



Gender Transformation & Empowerment

ORGANISATIONAL DEVELOPMENT MANUAL FOR CBO's AND NGO's

April 2013

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Acronyms

CBO	Community Based Organisations
CRCs	Citizen Report Cards
CSC	Community Score Card
CSOs	Civil Society Organisations
DGAP	Democratic Governance and Accountability Programme
NGOs	Non-Governmental Organisations
PETS	Public Expenditure Tracking Survey
SACCOs	Savings and Credit Cooperative Societies
UWONET	Uganda Women's Network
UYOWA	Uganda Youth and Women Association

Introduction

The right to development is provided for in the Constitution of the Republic of Uganda. While it is the responsibility of Government to ensure that all citizens live a dignified life free from poverty and injustice, there are limitations to what Government is able to deliver. Sometimes resources are limited or inappropriately allocated. Other factors such as natural disasters and conflicts impede development efforts. Uganda has had its share of such factors. Conflict has been part and parcel of the Uganda State and natural disasters such as droughts and floods have had their toll on the lives of people over time and have increased in magnitude due to climatic change and other conditions.

Due to such factors, government is unable to deliver on its duty to meet the socio-economic needs of its citizens. However, it is recognized that Government is the primary duty bearer and has the responsibility to ensure that citizens are protected and their socio-economic needs are met through various policies and strategies. Government also has the responsibility to provide an environment that supports the work of the private sector and civil society to make their contribution to improving lives of citizens.

Civil Society Organisations (CSOs) play a critical role in empowering communities for self-determination to claim rights and to work to lift themselves out of poverty. Civil society organisations which include Non-Governmental Organisations (NGOs) professional associations and Community Based Organisations (CBOs) play a critical role in service delivery and community empowerment. While the work of CSO is sometimes complementary and supportive to government efforts, its role is largely to empower citizens as right holders to claim rights and services.

Community Based Organisations (CBOs), as part of civil society are a mechanism through which communities make efforts to address their needs. CBOs often start as community initiatives to address specific needs and issues. CBOs start with good intentions but often lack systems and information required for effectiveness.

The manual is intended to address the organisational needs of CBOs to be able to deliver on their intentions and mandates. It is a simplified training guide to organisational development aimed at;



1. Strengthening overall capacities of CBOs at grassroots levels to be able to work with communities.
2. Providing appropriate knowledge and skills to CSOs in general to improve their operations and performance.

Arrangement of the Manual

The manual is arranged in sections and units to facilitate understanding and usage. Each subject is analysed under three sections as follows:-

1. Organisational Development (conception, formation and development)
2. Organisational management
3. Organisational sustainability.

SECTION I: Organisational Development

Topics covered in this section include:

1. Introduction to Organisations – conceptual understanding of organisations, characteristics, types and functions and role of CSOs in development.
2. Organisational identity: Vision, Mission, Values, objectives and activity plans and their unique importance.

Membership and Organisational Structure

This unit introduces the concepts of organisational membership and structure. It also defines roles and responsibilities, linkages, relationships and levels of authority.

Leadership

This unit focuses on leadership as a concept; pointing out their types and qualities. It also touches on competences of a good manager, draws relationship between leadership and management and focuses on types of boards (political leadership) and functions.

SECTION II: Organisation Management

This section covers four units/topics including;

1. Project/Programme design and management
2. Human resources and financial management
3. Monitoring and Evaluation

Project/Programme Design and Management

Here participants are introduced to the concepts of Projects/Programmes; why they are needed and components of good project/programme proposals and Logic behind Monitoring and Evaluation.

Human Resource Management

This unit deals with Human Resource issues including policies, staff recruitment, staff development, motivation, appraisal, conflict resolution and public relations.

Financial Management

Expose participants to basic financial management, management of information systems, monitoring and evaluation. This section introduces information management and its relevance to organisational Management. It also focuses on monitoring and evaluation in programme management.

SECTION III: Organisational Sustainability

This section underscores the significance of having a projected plan towards continuity of the organisation's interventions and good replication of good practices.

Who the manual is intended for and how it can be used

The manual can be of use to a cross section of organisations and individuals as follows: -

1. Individuals who wish to set up formal business or service organisation.
2. Social groups who wish to constitute themselves into formal organisation.



3. Community mobilisers who wish to promote cooperative engagement for development.
4. Development workers who wish to promote small groups for social support or credit facility e.g. Savings and Credit Cooperative Societies (SACCOs) .
5. Managers who wish to set up organisational systems and structures.
6. Planners can use it in designing new programmes or reviewing organisational structures etc.

Format of the Units

In each unit, the objectives of the unit as well as the topics are given. The topic is analyzed further into sub-topics. For each sub-topic, the format is as follows:

1. Title
2. Objectives
3. Duration
4. materials
5. Method

Methods suggested under each sub-topic serve as only a guide. Room for flexibility is provided to the trainer for creativity in planning training sessions. Methods and techniques that promote participatory learning are encouraged.

Subject Content

Subject content suggested in form of “Learning Points” and handouts is not conclusive. The facilitator is expected to broaden his/her understanding of the subject by consulting other sources of information. The trainer is also given freedom/discretion to moderate the content in terms of depth, language and training techniques depending on the level of participants.

Duration of sessions

The duration stipulated for each sub-topic is only indicative. The facilitator is given room and discretion to determine the length of the session depending on the nature of participants.



Follow-up Activities

Activities highlighted under various sub topics are only suggested. The facilitator/trainer is given room to be creative and innovative in coming up with relevant follow-up activities to suit the situation. Other techniques of assessing learning such as demonstration of acquired skills, peer evaluation could also be used. In case participants are required to do a written or group work follow-up activity outside normal session period, the trainer is encouraged to follow-up and obtains feedback on such assignments.

Materials and information

Materials suggested in this manual, under each topic are just indicative. The facilitator has the freedom to be innovative in the choice of appropriate and relevant materials that are suitable and available. Facilitators may need to improvise if appropriate materials are not available. In all situations, the facilitator is advised to have ample time to acquaint her/himself with the subject matter and secure materials required for each session in good time. Facilitators are also encouraged to read widely in order to enrich the training content. This manual is just a guide and does not provide all the information that a trainer needs.

Handouts

Handouts have been put as annexes to the manual. They are numbered according to how they appear in the manual. Reference is made to them within the sections and the number of the relevant handout is highlighted for easy reference.



ORGANISATION DEVELOPMENT

SECTION 1 Unit 1

Introduction to Organisations

There are different forms and variations of organizations. This unit introduces the different types of organizations and their characteristics and attempts to clarify what Civil Society Organizations and highlights their similarities and differences.

Unit Objectives

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

- To appreciate the origin of the concept of NGOs.

Meaning and Characteristics of Organisations

An organisation is a group of people working together to achieve given/specific objectives and goals.

Characteristics

- Social entities-formed, composed and run by people.
- Goal oriented-formed to meet specific objectives.
- Deliberately structured-into functional units that lend to the whole body.
- Operate with set boundaries-geographical limits, qualification of members, terms and conditions.
- Have a life span-are born, grow and may wind up after achieving its objectives or when mismanaged.
- Are adaptable-change according to prevailing conditions (Political, Economic, Social and Technological).
- Informal Organisations e.g. religious women's groups.



- Arise spontaneously.
- Membership may not be strictly defined (e.g. Muslim women, Christian women)
- May be circumstantial (e.g. widows group), veteran groups.
- Formal organisations: - A registered CBO/NGO, a school,
- Have rules which govern operations.
- Are constitutionalised.
- Explain the meaning, characteristics and types of organisations
- Differentiate CSO/CBOs and NGOs
- Identify roles of CSO & NGOs in the development process

1.0

ORGANISATION

1.1 Gender in Organisations

In the first part we talked about ideas about men and women. We also take these ideas into our organisations. These ideas will affect how we treat each other, how we value each other's work and ideas and who gets what work in the organisation.

1.2 Why is gender equality important for organisations?

Gender equality is important for many reasons:

- The Ugandan Constitution says that we all have the right to equality. No one may discriminate against someone because of their gender.
- Women need as many opportunities as men. If we only build men's skills and capacities, then we are only developing half of society. To build the country, the economy and our organisations we need to develop everybody.
- To understand a little bit more about gender in your organisation.
- Ask these questions: -

If your organisation has both men and women:

- What kind of things do men do?
- What kind of things do women do?
- Who makes the most important decisions in the organisation?



- Who holds the leadership positions in the organisation?
- What is your organisation doing to build women's leadership?

If your organisation has women only:

- What benefits do you hold about women?
- What kind of leadership style is practised in the organisation?
- Who holds the power in the organisation?

