



CIVIL SOCIETY TRAINING MANUAL ON PUBLIC FINANCE MANAGEMENT FOR SOCIAL PROTECTION IN UGANDA

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CHAPTER ONE INTRODUCTION

This training manual will be used for **training civil society and trade unions on public financial management and social protection in Uganda**. The trained participants will also act trainers of trainers for future reference and follow up. If the knowledge and skills gained from this training are put into practice, it will contribute to an improved uptake as well as use of the items mentioned hereunder.

1.1 OBJECTIVES OF THE TRAINING MANUAL

The objectives for the development of this manual are

1. To design a course on social protection and advocacy for public financing.
2. To develop a tool for use as a reference by trainers of trainers while conducting similar trainings and awareness raising on matters related to public financing of social protection.
3. To provide a uniform approach to training on social protection and advocacy by; facilitators, members of the Trade Union networks and other organizations interested in undertaking similar work.

OBJECTIVES FOR TRAINING

The training seeks to:

- Equip CSO/TU advocates and activists with knowledge on social protection so that they are better equipped to engage with their governments – both central and local - and institutional partners to fund social protection
- To develop capacity for effective participation in dialogues on the building and strengthening of social protection regimes, on sustainably financing them, and on monitoring for desired results, all with a PFM lens.
- Impart advocacy skills amongst the participants.
- Provide a space for learning and unlearning.

1.2 STRUCTURE / LAY OUT OF THE MANUAL

CHAPTERISATION

This manual is divided into chapters and each chapter is also divided into sessions which have different purposes. Each chapter discusses a different topic and provides an explanation on the

intention of the chapter and this is intended to serve as a guide to the trainer in conducting the sessions and provide the trainees with information on what they are expected to cover during the training.

ORGANISATION OF SESSIONS

Each session has objectives which reflect the scope of knowledge to be imparted, skills to be acquired or attitudes to be changed. The objectives of the training have been structured in such a manner that they are simple, measurable, achievable and realistic to both the trainees and the trainers within the set time frame of the training. The manual provides reference notes for the facilitators at the end of each session which can also be extracted as handouts for the benefit of participants for further reading. The facilitator's notes are intended to primarily guide the trainer in planning the sessions and during the actual training. Learning points have also been provided in some of the sessions to guide the trainer on points which need special emphasis and preparation.

TIME FRAME

The manual provides a guide on the amount of time that should be spent on each session / topic . This serves as a guide for the trainers during the session since the actual time spent per session in reality depends on the knowledge and experience of the trainer, the time available for discussion and the trainees' ability to grasp and understand the issues. The trainees' ability to understand issues depends on the level of education, experience, exposure as well as the methods used by the trainer to impart the knowledge. In some cases there may be constraints on resources and time which may hinder the course from being carried out continuously. In such circumstances, It is estimated that this course will take 34 hours and 55 minutes approximately 4 and ½ days .

it is recommended for the course to be phased based on time that should be spent on each session / topic . This serves as a guide for each day. This can also be broken down into modules of 3 hours per day and if this is the case it will be covered over 12 days . See Annexure 1 timetable.

FACILITATORS NOTES

Key points to note and emphasize by the resource person/ trained have been highlighted as notes.

TRAINING METHODOLOGY

The proposed training methods are participatory and are meant to involve the trainees in the training process as much as possible. Adult learners usually have a lot of experience and knowledge as well as diverse information. They should therefore be given a chance not only to learn but to be fully involved in the learning process by keeping them active and allowing them

to share their experiences and exchange views. The proposed methods indicated in the manual are not standard and can be adjusted by the trainer to suit the trainees' needs. A range of methodologies have been used and these include; question and answer sessions, experience sharing, debate, group discussions, use of visual aids such as posters, games and videos, brainstorming, lecture method, demonstrations, case studies and role plays.

