processes which affect the enjoyment of their rights.
- **Accountability** – duty-bearers are held accountable for failing to fulfil their obligations towards rights-holders. There should be effective remedies in place when human rights breaches occur.
- **Non-discrimination and equality** – this means that all individuals are entitled to their rights without discrimination of any kind. All types of discrimination should be prohibited, prevented and eliminated.
- **Empowerment** – everyone is entitled to claim and exercise their rights. Individuals and communities need to understand their rights and participate in the development of policies which affect their lives.
- **Legality** – approaches should be in line with the legal rights set out in domestic and international laws.

KEY PROGRAMMING ELEMENTS OF HRBA

Organizational programs are the vehicle through which organizations seek to transform the communities. The programming of the organization should thus reflect a Human Rights Based Approach. According to the UN, HRBA key programming elements include;

- : People are recognized as key actors in their own development;
- : Participation is both a means and a goal;
- : Strategies are empowering, not disempowering;
- : Both outcomes and processes are monitored and evaluated; Analysis includes all stakeholders;
- : Programmes focus on marginalized, disadvantaged, and excluded groups;
- : The development process is locally owned; Programs aim at reducing disparity; Both top-down and bottom-up approaches are used in synergy;
- : Situation analysis is used to identify immediate, underlying, and basic causes of development problems;
- : Measurable goals and targets are important in programming;
- : Strategic partnerships are developed and sustained.

Session 2: KEY WOMEN RIGHTS ISSUES AND GUIDING HUMAN RIGHTS INSTRUMENTS

Duration: 1 hour

Session objectives:

- CSOs understand the key women rights issues and legal instruments justifying HRBA
- Participants can ably apply HRBA in their work

Methodology: Brainstorming and lecture

What are the key global trends affecting social justice and women's rights?

On the global scene there are a number of issues that have been identified to hinder the enjoyment of women's rights. These include;

- : Neo-liberal economic reform
- : The shrinking role and capacity of the State
- : Inequality and redistributive justice and tax
- : Climate change and land and resource grabs and consumer capitalism

- : Fundamentalism, the backlash against women's control over their bodies and sexuality
- : Conflict, militarization and a focus on security as a means for control
- : The shrinking space for CSOs and the decriminalization of dissent
- : Agrarian crisis
- : Health crisis, HIV and AIDS
- : Challenges to gendered identities and norms
- : The changing dynamics of social movements

Key issues affecting social justice and women's rights in Uganda

According to the women's manifesto 2021-2026 the following are the critical women's rights issues that are also hindering the social justice towards women in Uganda.

- i) Women's Health and well being
- ii) Equitable and quality education for women and girls
- iii) Women, work and economic agency
- iv) Women, leadership and decision making
- v) Women, land and property rights
- vi) Women's access to information, communication and technology
- vii) Negative social norms and cultural practices
- viii) Climate change
- ix) Corruption
- x) Peace and security

Key human rights instruments to guide HRBA programmers

| Human rights Instruments | Key provisions on Human Rights |
|---------------------------------------|---|
| Universal Declaration on Human Rights | <p>The Universal Declaration recognizes that 'the inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world' .</p> <p>It declares that human rights are universal - to be enjoyed by all people, no matter who they are or where they live. This includes civil and political rights, like the right to life, liberty, free speech and privacy. It</p> |

| | |
|---|---|
| | also includes economic, social and cultural rights, like the right to social security, health and education. |
| International Convention on Civil and Political Rights | The ICCPR defines basic rights, such as the right to life (Article 6), freedom from torture and cruel, inhuman or degrading treatment (Article 7), freedom from slavery (Article 8), the right to liberty (Article 10) and the right to respect for privacy and family (Article 17). |
| The Convention on the Elimination of All forms of Discrimination against Women (CEDAW) | CEDAW is an international legal instrument that requires countries to eliminate discrimination against women and girls in all areas and promotes women's and girls' equal rights |
| International Covenant on Economic Social and Cultural rights (ICESCR) | The ICESCR aims to ensure the protection of economic, social and cultural rights including: Freedom from discrimination, Right to equality between men and women, Right to work , Freedom to choose and accept work, Right to just and favorable conditions at work, Right to form trade unions among others. |
| Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. | The objective of the present Protocol is to establish a system of regular visits undertaken by independent international and national bodies to places where people are deprived of their liberty, in order to prevent torture and other cruel, inhuman or degrading treatment or punishment |
| Uganda Constitution 1995 | It guarantees that “All persons are equal before and under the law in all spheres of political, economic, social and cultural life and in every other respect and shall enjoy equal protection of the law” . |