To practice gender equality in our organisations, we should:

- Make sure that women are represented on leadership structures.
- Share responsibilities equally. This means encouraging women to chair meetings and to speak publicly. Men can also be encouraged to take the minutes and prepare refreshments and tea for example.
- Listen to each other equally and respect each others' idea.
- Organise meetings and events at a time that is also convenient for women. It is often difficult for women to meet after working hours because they are often taking care of their families then.
- Encourage men to look after children and provide childcare so that women can attend meetings.
- Take steps to prevent sexual harassment from taking place.

1.3 Sexual harassment in organisations

Sexual harassment is any unwanted conduct of a sexual nature that has a negative effect on the recipient. It is unwanted, one-sided attention.

It can take different forms

- Demanding sex in exchange for a job or a promotion.
- Unwanted pinching, patting and touching.
- Unwanted sexual comments or suggestions.
- Persistent unwanted sexual advances.



Sexual harassment is against the law. It is also an unfair labour practice. It is important for you to discuss how you can prevent it from happening in your CBO and what you will do if it takes place in your organisation. For more information about sexual harassment, you can phone the Sexual Harassment Education Project (011) 403-0541.

An organisation is a group of people who work together because they want to change something or they want to make something happen. An organisation is usually a formal group that has rules that determine how it must work and what it must do. These rules are written down in a constitution.

1.4 What are structures?

A structure is anything that helps to make organisations work well, such as a governing body, a board, a committee or a support group. Structures help people to decide who must do what work, by when, and how the work should be done.

1.5 Assessing your organisation and its structures

Sometimes new groups and organisations are not sure to deal with problems and what steps they need to take. This is when it is useful to look at what other organisations have done and to learn from their experiences.

For example a CBO formed in 2002 called KODI (not real name). At their first meeting, 50 members chose a committee of six people.

At the first meeting of the committee the following office bearers were elected:

Chairperson	:	Mrs. Musisi Ruth
Vice Chairperson	:	Ms Atim Consolanta
Secretary	:	Miss Asiimwe Rhoda
Treasurer	:	Mrs. Rosetta Maate
Committee Members	:	Mr. Kenny Muwanga

N.B. Not real names

The committee decided to have meetings once a month. At the meetings the committee discussed things like how to get new members, how to raise money, what community awareness campaigns to run and how to tell people about their legal rights.

At the meetings there were often arguments; committee members did not read reports; minutes were sometimes lost; petty cash went missing and community meetings were poorly attended.

For example – last month everyone on the committee agreed it was a good idea to have a community meeting to tell residents about their gender rights. Everyone said that the first Tuesday of the month was a good day to have the meeting.

Miss Asiimwe even knew a church hall they could use. On the weekend before the meeting, Mrs. Musisi asked Miss Asiimwe if the posters advertising the meeting had been put up and if people had been told about the meeting. Miss Asiimwe said that she thought Ms Atim was doing that. It turned out that no one had made any posters or contacted anyone about the meeting. So Miss Asiimwe had to quickly make posters and Mrs Musisi had to go house to house to tell people about the meeting. Unfortunately the posters were only put up on Monday and very few people were notified about the meeting. As a result only 10 people came to the church hall on Tuesday.

Another problem is that the committee members are always missing meetings. Those that do attend argue with each other. Miss Tlali got upset with all the fighting and missed three committee meetings in a row. Some members wanted to remove her from the committee, but she said she would come back if people stopped fighting.

Discuss these questions with members of your organisation:-

1.6 How can we make sure we have good structures?

The problems experienced by KODI are not unusual, they happened to organisations all the time. These problems do not happen because people do not want to work, they happen because the organisation does not have structures or because its structures are not working well.



All community organisations need some kind of governing body or structure which is legally responsible for the organisation. This structure or committee is responsible for ensuring that the work of the organisation is carried out according to the constitution of the organisation in a timely and cost effective manner.

1.6.1 Good Structures

- **Must be needed** – we should decide what structures will help us to do the work well. Often this means forming a committee with office bearers, who have special tasks to do for the organisation;
- **Must be able to change** – structures are there to make our work easier. If a structure is not working we must be able to change it to fit our needs;
- **Must be explained clearly** – members must know exactly what each structure does and what work is done at meetings. Members will then know who to ask for help and where they can offer their assistance;
- **Must let everyone have a say** – every member, not just the committee, must be able to say what they think and they must know that the committee will listen to them. When this happens members feel that this is their organisation and feel committed to working for it;
- **Must encourage everyone to learn by working** – a good structure involves members. If we encourage members to work for the organisation they will learn skills and we will be developing leaders. If only a few people do the work, no one learns anything. Members can only learn if they are involved in the work.

The first step to making sure we have good structures that perform well is to discuss the following questions. It is important to say how we think the organisation is doing at the moment – rather than how we think it should be.

1. What are the aims of our organisation?
2. What do we want to do?
3. What activities are doing already?
4. What structures do we have (e.g. committees or sub-committees)?
5. What do our committees do well?
6. What should our committees do differently?

1.7 Choosing office bearers

In organisations, we often have a committee with office bearers. The committee does the day to day work of the organisation. Office bearers are people who have special tasks to do for the organisation.

Based on the work that you do, organisations need to decide what office bearers are needed and which committee members will do each job.

Some areas of skills and knowledge needed by the CBOs committee of gender rights;

- Service provision such as sources of support and assistance within the community, police and court procedures.
- Networking skills to help them work with other organisations and services
- Leadership and teamwork skills
- Knowledge of gender rights legislation
- Knowledge of funding sources and how to draft proposals
- Financial planning and management skills
- Writing and research skills

There are two ways of choosing office bears: -

- In some organisations office bearers are chosen at a general meeting, where members elect a chairperson, treasurer, secretary etc.
- And in other organisations people elect committee members, and then the committee members choose the office bearers.

Before having an election for office bearers, it is important to discuss with members what job each office bearer will do and what kind of person will be good for that job. Below is a list of some of the main roles and responsibilities of office bearers that most organisations need: -



1.7.1 The Chairperson of the Organisation

- Runs meetings, such as the Annual General Meeting and Committee/Board Meetings. This includes explaining what the meeting is about, explaining what is on the agenda (the list of what people want to discuss at the meeting); making sure each point is discussed and if a vote is needed to make a decision, he/she counts the votes;
- Writes the annual report about what the organisation has done during the year and its plans for next year. Reads the annual report at the annual general meeting.
- Speaks for the organisation – makes public statements on behalf of the organisation at meetings, on the radio or in the newspaper. The Chairperson must know what all the members think because he/she talks on their behalf.

1.7.2 The Vice Chairperson

- Helps the Chairperson to do his/her work – the Vice Chairperson can do all the things that the Chairperson does.
- Takes over when the Chairperson is not there.
- May have other special jobs e.g. on some committees the Vice Chairperson contacts other branches of the organisation or talks to the newspaper and radio.

1.7.3 The Secretary

- Prepares the meetings – sends out notices about the next meeting and writes up the agenda;
- Lists who is present, who has sent apologies and who is absent at each meeting.
- Takes minutes and sends them out to members. This includes writing what happened in the meeting, what was discussed, what decisions were made. After the meeting the secretary writes up the minutes and keeps them in a file or pastes them into a book. Copies of minutes must also be sent to all members or, if this is not possible, he/she reads the minutes aloud at the start of the next meeting.
- Keeps records and files of notices of meetings, agendas, minutes and correspondence. The secretary also keeps the address list of all members' names and contact details up to date.
- Reads and answers letters.

- The secretary does not have to do all this work personally but he/she is in charge of seeing that someone does the work.

1.7.4 The Treasurer

- Keeps records of the money that comes in and goes out, e.g. from subscriptions, donations or fundraising as well as money that is spent by the organisation. The treasurer also pays out money from the organisation's funds. When dealing with the organisation's funds, it is much safer to have two people sign for money that is spent. These two people are called "signatories" and are usually the treasurer and one other person e.g. the chairperson; Executive Director collects money – organisations can collect money from its members and it can make money by selling things like food, crafts, books etc.
- Tells members what money is available for community projects;
- Plans what money must be collected for new project.

NB. The treasurer oversees the above roles in organisations where there is a secretariat with full employed staff who then take on the day to day role of the organisation.

1.7.5 General Members

- Read and willing to do the work of the organisation
- Come on time to meetings and stay to the end (or give apologies if they cannot attend).
- Report to the Committee and contribute to discussions
- Work as a team with other members
- Keep the things discussed in the meetings confidential
- Support the decisions of the organisation.

NB. These roles may differ in certain aspects for some organisations.

Discuss the following with members of your organisation:

1. What roles or office bearers are there on our committee?
2. What do the various members or office bearers on the committee currently do?



3. What do we want these members or office bears to do differently?
4. What do the general members of the organisation currently do?
5. What should the general members of the organisation do differently?