The suitability of the methods will also depend on the number of the trainees at a training session. For example buzz groups, debates and roles plays may not be ideal for large groups. For each training session, the trainer should therefore always adopt the most suitable methods. In some sessions, options have been provided to guide the trainers on the different methodologies but also to provide the trainer with the requisite flexibility and depending on the nature of the trainees. It is important however for the trainer to maintain use of a participatory approach to allow adults learner involvement in discussions, activities and demonstrations. Equally significant is the need for the trainer to balance the information provided to trainees depending on their level of education and exposure. It is counterproductive to overload trainees with too much information within a short time; this is because the purpose of the training, which is to learn, would not be achieved. Finally, the method chosen should be relevant to the topic being taught.

TRAINING MATERIALS

For any effective training session to be conducted, it is important for the trainer to have materials that will aid his/her facilitation. They include markers, flipcharts, Manila paper, and visual aids such as posters, games such as debate cards and video recordings(it is recommended that in case of online training the sessions can also be recorded and recordings used to train) , laptop/ computer and projector as well as access to internet in case of online training The required materials depend on the training methodology to be used by the trainer, available financial resources but also existing facilities since certain materials and facilities such as audio machines and electricity may not be easily available everywhere.

In preparing for the training, the trainer must therefore organize the training materials in advance preferably the day before the actual training. The following are some critical points to remember:

- Identify the training materials and equipment required for the training and arrange them in advance.
- Assemble and test the equipment needed to ensure that it is in proper working condition for example the projector, television set, video deck and tapes.
- Learn how to use the equipment the trainer may not be familiar with.
- Prepare handouts and other reference materials.
- Get all stationery needed in advance, since learning best takes place when learners see what is being discussed, the trainer needs to organize where to write and what to write with, e.g. chalk, markers, Manila paper and flipcharts.

- Arrange in advance all materials for demonstration such as games, posters etc.

CHAPTER TWO INTRODUCTION TO THE TRAINING

This chapter comprises three (2 sessions, Session one (1) is climate setting. Session two (2) covers Session two (2) covers trainees' expectations and workshop objectives; and sets the ground rules to be observed by all participants during the training.

Purpose: To introduce trainees to the training and build a relationship of trust between the trainer and the trainees.

The sessions aims at ;

1) Enabling participants to enjoy a relaxed and trusted atmosphere with the trainer and be able to freely participate in the training.

2) Starting to build a relationship of trust between the facilitator and among participants.

Timeframe : 40 minutes

Training methodology Game and discussion

Training materials Yarn , ball , rolled coloured paper, sticky notes , laptop/ computer and projector in case of online training , pre-recorded video sessions

Activity One : Introduction of the trainees: Self Introduction

Step 1: Inform participants about the session topic, the objectives and list them on the flip chart/ shared computer screen in case of online training

Step 2 : Ask the participants to stand in a circle and Give a ball or flag, rolled colored manilla paper or item that can make the participant holding it to stand out from the other participants. In case of on line training ask participant to use the emogi eg raising hand and assume they are holding a ball or an item in their hand.

Step 3 : Let the participant holding a ball or an item in their hand in case of online training the one whose hand is up is asked to tell the group the name of their , NGO, Trade Union / organization .

Step 4: In case of face to face workshop ask participants whether each of them has picked their names tags .Distribute name tags to all Ask the participants to wear the tags around their necks for easy identification throughout the training. If names tags are not available, the trainer should

ask the participants to keep in clear view their name tags (manila paper on which they have written their names, masking tape) throughout the training session.

In case its online training on the zoom / Skype / google meet ask participants to edit and reflect the names they want to use for purposes of this training - Its normally on the right hand corner they clique on their name in the list of participants and make the necessary change.

FACILITATORS NOTES:

- Ensure you have enough space for exercise in case of face to face workshop
- ice breaking exercises- have exercise of choice even if its online training

CHAPTER THREE INTRODUCTION TO SOCIAL PROTECTION

This chapter aims at creating an understanding amongst participants on what is SOCIAL PROTECTION. It covers the definition, scope, extent as well as forms of SOCIAL PROTECTION, the different actors and roles of different institutions .