CONCLUSION

A number of things have been put into consideration while developing this training resource. For instance, we are aware that Prevention and Access to justice for GBV survivors can't be handled in isolation, rather it involves working on other factors like inequality and ending discrimination against women. This explains the logic behind our focus on critical areas like Gender Equality as a primary subject of this Manual. The manual also incorporates other critical underlying areas of Organizational Development like composition and governance, Policy Advocacy, Results Based Management, Movement building and Networking. Safety and Security and human rights based approaches. We believe that the end-users will find it very beneficial information resource.

We acknowledge the fact that all the user's expectations can't be met exhaustively in a single documentation like this. We also understand that there is a lot of information on the topics covered here that we couldn't exhaust. We are however open to suggestions and corrections for improvement.

We pray that the Training Manual will be instrumental in enhancing capacities of NGOs and other organizations and institutions to promote access to equality for GBV.

References

1. Mukhia, Kachingwe (2013) Women's rights and HRBA Training Curriculum, Johansberg. Action aid
2. Equitas International Centre for Human Rights Education (2013). *Implementing a Human Rights-based Approach*.
3. Frontline Defenders (2007). *Protection Handbook for Human Rights Defenders*, Dublin Ireland
4. Defenders' Protection Initiative (August 2022). *Compliance Obligations of Non-Governmental Organizations in Uganda*
5. Coalition for Action on 1325 (January 2021) *Handbook for Training Women led CBOs: Gender Equality, Women Empowerment and Ending Violence against Women and Girls*
6. Center for Women in Governance (2019) *TRAINING MANUAL FOR WOMEN IN LEADERSHIP: STRENGTHENING WOMEN IN LEADERSHIP*
7. **Wrike** (2006-2023) **What is Risk in Project Management?**<https://www.wrike.com/project-management-guide/faq/what-is-risk-in-project-management/> March 2023
8. US Department of Energy(n.d): Definition of project Performancehttps://www.directives.doe.gov/terms_definitions/project-performance# : February 2023
9. Mondayblog(n.d): What is a project Baseline?:(<https://monday.com/blog/project-management/baseline-a-project-plan/#:>)February 2023

11. IPMA INTERNATIONAL PROJECT MANAGEMENT ASSOCIATION (2023): It's all about the impact of a project, not the deliverables! (<https://www.ipma.world/impact-project-not-deliverables/>) February 2023
13. Logframer(n.d) **Main Principles of RBM** <https://www.logframer.eu.https://www.logframer.eu content/main-principles-rbm>) March 2023)
14. United Nations Systems Staff College(June 2019) **Results-based management: a way to a coherent, accountable and effective UN response to the 2030 Agenda** <https://www.unssc.org/news-and-insights/blog/results-based-management-way-coherent-accountable-and-effective-un-response> march 2023
15. Delta e-sourcing.com (July 28, 2020) **What is a procurement policy?** (<https://www.delta-esourcing.com/resources/etendering-blog/what-is-a-procurement-policy/>)
16. Community Tool Kit (<https://www.hemophilia.org/advocacy/how-you-can-take-action/6-steps-for-grassroots-advocacy>)
17. <http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/overview/main>
18. Advocacy and using policy briefs paper by Christopher Mbazira
19. Gender and women's movement - paper by Perry Aritua
20. Board reference guide manual - UWONET