1.8 Important skills for running an organisation:-

1.8.1 Chairing Meetings

People often complain that meetings are long and boring and that they are a waste of time. But it is possible to have meetings that are interesting and useful. Think back to the story of the KODI (see page 28).

1. What was wrong with their meetings?
2. What should the chairperson do differently?
3. What should the other committee members do differently?

List the answers to these questions. Then read and discuss the tips below: -

Tips for having good meetings

- Make sure the next meeting is needed – do not have too many meetings too frequently or people will get bored and think meetings are a waste of time.
- Plan the meetings – know that is going to be discussed and how long it will take;
- Nominate a chairperson – so that the meeting will be run well. Sometimes organisations rotate the chairperson of a meeting so that everyone can learn the skill.

Tips for chairing meetings

- **At the start** - the chairperson should find out what people want to discuss at the meeting. This list is the agenda for the meeting. The chairperson must then decide which are the most important things to discuss - these should be discussed first. Once the agenda is drawn up, people can only discuss what is on the agenda. That way meets do not go on too long.

- **During the meeting** - the chairperson's main job is to make sure that everyone has a chance to talk. One or two people should not talk all the time. The chairperson should not talk all the time either. The Chairperson should also make sure people stick to the topic and that people listen to each other and do not interrupt. This is important because it will help the group to make decisions together. The chairperson also makes sure the meeting starts and ends on time, decides how much time to spend on each discussion and tries to stop people wasting time.
- **At the end of the meeting** - the Chairperson summarizes what happened at the meeting and goes over the main decisions that were made. The chairperson also makes sure everyone knows what they have promised to do.
- **Preparing for the next meeting** – the Chairperson asks when and where the next meeting should be.

1.8.2 Taking Minutes

Minutes are a record of what happened at a meeting. They are usually taken by the Secretary or someone nominated by the Secretary to undertake the task.

Minutes should include the following information:

- Date, time and place of meeting
- Attendance list – including the names of those who are present and those who have sent apologies for being absent. If members do not come to meetings and do not send apologies they are not listed.
- The group's agreement with (adoption) of the minutes of the previous meeting.
- Matters arising out of the minutes of the previous meeting
- The decisions made on each item on the agenda
- Who is responsible for each task?
- Important decisions made and a summary of the discussion.
- The time and place for the next meeting
- The signature of the Chairperson and Secretary and the date.



1.8.3 Holding Elections

An election is a way of deciding who will be an office bearer. In an election people vote for the person they want to see as an office bearer. The person who gets the most votes is the office bearer. Every member in an organisation has a vote. Having a vote means that each person can have a say in making a decision.

Tips for holding an election

- The Chairperson runs the election. If the Chairperson is standing for re-election he/she can ask someone else to run the election;
- The first step is to draw up a list of all the office bearers the meeting must vote for. Members vote for the Chairperson first, then for each of the committee members. Members vote for each position one at a time. If someone is not elected for one position they can stand for election for another position.
- The person running the election then calls for nominations or the name of the person they want to vote for. Each nomination must be seconded (a second person must agree that they also want to vote for that person). If no one seconds a nomination then the membership cannot vote for that person.
- The person running the election then lists all the names of the people who have been nominated and seconded for each position.
- He/she then asks these people if they will stand for election. The nominated people must agree or disagree to stand. Members can only vote for people who have been nominated and who stand for election.
- Then members vote either by show of hands or by secret ballot.
- Finally the votes must be counted to determine who is the office bearer. Two people should always count the votes – either the chair and vice chair, or two people who are not members of the organisation.

1.8.4 Managing volunteers

A volunteer is a person who gives their skills, labour and ideas free of charge to an organisation. They are the heart of most CBOs, and enable organisations to run and provide many important services to the community.

“The New Tool box” provides some useful tips regarding how CBOs can manage volunteers successfully. CBOs need volunteers because:

- They are the key way in which the community can participate in the work of the organisation.
- They meet the needs of their clients.
- They enable the organisation to expand their programmes beyond its financial base.
- They enable the organisation to increase the number of its supporters in the community.
- By building volunteers' skills, CBOs build the capacity of the community.

What does it mean to be trusted?

- To be given a specific area of responsibility.
- To be provided with on-going professional development to build their skills so that they can do their jobs better.
- To be able to participate in the decision making of the organisation.
- To participate in the planning, monitoring and evaluation of their area of work.
- To know the limits of their authority and the areas in which they can make decisions without having to refer to paid staff or other volunteers.
- To be challenged and provided with opportunities for growth by having their work performance regularly appraised.
- To be provided with constructive feed back about their work performance.
- To be thanked and acknowledged for their contribution.
- All volunteers should have a written job description outlining their roles and responsibilities.

Possible outline of a job description

Position name:	Give the full name of the position
Purpose:	State the purpose of the Position, what you expect the person to do in the CBO/Organisation. This will give the potential volunteer an idea of whether they are suitable or not.
Reporting and accountability:	List the supervisor and if there are any other people that this position will supervise in turn.



- Work requirements:** State the times of work
- Skills and experience:** List the skills or experience that will be needed by this position, such as counselling skills, a driving licence, certain languages etc.
- Key performance areas:** Clearly identify tasks and activities that this position will be responsible for. This will help to minimise confusion and make supervision and performance reviews easier.
- Goals of the volunteer:** A list of what the volunteer hopes to accomplish or skills they hope to develop while working with the CBO/organisation.
- Policies outlining financial reimbursement, honoraria, expenses or incentives also need to be in writing;
 - Time contributed by volunteers should be recorded. This is also very powerful information to present to potential funders because it shows the enormous contribution that volunteers make the community.

1.8.5 Conflict Management

Conflict is a natural part of any relationship. Therefore, we cannot get rid of conflict, but we can learn to manage conflict by preventing disputes or arguments before they develop or by resolving them in a positive way when they do arise. One of the methods that can be used to deal with conflicts and problems is the “problem solving approach”.

The problem solving approach has four important steps:

1. The first step is to get everyone involved together in one place to identify the problem and agree what are the main issues or problems;

Identify the problem

- Agree on ground rules for the discussion
- What is the problem as all people involved see it?
- Give each person a chance to tell their side of the problem uninterrupted.

No one has to agree to anything yet;

- Discuss and write all points down;
 - Identify the consequences or the results of the problem – give each party a turn to speak uninterrupted.
 - The next step is to analyse the problems in more detail in order to try to identify the underlying needs, interests and causes of the pro.
 - Analyse the problem by asking;
 - Why? Who? When? Where? How?
 - What needs do the parties have in common? What are individual needs?
2. The next step is to generate or brainstorm as many possible solutions to the problem as we can think of. Identify ideas and options by “brainstorming” ideas.

Brainstorming rules

Accept all answers, no criticism or judging, be imaginative and creative, take risks, go for quantity – the more ideas the better, build on each other's ideas.

3. The last step is to evaluate the options and to agree on the solutions and take action. We also need to agree on the criteria or standards we will use to rank the options that are identified in order to choose the best one.

Agree on a solution and action plan

- Agree on criteria or standards for selecting options (e.g. must be cost effective, must be easy to do, all people involved like the option etc).
- Then evaluate all options against these criteria.
- Agree on one solution – the solution that people are happy with
- Make sure all parties understand what has been agreed.
- Agree on actions – who to do what and by when?
- Set a date to follow up and to give feed back on how things are going.
- Finally, it is not enough to just agree on an option or solution. We also need to agree who is going to do what and by when to implement the solution. We also need to agree on how we are going to check and follow up on the agreement to make sure that it is still working. Sometimes it is a good



idea to try out a solution for a few weeks and then meet again to discuss how things are going – and make any changes to the solutions if necessary.

Use this process to try to resolve your own conflicts or disputes. Here are some tips for negotiating:

- Make sure you know how much authority you have to negotiate. Consult your constituency and get mandates
- Plan and prepare thoroughly
- Think of the long-term outcomes and consequences of whatever strategy you choose
- Be truthful, calm and respectful
- Be a good listener
- Manage your own emotions
- Focus on the problems and not the individuals.
- Help to facilitate the meeting without dominating it.
- Stick to the agenda if possible
- Caucus as often as necessary – but do not keep the other side waiting for too long.
- All discussions should be confidential – applied to all
- Keep good notes of who said what, when and why.
- Think carefully before you make promises
- Try to manage the expectations of both sides.

Don'ts

- Argue amongst yourself at the table;
- Lose your temper
- Interrupt others
- Be pressured to make an agreement if you are not sure about it – rather take the time you need;
- Make promises you cannot keep
- Lie or break trust.

Debate –debaters do not attempt to reach settlements or agreements, whereas negotiations reach them in order to be successful.

2.0

PROJECT PLANNING AND IMPLEMENTATION

2.1 What is the aim of our organisation?

People join organisations because they want to work together with other people. People in organisations are usually trying to change things. They can see problems and they want to improve how people live.