The chapter has three sessions. Session one is on the definition and forms, session two is on the Benefits/Importance of Social Protection and finally, session three is on the Manifestations of Social Protection in Uganda.

SESSION ONE: DEFINITION OF SOCIAL PROTECTION

Time: 1 hour

Aim of the Session:

- To build clarity among participants on the definition of social protection.
- To create understanding of the different forms of social protection and its scope in Uganda .
- To discern the different actors involved in social protection.
- To create an understanding the role of different institutions.

Content: Definition of social protection, Questionnaire Exercise with information facilitating an assessment on knowledge levels by the participants.

Training methodology: Participatory discussions, question and answer, Questionnaire answering

Training materials: Flip chart, Reference notes, Markers, laptop/ computer and projector in case of online training , internet access pre-recorded video sessions.

Activity one : Definition of social protection

Step 1 Facilitator ask the participants whether they know what Social Protection is generally.

Step 2: Inquire whether the participants are aware that Uganda also has a Social Protection Policy.

Step 3 : Ask any other relevant but not leading questions might be asked, so long as they do not extend to other sessions and wrap up by sharing the definition and the difference agency definitions in the notes

FACILITATOR NOTES

1) DEFINITION OF SOCIAL PROTECTION

Social protection aims at primarily for reducing vulnerability and risk of low-income households with regard to basic consumption and social services and has recently become an important part of the development discourse.

However, it remains a term that is unfamiliar to many and has a range of definitions, both in the literature and among policy-makers responsible for implementing social protection programmes. In the Ugandan context, it is clear that the definition and boundaries of social protection are far from agreed, and that different sets of stakeholders perceive social protection in very different ways.

However, different Agencies have defined Social Protection, differently, depending on what they want to capture.

A review of interagency definition of Social Protection is provided hereunder:

2) AGENCY DEFINITIONS OF SOCIAL PROTECTION

“Social protection refers to the public actions taken in response to levels of vulnerability, risk and deprivation which are deemed socially unacceptable within a given polity or society” ~ **ODI**

“Social protection consists of public measures intended to assist individuals, households and communities in managing income risks in order to reduce vulnerability and downward fluctuations in incomes, improve consumption smoothing and enhancing equity” ~ **World Bank**

“Social protection is the provision of benefits to households and individuals through public or collective arrangements to protect against low or declining living standards” ~ **International Labor Organisation**

“Social protection is a set of policies and programs designed to promote efficient and effective labour markets, protect individuals from the risks inherent in earning a living either in the labour market or small-scale agriculture and provide a floor of support beneath market-based incomes” ~ **Asian Development Bank**

FACILITATOR NOTES:

- **The Trainer should ask the participants what common features are exhibited by the different definitions as elaborated above.**
- **Alternatively, the participants might be asked what their understanding of the different definitions is.**
- **Any other relevant but not leading questions might be asked, so long as they do not extend to other sessions.**
- **It has been highlighted that all the definitions share three common elements, o not extend to other sessions**

1. PROBLEM IDENTIFICATION:

According to all these agencies, social protection is required in response to a set of narrowly specified economic problems or livelihood shocks – ‘in response to [unacceptable] levels of vulnerability, risk and deprivation’, ‘managing income risks’, ‘protect against low or declining living standards’, ‘protect individuals from the risks inherent in earning a living’. This narrowly economic view excludes many elements that we believe should be incorporated in a definition of the problems that social protection is intended to address, particularly ‘social risks’ such as child labour, domestic violence, armed conflict, discrimination and social marginalization.

2. PROBLEM PRIORITISATION: Each definition prioritises a slightly different set of problems – either ‘low’ levels of income or living standards; or ‘downward fluctuations in incomes’ and ‘declining living standards’. In our view, social protection should address both types of livelihood threat: vulnerability associated with ‘being poor’ (for which social assistance is needed), and vulnerability associated with the risk of ‘becoming poor’ (for which social insurance is needed), as well as social problems arising from poverty and inequality (for which ‘social equity’ is needed).