2.2 Our Vision

In organisations people have a vision of how things could be better in the future. They want to work to make the vision real. A vision is like a dream – it helps us to know what we are working for. It gives us courage to work for the future and gives us some direction and it helps our organisation to decide what work we should do and what we should not do.

Another word for “vision” is an aim.

Ask each person in your group to think about the following question:

What is the aim of our organisation?

Write all the responses on a piece of flip chart paper and select five – six words or phrases that you all like or that are common. Combine these words into a sentence that you think describes the aim or the vision of your organisation.

Our aim often seems impossible to achieve. To make it more achievable we need to identify smaller goals, which are steps towards achieving our aim or vision. To set goals we need to look at the current situation in our community and see how different it is from our vision. We need to identify problems and issues and then set goals to overcome our problems. Overcoming our problems will take us closer to achieving our vision.



2.3 Development and Project Management

One of the ways we overcome our problems is by identifying and working on activities or projects that will make a difference to our communities. Ask each person in your group to discuss the following questions:

1. What is development?
2. What is a project?
3. What is project management?

Your own responses to these questions are more important as they help you and your group to reach a common understanding. However, here are some other definitions that can help your discussion: -

Development is:-

“The truth is that development means the improvement in the quality of life of people. Roads, buildings, the increase of crop output and other things of this nature are not development; they are only tools of development of people. But people cannot be developed; they can only develop themselves. There is only one way in which you can cause people to undertake their own development. That is by education and leadership, “Julius Nyerere”

A project is:

- A set of activities that helps you to move from an unfavourable situation to a better one
- Creates positive change in a community
- Has outputs/results e.g. a product or a service
- Has a definite start and end
- Needs resources (e.g. tools, machines, money, people, transport, materials, venues, land skills etc).

Management is:-

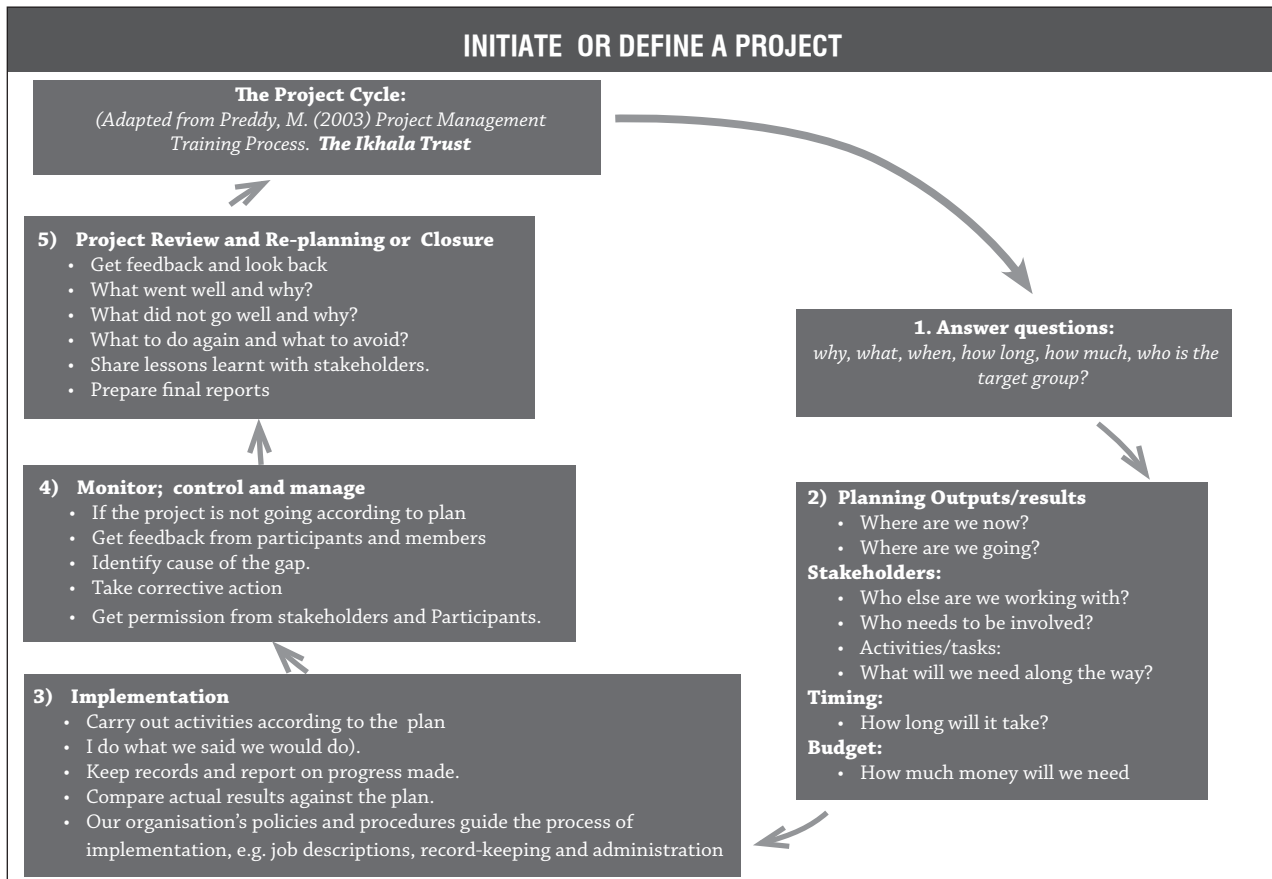
- Effective use of resources
- It involves good governance and leadership
- It needs control and monitoring of implementation
- It needs accountability, taking responsibility and reporting

Thus, it is important to think in terms of time, cost and quality at all times. For development projects, be clear about the quality you want.

- To produce – the positive change in people's lives that we want to have, according to our definition of development.

2.4 The Project Cycle

A useful way of planning a project is through the project cycle. This is a set of steps or phases that we take to implement activities in order to do development in our community. Generally project cycles have the following five steps;





2.5 Understanding community issues

The first step in the process of designing a project is to determine what your organisation will focus on. Ask each of the members of your group to draw a picture on a piece of paper of what your community is like now. Then show your drawings to each other and discuss the following questions: -

From looking at all the drawings –

1. What are the three most important strengths of our community?
2. What are the three most important things that are holding back development in our community?
3. What are the three most important problems or issues that our CBO can help to address in the community?

Then choose one of these issues – one that you think your CBO can help to deal within your community. Write a sentence of up to 10 words to describe the issue in more detail.

The problems or issues that we see are often the result of other things that are happening in our communities. Thus it is important for us to understand these problems more deeply – to find out what is really causing them. This is to make sure that we are not just dealing with the symptoms on the surface, but that we are getting to the roots of the issue.

Use the “problem tree” on page 49 to analyse the causes of your problem more deeply.

- First – write your sentence describing the issue/problem that you want to address, in the “branches” of the tree.
- Then identify the 3 main causes of the problem – write these in the first set of “roots” below the causes.
- Finally identify 2 main attitudes or beliefs that lead to each cause. Write these on the “roots” below the behaviours;

The Problem Tree

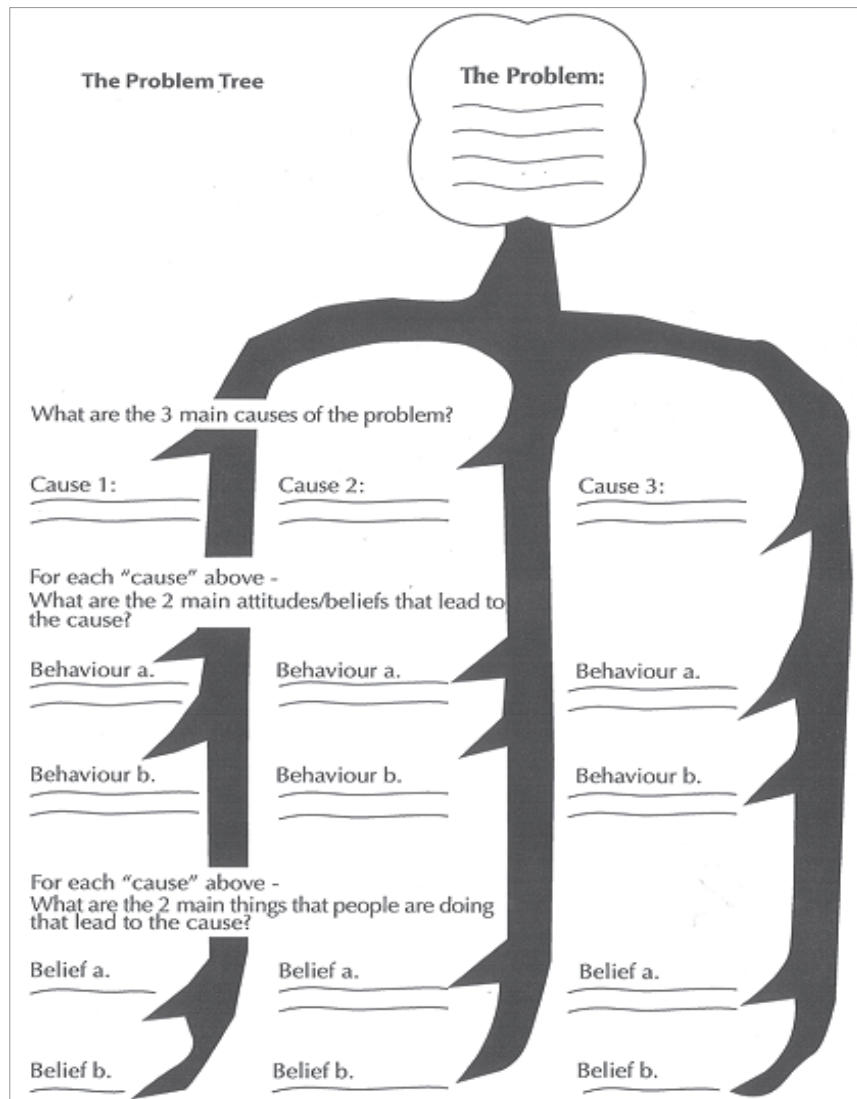
When we understand more about what people are doing to cause a problem and what beliefs or attitudes cause them to act in a certain way, it is easier to decide what to do about the problem. This is because we can then deal with the “roots” of a problem more effectively - because we know what they are. We are not

just dealing with the symptoms of the problem in the example on page 50 a CBO has identified the lack of communication between organisations working in their community as a problem that they need to work on. Once they understand the “root” attitudes and behaviours that cause this problem, they will be able to determine the most suitable activities to solve this problem. This will make sure that the problem stays solved for longer. It also helps to make sure that the problem does not reappear later on in a more serious way.

2.6 Identifying project activities

Now that we know more about the problems in the community, the next step in the process is to identify a goal for our project and the kind of activities we will have to do to reach this goal.

As we said earlier a good project should try to change the way people act, behave or change



their beliefs about something. This is very important if your CBO is going to have a positive effect in your community. Look again at your “problem tree” diagram and discuss which attitudes and behaviours you think the organisation will be able to change during the project. Then discuss what you need to do as an organisation to make this change. The questions below will help you identify the best project activities.

Using the “mountain” diagram on page 28 complete the following steps with your group:

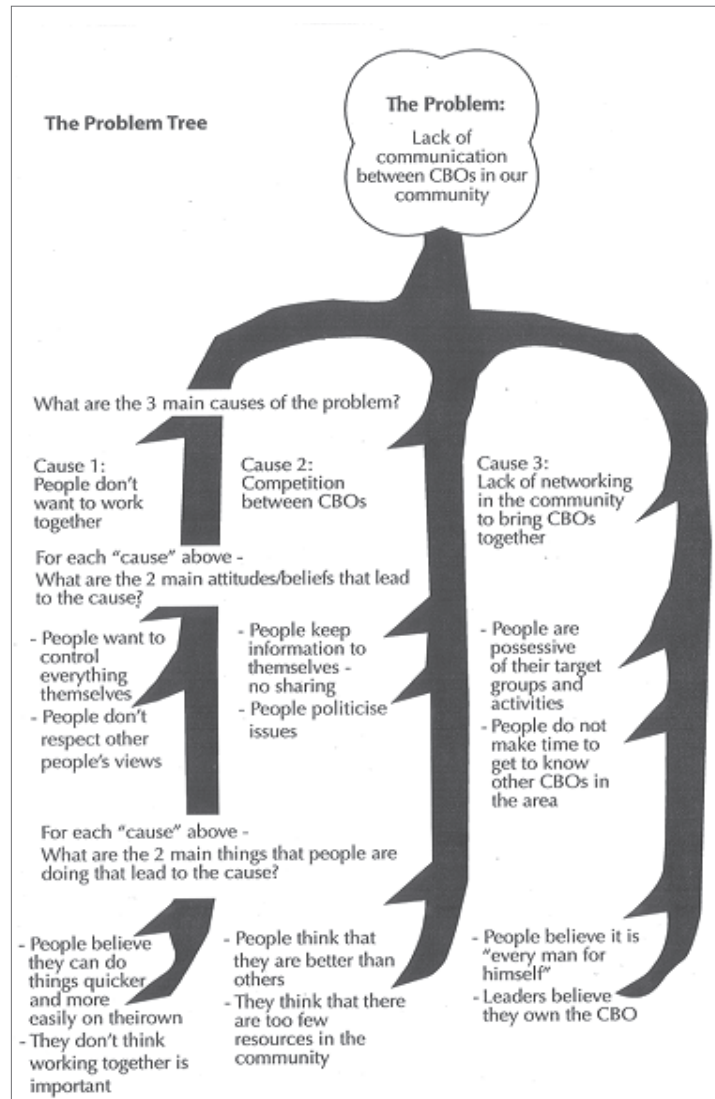
- Write your problem statement at the bottom of the mountain – the one that you used in the “problem tree” diagram;
- Then, write your statement at the top of the mountain. This will describe what people will be doing differently - or what the community will be like – at the end of your project. The goal statement also describes how you will help to change people’s attitudes and behaviours – so look back at your “problem tree” diagram to see which attitudes and behaviours your CBO can try to change. Then write the goal statement as if it has already happened – write the sentence in the past tense:
- Then list all the activities that you and your CBO will have to do to reach your goal at the top of the mountain. Think of these activities as steps that you will take to climb to the top of the mountain. Write each step next to the mountain. Try to identify 4-5 steps, but you can identify as many steps as you need to in order to reach your goal.

2.7 Action Planning

Once we have identified our goal and the activities or steps that we need to take to reach our goal, we can start to plan our activities in more detail. We need to discuss and decide what we will do, when we will do it and who will be involved. To write an action plan discuss the following with your group. On a large piece of flip chart paper write up the answers to the following questions once everyone has discussed them:

1. Discuss each step on the “mountain” diagram one by one;
2. For each step discuss the following:
3. Who will be responsible for leading or coordinating the activities in this step. (This person does not have to do all the work themselves – but they will need to take responsibility for making sure that the work gets done).

4. Identify a date when the step will be completed. One step has to be finished before the next one can start – so it is important to set a time limit for completing each step. Make sure that you have enough time to do all the work involved, be realistic about the time required for each step. List the resources that you will need to do the activities involved in the step and discuss where you can get these resources from. List any outside help that you might need to do the activities in the step, e.g. help you might need from churches, the clinic, the police station, other CBOs or community residents. Describe what help you will need and where to get this help from.
5. Write up the answers to these questions for each step on the flip chart. These questions need to be discussed at the beginning of our project. However, we also need to have regular meetings to check how the work is going – as sometimes things do not go according to plan! Then we need to replan our activities to ensure that the project can still go ahead. If we do not meet regularly things can go wrong and the project will not be implemented.