3. SOCIAL PROTECTION PROVIDERS: Each definition refers to ‘public actions’, ‘public or collective measures’, or ‘a set of policies and programs’ – clearly, it is assumed that social protection is

delivered mainly through 'public' (government) agencies; only the ILO extends to other forms of 'collective' provision, which presumably includes community-based and private sector institutions. This study favours a broader classification of social protection providers in Uganda, including both formal ('public' and 'private') as well as informal ('collective' or 'community-level') sources.

FACILITATOR NOTES:

- **The trainer should ask the participants whether they are aware that Uganda has its own definition of Social Protection.**
- **Alternatively, the trainer can ask whether the participants are aware that Uganda has a Social Protection Policy.**
- **Any other relevant but not leading questions might be asked, so long as they do not extend to other sessions.**

In 2015, the Government of Uganda rolled out a National Social Protection Policy; and its definition of social protection has the above elements; that is, problem identification, prioritization as well as putting in place a system of social protection providers.

The policy defines social protection as: Social protection refers to public and private interventions to address risks and vulnerabilities that expose individuals to income insecurity and social deprivation, leading to undignified lives. It is a basic service and a human right that ensures dignity of people.

WRAP UP : What are the key elements in the definition of social protection in the Uganda policy?

The definition above is commensurate with the International Labour Organisation (ILO) definition.,

- It is slightly different from the World Bank and ODI definitions.
- It captures the fact that Social Protection can equally be provided by the private as well as public entities whose ultimate goal has to be the alleviation of the vulnerabilities of life that could arise from loss of earnings, age, health as well as other shocks of life.

SESSION TWO: FORMS SOCIAL PROTECTION

Time: 2 hours

Aims of the Session:

- To build clarity among participants on the different forms of social protection and its scope in Uganda
- To discern the different actors involved in social protection.
- To create an understanding of the role of different institutions.

Content: Forms of social protection, Questionnaire Exercise with information facilitating an assessment on knowledge levels by the participants.

Training methodology: Participatory discussions, question and answer, Questionnaire answering

Training Materials : Flip chart, Reference notes, Markers, Computer / lap and projector, in case of online training , internet access, pre-recorded video sessions .

Activity one: Forms of social protection.

Step1: For context, the trainer should consider undertaking the following exercise:

Step 2: Ask participants What are the different forms of social protection? Ask them to name and list them

Step3: After listing each should be defined and the different characteristics as well as targets of each should be discussed.

FACILITATORS NOTES

In its narrowest conceptualisation, social protection is equated with social security, where social security is often interpreted as meaning the specific public programs of assistance, insurance and benefits that people can draw upon in order to maintain a minimum level of income.

In other words, social protection is a broader concept and within it are other subsidiaries that when combined together, ensure that an individual is not exposed to income, health, age or disability shocks of life.

These forms or subsidiaries are discussed hereunder:

1. Social assistance for the 'chronically poor', especially those who are unable to work and earn their livelihood (this equates most closely to old-style 'social welfare'). Social assistance programs typically include targeted resource transfers – disability benefit, single-parent allowances, and 'social pensions' for the elderly poor that are financed publicly – out of the tax base, with donor support, and/or through NGO projects.

2. Social insurance for 'economically vulnerable groups' – people who have fallen or might fall into poverty and may need support to help them manage their livelihood shocks (this is similar to 'social safety nets'). Social insurance programs refer to formalised systems of pensions, health insurance, maternity benefit and unemployment benefits, with tripartite financing between the employer, the employee and the state. It also includes informal mechanisms, such as savings clubs and funeral societies.

3. Social services for the poor and groups needing special care, including orphanages and reception centres for abandoned children, feeding camps and settlement areas for refugees and Internally Displaced Persons, Universal Primary Education and abolition of health charges in order to extend access to basic services to the very poor.