2.8 Monitoring and Evaluation

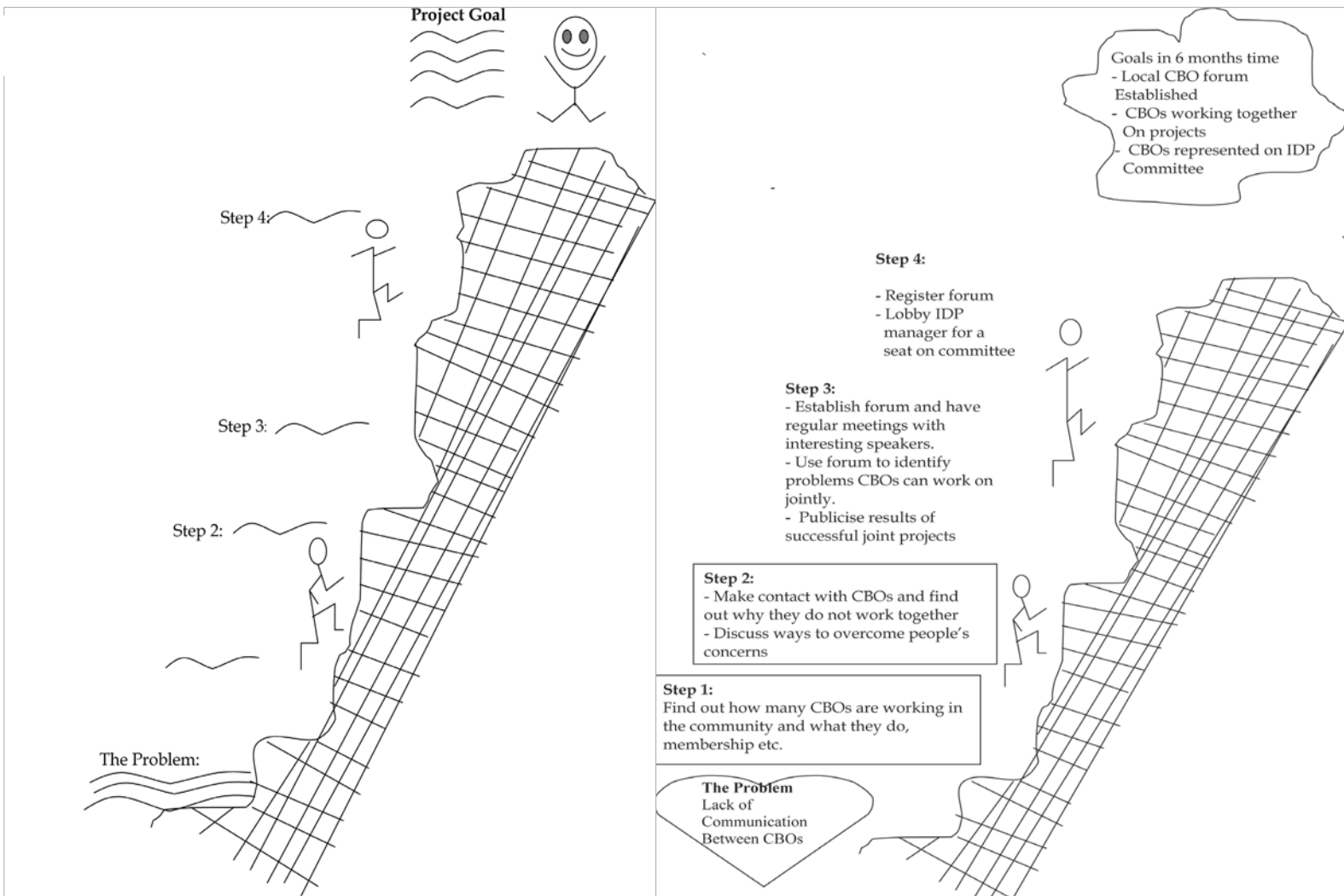
After we have carried out an activity we should always make time to evaluate it and to check what went well and what did not go so well. This also helps us to replan and to improve our project as we go along. Monitoring and evaluation will be discussed in more detail in the next section.

2.9 Tips for implementing a community project

The following tips from “The New Toolbox” will help you to plan and implement effective community projects: Use the stages of the project cycle (see page 45)

- Try to involve everyone in the group when setting goals and action plans
- Keep goals reachable in a short time so that you and your group experience success often
- Check your work plan everyday and follow up things that you need to do
- Make a real commitment to reach goals and be positive and enthusiastic.
- When you reach one of your goals and be positive and enthusiastic.
- When you reach one of your goals, celebrate it!
- Give credit where it is due, compliment staff and volunteers on their achievements.
- Take time to work at your communication and relationships with staff and volunteers.
- Meet every month to evaluate the last month and plan for the next one.
- If an unforeseen problem comes up that makes it impossible to reach your goal, change it so that it is still reachable.
- Make sure failures become positive learning experiences.

THE MOUNTAIN DIAGRAM



3.0

MONITORING AND EVALUATION

1. What is monitoring?
2. What is evaluation?

Generally monitoring is the routine, daily assessment of ongoing activities and progress. Evaluation is the periodic assessment of overall achievements. Monitoring looks at what is being done, whereas evaluation examines what has been achieved or what impact has been made.

3.1 Comparing monitoring and evaluation

	Monitoring	Evaluation
Levels	Progress of day – very deep: what is happening over time?	Progress of the whole The long-term of the programme (higher objectives than day to day impact of the programme to our goals? What are the effects of our efforts
Timing	All the time, continuously.	Done at a particular point in time
Focus (target)	Links activities and their resources to their objectives. Broad focus, looks at lots of issues.	Focus on particular issues more detailed and tend to be time-bound – what have you achieved during a particular time period?
Purpose	Reports progress to managers and alert them to problems. Concerned with progress towards the project goal.	Provides lessons, highlights, significant or programme potential and offers recommendations. Concerned with change brought about by project activities.

3.2 Why do we need to monitor and evaluate our projects?

In your group, discuss why we need to monitor and evaluate and then read through the points below to see if you agree or disagree with them.

1. To see what has been achieved.
2. To measure progress.
3. To improve monitoring and management.
4. To identify strengths and weaknesses that will help the programme.
5. To judge whether the project was effective.
6. To judge whether the cost was reasonable for what was achieved.
7. To collect information that will help us improve our activities.
8. To avoid repeating mistakes by sharing experiences.
9. To allow for better planning, more in line with community needs.
10. To satisfy the funding agency.

3.3 What is an indicator?

An indicator is a marker. It can be compared to a road sign which shows whether we are on the right road, how far we have travelled and how far we still have to go in order to reach our destination (or goal), indicators show progress and help us to measure change. Many indicators consist of measurements and are expressed in numbers, such as a percentage (part of the total) e.g. 50% (half) of the members of our CBO can write a project proposal; a rate, such as the infant mortality rate, which is the number of children under one year who die in a year, in relation to 1000 live births in that same year. A rate refers to the speed at which something occurs as well as the amount. A ratio such as the number of teachers in relation to the number of children in primary school in a community. For example, 1:30, 1 teacher thirty children.

There are also many different kinds of indicators. Here are three of the most useful:

Activity indicators



Measures individual activities done, what was done, how many people or items involved. For example, the number of workshops held in one month, the number of people trained between January and May, the number households visited per months etc.

Result indicators

Measures the results of the project, what has been learnt, how well activities were done, how people feel about the project or service provided, progress of the project as a whole. For example the number of people who know how to plan a project/write a project proposal/sew a school uniform by the end of the project; four capacity building training modules designed and implemented by December 2005; income generating group established and meeting regularly by end of the year.

Impact Indicators

Measures the extent to which project goals have been reached, what are people doing differently? How have peoples' live changed? Are those who have been trained/involved in the project better off than those who have not? If they are better off, how have things improved for them? For example the number of CBOs who have used the training to get funding for their project activities by the end of the project, the number of CBOs who are doing things on their own e.g. writing project proposals and raising money by December 2005, members of the income generating group have generated a profit for three months in a row since the beginning of 2005.

3.4 Identifying indicators

In your group consider the goals and activity plans that we developed in the previous section. Re-read your project goal statement. Then discuss the following questions with your team:

1. On a piece of flip chart paper, list the hopes and fears that we have about achieving this goal e.g. what do we hope will happen? What are we afraid will not happen?
2. Then, using your list of hopes and fears, identify useful indicators that will help to monitor the progress of the project. Do this by turning the different hopes or fears into indicators.



3. Identify at least 3 “process” indicators, 2 “outcome” indicators and 1 “impact” indicator (see table above for examples).
4. Remember to include a time period in each indicator –to show over which period of time the indicator will be measured e.g. two gender rights workshops will be conducted in our community by November 2005 or within the first six months of the project or by the end of the year.
5. Write your indicators upon a separate piece of flip chart paper. (Exercise adapted from “The New Toolbox”).

3.5 Collecting information on the indicators

Once we have identified useful indicators to measure the progress of our project, we need to determine how we will collect the information to prove them. With your group, discuss the following questions for each indicator:-

1. Re-read the indicators that you have identified
2. Using these indicators discuss the following for each indicator;
 - a. What will we need to do to collect the information to prove this indicator? e.g through individual interviews, attendance registers, group discussions.
 - b. How frequently will we need to collect this information? . e.g each week, each month, or only at the end of the project
 - c. Who will need to collect this information from? e.g trainees, people who attend meetings/workshops, community residents.
 - d. Who will be responsible for collecting this information? This person does not necessarily have to do all the work involved in collecting the information, but they do have to take responsibility for ensuring that the information is collected by someone.
3. Write the answers for each indicator on a flip chart.



3.6 Reporting

To make sure that everyone knows what they need to do, by when and with who. It is a good idea to keep a record of all our discussions. Select someone to write up a report that contains the following information;

- A copy of the “problem tree” diagram (see page 34 & 35)
- A copy of the “mountain” diagram (see page 40)
- A copy of the agreed action plan (see page 41)
- A copy of the list of indicators, role and responsibilities for collecting information (see page 46)

3.7 Useful evaluation questions

It is important to meet regularly with members of your organisation to discuss the progress of the project. This makes it easy to check that activities are going well and are being completed on time, as well as to help people deal with problems and make changes to the work plan in time when needed.

Some useful questions to discuss at these group meetings include;

- What is going well in our work?
- What is not going well in our work?
- What do we need to differently in future?
- Keep a record of agreements and changes that you have made to your work plan. Make sure that everyone has an up-to-date copy of plans and minutes of meetings especially if they were absent. This makes sure that everyone in the group know what they are supposed to be doing and that people can work together.

3.8 Monthly Reporting

A useful way of keeping a check on progress is to keep a record of monthly progress meetings. The following is a format for reporting on your project's progress on a monthly basis. Some donors like to receive these reports but they are also useful to members of your organisation.

Name of Organisation: Project's Name

- Aims I(list the activities that you aimed to achieve during November and December.
- Details of activities undertaken (describe what was done, what went well and what difficulties were experienced);
- Results of process indicators (list the results of your process indicators – to what extent were your targets reached?);
- Results on outcome indicators (list the results of your outcome indicators – to what extent where your targets reached?);
- Aims for the following month (list activities that you aim to achieve during the following month).

Name and signature: Date

Reports do not always have to be in a written format. Here are some examples of visual ways of reporting back on project progress (Stephens, A. (1990) Participatory Monitoring and Evaluation, FAO, Bangkok)

GROUP PROGRESS REPORT FOR MONTH OF JUNE

Tasks done			
Supplies purchased			
Meetings held			
M and E Operating			
Accounts maintained			
Visits			

4.0

FINANCIAL MANAGEMENT

Just as we keep records of letters and meetings, we also need to keep records of the organisation's money – money that we collect and all the money that we spend. This is called book keeping. The books we keep show;

Income: this is all the money that comes into the organisation (e.g. subscriptions, donations, fund raising).

Expenditure: this is all the money that is spent (e.g. on postage, transport or stationery)

The balance: this is the money that is left over at the end of each month.

4.1 Why do we need to do book keeping?

In your group discuss why we need to do book keeping and then compare your answers to the points listed below. The money belongs to the whole organisation. It does not belong to the committee or the treasurer. We keep books so that our members can always find out what happens to the money. Members have a right to know how the money that they donate or help to collect has been used by the organisation.

The money must be used responsibly. Book keeping helps us to know how much money we have and how much we still need to collect. We need to be careful not to waste money, but to use it properly.

The money must be safe. It is important that money is not lost or stolen. The best way to keep money safe is in a bank and to keep a little cash ready for day to day use. This section will focus on how to keep money, daily records and monthly records.

4.2 Opening a bank account

This safest place to keep money is in a bank account. The easiest and 131 safest bank account to open is a cheque account (also known as a current account). When you go to the bank to open an account you will need: -

- To decide what type of bank account you want
- To decide the name of your account, this is usually the name of your organisation
- To decide who will be allowed to sign for money in the account (signatories). Signatories are usually the chairperson and the Treasurer or secretary of the committee. Signatories are the only people who are allowed to take money out of the account. In most organisations two signatories must sign before money can be taken out of the account. You can get assistance with opening an account, making deposits, writing cheques and reading bank statements from the bank staff.

4.2.1 The Cash Box

A cash box is a safe place to keep money in the organisation. It is a metal box that can be locked. The treasurer should look after the cash box. Every time money is collected the treasurer should lock the money in the cash box.

4.3 Daily Records

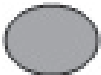
Daily financial tasks include:

- Writing receipts for any money received
- Depositing money in the bank.
- Writing cheques and filling in cheque requisition forms and making cash book entries.
- Administering the petty cash box and record payments and receipts in the petty cash journal.
- Keeping the donations book up-to-date.
- Filing financial documents
- Keeping the asset register up-to-date.

4.3.1 Receipts

Receipts are a record of income. Every time we receive money we must give a receipt. You can buy the receipt book at a stationery shop.

Each receipt has a number on it (the receipt number) and each has an identical copy of the receipt on the page behind it. The first page is the original and the second page is the duplicate. Both have the same receipt number. When we fill in a receipt we give the original to the person who gives us money.

Recorded Data/Symbol	Meaning
	Two short, one full length meeting attended during the month
7 6 6 7/6.5	Attendance at four meetings was 7, 6, 7 and 6 – an average of 6.5 for the month
OK	Group considers attendance rates are satisfactory.
	Group considers attendance is quite good. (Colour normally used rather than shading)
x	Group considers attendance at 3 out of 4 meetings was satisfactory/ good
90%	Ninety per cent average attendance for the month.
7/8 6/8 7/8 8/8	Of 8 group members, weekly meetings were attended by 7, 6, 7 and 8 respectively.
4 5	On 1-5 Scale, attendance was rated excellent (5) and good (4) for the 2 meetings held.
	Attendance at 3 meetings held was excellent on 2 occasions, good on one occasion.

This is the proof that they have paid and that we have received the money. We keep the duplicate in the receipt book – this is our record of the money we have received.

4.3.2 Filling in a receipt

The treasurer is in charge of the receipt book. The following information must be filled in on a receipt: -

- The date
- Who the money was received from
- The amount of money received in words and in numbers
- What the money was for
- Your (treasurer's) signature
- And the form that money was received in e.g. either cash or cheque
- If a mistake is made, the receipt must be cancelled. This is done by writing "cancelled" across the receipt. Keep the cancelled receipt and the duplicate together in the receipt book. Any money received should be deposited in the bank as soon as possible.

4.3.3 Petty Cash

Petty cash is money that is used to pay for small day-to-day items that would not need a cheque payment. To keep records of petty cash you need petty cash vouchers, a petty cash book and a cash box. Your organisation will need to decide how much money should be kept in the cash box (cash float). A reasonable amount is R200. When members need money to pay for something to the organisation, such as stamps, envelopes or tea, the treasurer will give money to them from the petty cash. The treasurer will also ask the person to sign for a cash voucher for the money that they have been given and will leave this.

4.4 Monthly records financial tasks include:

- Balancing the cash book
- Producing a cash book summary and bank reconciliation
- Updating the donations register
- Updating the assets register



4.4.1 Cash Book

At the end of the month all records we have been keeping during the month are recorded in one book. These include bank deposits, cheques, receipts and petty cash. All of these are recorded in the cash book at the end of the month. Deposit slips and receipts are the records of the income and cheques and petty cash are the records of expenditure. The income and expenditure are recorded in the cash book. The cash book is a large book and records are spread over a double page. The whole of the left hand page is the income side of the cash book. We write receipts and deposits on this side. The whole of the right hand page is the expenditure side. We write cash and cheque payments here. There needs to be five columns on the income page for the following information;

- Receipt number
- Date of each receipt
- Details of the name of the person or organisation who gave us money.
- Analysis; here you record the amount under the kind of income that was received e.g. donations, books, subscriptions or sundries.
- Bank – the deposits we put into the bank account are written in this column.

Thus all income must be recorded twice, once under the “analysis” column and once under “bank”. The last step is to compare the cash book and the bank statement to see if they agree with each other. This step is called reconciling the balances. To reconcile the bank statement and the cash book we take outstanding cheques away from the bank statement balance and we add the outstanding deposits to the bank balance.

4.5 Annual Reporting

Throughout the year the organisation should produce financial summaries or reports showing income and expenditure every month, year to date figures and the budget for the year. These reports include the full budget figures to show the difference between the planned spending and income and what has actually been spent and received.

The Annual General Meeting of the organisation will need a simple statement of income and expenditure. "The New Toolbox" recommends that you check to see that you have followed the standard accounting practices for preparing an income is listed before expenditure. Sub totals are shown below or to the right of the figures they relate to:-

- The total is written in bold or underlined
- Double underlining is put beneath the "final figure"
- Deficit amounts are always bracketed to show where you have overspent.
- The columns of figures should line up vertically so that the report is easy to read.
- Put notes at the bottom of the report explaining any unusual items or any significant over or under-spending. These are called "budget notes". This is the reason for all the day-to-day recording. It is on this that our future funding will depend. If we are unable to show the donor that the money we have been given has been used in the way that we told them we would use it, the donor may not make any future donations.

5.0

REGISTERING AS A NON-PROFIT ORGANISATION (NPO) AND WRITING BUSINESS PLANS

Organisations can be registered as an NPO under the Non-Profit Organisation Act No. 71 of 1997. The Act provides as a voluntary registration facility for NPOs.

5.1 What is NPO?

An NPO is defined as a trust, a company or other association of persons that has been established for a public purpose, the income and property of which are not distributable to its members or office bearers except as reasonable compensation for services rendered.

Organisations that can apply for NPO status;

Any organisation that is not for profit and is not part of government can apply for registration. These include;

- Non-Governmental organisations
- Community-Based Organisations
- Faith-based organisations
- Organisations that have registered as Section 21 Companies under the Company Act 61 of 1973.
- Trusts that have registered with the master of the Supreme Court under the Trust Property Control Act 57 of 1988
- Any other voluntary association that is not for profit.
- Only organisations that have a constitution or any other founding document can be registered.