4. Social equity for 'socially vulnerable groups', such as victims of domestic violence or sexual abuse, marginalised minorities, and stigmatised groups. Social equity interventions include changes to the regulatory framework that protect vulnerable or minority groups against discrimination and abuse, as well as sensitisation campaigns (e.g. the 'HIV/AIDS Anti-Stigma Campaign', launched in Uganda on 31 July 2002) to transform public attitudes and behaviour.

WRAP UP:

The above forms/subsidiaries are instructive on how social protection can be channeled to the intended recipients. The above forms, together, form a system of social protection that thus comprises both public and private initiatives or interventions that meant to curb against the exposure of the individual to income or other vulnerabilities.

Activity two: The different actors in social protection

Step1: The facilitator should try as much as possible to ensure that the trainees understand social protection by this time. This can be done through asking random questions.

Step2: The facilitator should endeavor to help the trainees understand that social protections services are provided by a number of actors.

Step3: The facilitator should endeavor to properly explain the different actors elaborated in the facilitators noted hereunder.

FACILITATOR NOTES:

MANDATE AND ROLE

CABINET

i) Provide leadership and direction for delivery of social protection services in the country;
ii) Approve the institutional framework for delivery of social protection services;
iii) Approve social protection policies;
iv) Approve legislation on social protection;
v) Monitor the delivery of social protection services; and
vi) Allocate resources for social protection services.

PARLIAMENT

i) Enact and amend laws on social protection;
ii) Approve and appropriate financial resources for delivery of social protection services;
iii) Provide oversight on delivery of social protection services; and
iv) Raise awareness on social protection services.

OFFICE OF THE PRIME MINISTER

i) Monitor performance of social protection interventions;
ii) Integrate social protection indicators in the National Monitoring and Evaluation framework; and
iii) Provide information and national guidance on social protection.

MINISTRY OF GENDER, LABOUR AND SOCIAL DEVELOPMENT

i) Popularize the Social Protection Policy;
ii) Spearhead implementation of the policy;
iii) Provide technical guidance and leadership on social protection;
iv) Initiate and/or review policies and laws on social protection;
v) Establish mechanisms for delivery of social protection services;
vi) Set standards and guidelines on delivery of social protection services;
vii) Build the capacity of other stakeholders to effectively deliver social protection services;

viii) Monitor and coordinate implementation of social protection interventions; and
ix) Establish and maintain a social protection Management Information System.

OTHER MINISTRIES DEPARTMENTS AND AGENCIES

i) Review laws on social protection;
ii) Identify and register citizens;
iii) Mobilise resources for delivery of social protection services;
iv) Facilitate and promote public awareness of social protection;
v) Establish institutional structures for delivery of social protection services;
vi) Deliver complementary services;
vii) Develop programmes for delivery of social protection services;
viii) Integrate social protection in policies, programmes and plans;
ix) Establish and maintain Social protection MIS; and
x) Conduct and disseminate research.

LOCAL GOVERNMENTS

i) Integrate social protection in programmes, plans and budgets;
ii) Enact ordinances and bye-laws to facilitate provision of social protection services;
iii) Mobilize resources for implementation of social protection interventions;
iv) Mobilize and sensitize the population on social protection; and
v) Monitor social protection programmes.

DEVELOPMENT PARTNERS

i) Align financial support to the priorities of this Policy and use existing systems;
ii) Coordinate actions, simplify procedures and share information; and
iii) Provide technical assistance for social protection.

PRIVATE SECTOR

i) Partner with Government in financing and implementing social protection interventions;
ii) Provide infrastructure and human resource for delivery of social protection services;
iii) Incorporate social protection in corporate policies and programmes; and
iv) Support social protection programmes as part of corporate social responsibility.

CIVIL SOCIETY AND FAITH-BASED ORGANISATIONS

i) Advocate for social protection policies and legislations;
ii) Mobilize resources and advocate for increased funding for social protection programmes;
iii) Participate in planning, implementation and monitoring of social protection programmes;
iv) Monitor the operationalization of international instruments on social protection;
v) Mobilize and sensitize the population on social protection; and
vi) Develop and implement social protection programmes.

TRADITIONAL AND CULTURAL INSTITUTIONS

i) Promote traditional social protection mechanisms;
ii) Mobilize and sensitize the population on social protection;
iii) Mobilize resources and advocate for increased funding for social protection programmes;
iv) Participate in planning, implementation and monitoring of social protection programmes; and
v) Develop and implement social protection programmes.

HOUSEHOLDS AND THE COMMUNITY

i) Participate in procedures for targeting beneficiaries of social protection interventions;
ii) Encourage and support community generated social protection initiatives; and
iii) Participate in planning, implementation and monitoring of social protection programmes.

WRAP UP:

Inform participants that the provision of social protection services is made possible with and after the involvement of many actors. Social protection is dependent on a system that is efficiently working therefore, close cooperation as well as interconnection between the different actors is key for the proper realization of social coverage.

SESSION THREE: IMPORTANCE OF SOCIAL PROTECTION

Time: 1 hour

Aim of the session:To provide participants with a basic understanding of the importance and need for Social Protection.

Content: Importance of Social Protection.

Materials: White Boards or flip chart and markers, PowerPoint presentation: a laptop/ computer and projector in case of online training , internet access, pre-recorded video sessions .

Training Methodology: Plenary: Interactive, lecture style

Step 1: Having had the discussion on Social Protection generally, the trainer should endeavor to ask the participants what they think is the importance of social protection?

Step 2: Why do they/ the participants think social protection is needed.

Step 3: Divide the participants into different groups and ask them to find out the different importance of social protection.

Step 4: Use the groups that were formed earlier and appoint or assign them different targets such as SCHOOL, HUNGER, HEALTH, CAPACITY BUILDING, POVERTY...and ask these group members to discuss how Social Protection is important in those areas and note down to share in plenary . In case of online training the participants are assigned different meeting rooms each with a leader.

Step 5: Participants share in plenary

Step 6 : Wrap up using the notes.

FACILITATOR NOTES:

IMPORTANCE OF SOCIAL PROTECTION

Social protection is a human right, grounded in the right to social security, and enshrined in the Universal Declaration of Human Rights (1948). This means that States have an obligation, under

international human rights law, to guarantee a minimum level of social protection and that all individuals hold the right to social protection. In many countries this right to social protection is enshrined in the Constitution, while others have social protection firmly anchored in their national legislation.

The trainer ought to know that human rights are entitlements inherent in the virtue of one being human. They are not granted by the state but are simply recognized. The level of social protection an individual can claim depends on the national context.

At a minimum, social protection should be enjoyed without discrimination and provide a basic level of benefits to enable individuals and families to acquire at least essential health care, basic shelter and housing, water and sanitation, food and basic education. If a country cannot provide even the minimum level of protection from its available resources, a core group of social risks and contingencies could be chosen, while the country strives to progressively increase coverage.

THE NINE CONTINGENCIES OF SOCIAL SECURITY

References: The Social Security (Minimum Standards) Convention 102 of the International Labour Organization (ILO, 1952), and the Maintenance of Social Security Rights Convention 157, (ILO, 1982). These Conventions provide a framework for pursuing comprehensive social security and social protection coverage by identifying nine contingencies over the life course, requiring provision of benefits to the affected citizens of a country.

Governments should ensure the following provisions:

- 1) Medical care,
- 2) Sickness benefits,
- 3) Unemployment benefits,
- 4) Old-age benefits,
- 5) Employment injury benefits,
- 6) Family/child benefits,
- 7) Maternity benefits,
- 8) Invalidity/disability benefits and
- 9) Survivors' benefits