5.2 The Registration process

To register organisations need to submit the following to the NPO Directorate:-

1. A complete application form which can be obtained from the Department of Social Development.
2. Two copies of the organisation's founding documents i.e. a constitution or a deed of Trust or a Memorandum and Articles of Association.

It should take about two months to process the entire registration. Once the application has been received, an acknowledgement letter should be sent to the organisation. If the application meets the requirements of the NPO Act, the registration certificate will be granted and will be posted. There is no cost involved in registering an NPO.

For more information:

Physical Address, Contact person, CEO, ED, etc
Uganda Youth and Women Association (UYOWA)
Balintuma Road
Kampala, Uganda
Phone 0415242456
Email: info@uyowa.or.ug

5.3 Putting together a business plan

Once you have registered your organisation, you can apply for funding. This last section of the guide explains how to put together a business plan that can help you fundraise.

5.3.1 Tips for preparing a business plan

The following headings and topics should be covered when we are preparing a business plan: -

- General information
- Name of project or organisation
- Legal status (NPO registration number if applicable)



- Postal Address
- Telephone, cell and fax numbers
- E-mail address
- Staff/volunteers
- Number of paid staff
- Number of volunteers
- Name and title and position of contact person
- Description of the project.
- Who started the project, when was it started and why?
- What are the aims or goals of the project?
- What has the project achieved so far?
- Describe the community that will be served by the project
- Number of people who will directly benefit from the project (e.g. number of men, women and youth/children)
- Does the local community support the project? How do they support the project? (e.g. skills, labour, money, volunteering etc.)
- Does the local community support the project? How do they support the project? (e.g. skills, labour, money, volunteering etc.)
- Does your project link with other organisations or groups in any way? If yes, how do you work together?
- Who else does the project work with, or is the organisation part of a wider network e.g. ward committee, counsellors, Aids Forums, outside NGOS?
- What kind of skills does the project team have to run the organisation e.g. financial, management etc?
- How will you know that the activities your organisation is involved in, are having an effect on the target group you have chosen?

Finances

- What amount of money are you requesting and what will it be used for? List each item and the amount.
- What is the estimated cost of the project for one year?
- List donations or contributions received so far for the project (preference is sometimes given to projects that do some of their own fundraising).

Bank Details

- Names of people who may sign on the bank account and their positions on the committee.
- Signature of the chairperson and two witnesses.
- Also include with the business plan.
- Constitution or founding document
- A list of management/committee members
- Financial statement for the past year
- Any other information that you think is useful
- Social Accountability

In simple terms, it means “answerability”. It is about holding people to account for their impacts on the lives of people and the environment. It involves the rights of those impacted and the obligations of those with power. Thus, accountability can be defined as the obligation of power, holders to account for or take responsibility of their actions.

Thus, social accountability can be defined as the duty to provide an account or reckoning of those actions for which one is held responsible. Thus, accountability involves two responsibilities or duties; the responsibility to undertake certain actions (or forbear from taking action) and the responsibility to provide an account of those actions. It can be initiated by government, private sector or civil society organisations. The rapid growth in number, influence and effectiveness of NGOs in recent years has produced greater demands for NGO accountability, accountability to its stakeholders and to the society as a whole. Thus, social accountability tools for NGOs and Government.

6.0

SOCIAL ACCOUNTABILITY TOOLS FOR NGOs AND GOVERNMENT

- Social audit is a tool or mechanism which demonstrates the impact of the activity of the organisation and at the same time involves the stakeholders and creates conducive environment for their empowerment. It is a process that enables an organisation to assess and demonstrate its social, economic benefits. It is a way of measuring the extent to which an organisation lives up the shared values and objectives it has committed itself to.
- Participatory budgeting is broadly defined as a mechanism or process through which citizens participate directly in the different phases of the budget formulation, decision making and monitoring of budget execution. Public budgeting can be instrumental in increasing public expenditure transparency and in improving budget targeting. Since it is a useful vehicle to promote civic engagement and social learning, public budgeting has been referred to as an effective “School of Citizenship”.
- Independent Budget Analysis (BA) work has taken many forms. A common characteristic of IBA work is that it serves to demystify the often highly technical language of official budgets and to open up to public scrutiny the often opaque budgetary process. Budget analysis is closely linked with the process of budget formulation, as it is aimed at generating debate on the national budget and at influencing the budget that is ultimately approved. Typically, IBA work focuses on one or more of the following issues:
 - Improving information sharing and public understanding of the budget
 - Targeting of funds to vulnerable groups, including women and children

- Initiating debates on sector specific implications of budget allocations
- Influencing revenue policies
- Tracking revenues and expenditures
- The Public Expenditure Tracking Survey (PETS) is a quantitative survey of the supply side of public services. The unit observation is typically a service facility and/or local government rather than a household or an enterprise. The survey collects information on facility characteristics, financial flows, outputs (services delivered), accountability arrangements, etc. PETS, as quantitative exercises separate from, but complementary to qualitative surveys on the perception of consumers on service delivery, have been found to be very influential in highlighting the use and abuse of public money.
- Citizen Report Cards (CRCs) are participatory surveys that solicit user feedback on the performance of public services. CRCs can significantly enhance public accountability through the extensive media coverage and civil society advocacy that accompanies the process. Citizen Report Cards are used in situations where demand side data such as, user perceptions on quality and satisfaction with public services is absent. By systematically gathering and disseminating public feedback, CRCs serve as a “surrogate for competition” for state-owned monopolies that lack the incentive to be as responsive as private enterprises to their client’s needs. They are a useful medium through which citizens can credibly and collectively ‘signal’ to agencies about their performance and advocate for change.
- The Community Score Card (CSC) process is a community based monitoring tool that is a hybrid of the techniques of social audit and citizen report cards. Like the citizen report card, the CSC process is an instrument to exact social and public accountability and responsiveness from service providers. The CSC process used the ‘community’ as its unit of analysis, and is focused on monitoring at the local/facility levels. It facilitates community monitoring and performance evaluation of services, projects and even government administrative units (like district assemblies). Since it is a grass root’s process, it is also more likely to be of use in a rural setting. The CSC solicits user perceptions on quality, efficiency and transparency. This includes; tracking inputs or expenditures (e.g. availability of drugs), monitoring the quality of services/projects, generating benchmark performance criteria that can be used in resource allocation and

- Budget decisions, comparing performance across facilities/districts, generating direct feedback mechanisms between providers and users, building local capacity, and strengthening citizen voice and community empowerment.
- A citizen's charter is a document that informs citizens about the service entitlements they have as users of a public service, the standards they can expect for a service (time frame and quality), remedies available for non-adherence to standards, and the procedures, costs and charges of a service. Separate charters are usually designed for distinct services and/or organisations and agencies. Sometimes, citizens' obligations or acts that are subject to fines are also listed. The Citizen's Charter aims to improve the quality of services by publishing standards which users can expect for each service they receive from the Government. The charters entitle users to an explanation (and in some case compensation) if the standards are not met. If citizens are well informed about their rights as clients of public services and about existing complain mechanisms to voice grievances, they can exert considerable pressure on service providers to improve their performance. The charters also play an important role for other social accountability mechanisms. The standards which service providers commit themselves to are useful yardstick for monitoring and evaluation of service delivery.
- Public hearings are formal meetings at the community level where local officials and citizens have the opportunity to exchange information and opinions on community affairs. A typical example would be public hearings of community budgets. These meetings are open to the general public and are therefore an important feedback mechanism for the officials to gain a better understanding of the citizens' experiences and view on the other hand. Public hearings are often one element in a social audit initiative.
- Citizens' juries are a group of selected members of a community that make recommendations or action proposals to decision-makers on complex issues after a period of investigation on the matter. Citizens' juries are one of several deliberative participatory instruments that have been used to supplement conventional democratic processes in both developed and developing countries. The goal is to improve the quality of decision-making and increase the likelihood that policy formulation and implementation will be more legitimate, effective, efficient and sustainable.

7.0

CONCLUSION

Running an organisation is challenging. It is also a learning process that never stops – no matter how big your organisation is or how long it has been in existence. We hope this guide helped to answer some of your questions and also helped your organisation to develop. Remember that we all make mistakes and that mistake can be useful learning experiences if we understand what went wrong and what to do differently next time.

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About UWONET

Uganda Women's Network-UWONET, is an advocacy and lobby network comprising of 16 national women's organizations, institutions and 9 individuals. It was established in 1993 to provide space for collective engagement of organizations advocating for women's rights especially the eradication of gender based discrimination.

Vision

A Ugandan society free of all forms of gender based discrimination

Mission

To coordinate collective action among members and other stakeholders through networking, capacity building, resource mobilization, policy research and advocacy for the attainment of gender equality in Uganda

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