It is due to this obligation that we seek to discuss the importance of social protection, why is it necessary? To start with, the importance can be deduced from the definition – avoiding exposure to income risks, however, more succinctly, social protection is necessary due to inexhaustible factors:

i. Social protection is fundamental to reducing and preventing poverty throughout the life cycle and consists of policies and programs designed to reduce vulnerabilities and share wealth among society. Recognizing that social protection is critical to ensure that no one is left behind, Sustainable Development Goal target 1.3 calls on all countries to implement nationally appropriate social protection systems and measures for all, including social protection floors, to end poverty by 2030. Therefore, national social protection systems that are universal in approach (covering all persons) can have a great impact on reducing and preventing poverty.

ii. Social protection can play a critical role in ending hunger through the provision of regular and reliable cash transfer programs. Recipients of such cash transfers experience an increase in daily caloric intake and healthier diets with increased access to nutrition. Recipients of social protection schemes can buy more nutritious food which results in improved access to nutrition and better health; and indirectly ending hunger

iii. Access to affordable essential health care is central to leading healthy lives. The role of social protection is explicitly recognized in SDG indicator 3.8 on universal health coverage. Income security along the life-course is also important, both to afford health care services and to sustain the basic living conditions for good health, such as sufficient nutrition, clean drinking water, sanitation and basic shelter.

iv. Cash transfers for families can increase school enrolment and attendance, as these transfers enable families to absorb the costs associated with sending children to school. Social protection programs can therefore increase access to education by providing scholarships or fee waivers, or covering educational expenses. Evidence shows that social protection programs have a positive impact on children's education, whether they focus on children and education or not.

v. Social protection is an investment in human capital, a prerequisite for economic growth as successful economies depend on the quality of their workforce. Social protection contributes to better health for workers resulting in increased productivity, expanded income opportunities and the injection of cash into communities and economies. Schemes such as disability benefits also help persons with disabilities to access the labour force by addressing the additional costs they face in accessing the labour market. Social protection creates a virtuous cycle driving economic growth by building a strong and productive workforce and stimulating economic activity. It can also protect against shocks and crises, facilitate necessary structural adjustments to the economy and stimulate local and national markets by injecting cash.

vi. Social protection that reaches all women, men and children in a country shows people that governments are investing taxes on their behalf. This contract of mutual obligations, where citizens and residents pay taxes to the State and receive benefits and services in return, strengthens the trust between society and the State. This has positive impacts, such as encouraging workers and business owners to pay tax and employers to formalize employment contracts. It also contributes to stability and social cohesion. High levels of inequality, and lack of access to social protection and decent jobs is closely linked to social exclusion. Recent examples of popular uprisings, such as the Arab spring, illustrate how lack of trust in the State, high inequality and discontent with the socioeconomic situation can fuel and exacerbate social instability and lead to social unrest.

WRAP UP

- **The pointers highlighted above indicate the importance of social protection.**
- **If handled properly, social protection can trigger economic development and as such act as a launch pad in so far as achieving national objectives in development are concerned.**
- **Equally too, should social protection be handled poorly, it can fuel resentment and thus disintegrate the fabric that holds society together and thus taking the nation to the darkest days, let alone stagnating development. That being so, it is imperative that we understand the situation in Uganda.**

SESSION FOUR: SOCIAL PROTECTION IN UGANDA

Time: 3 hours

Aim of the Session:

1. To provide participants with a thorough understanding of social protection as reflected in Uganda.
2. To create an understanding among participants on how social protection works in Uganda.

Training materials: White board or flip chart, markers, PowerPoint presentation, laptop/ computer and projector in case of online training , internet access, pre-recorded video sessions and the National Social Protection Policy is the guiding tool here.

Content: Social Protection in Uganda; The pillars, the forms and the National targets.

Methodology: Plenary: Interactive, lecture style and group work

Step 1: Ask participants in their groups to brainstorm on their understanding of pillars of social protection in Uganda , formal and informal systems as well as the national targets

Step 2: Also Ask the participants to indicate how social protection is offered in Uganda; the different agencies and any other forms of social protection in Uganda.

Step 3 Let the groups present in plenary and wrap up using the notes to provide clarification .

FACILITATORS NOTES:

SOCIAL PROTECTION IN UGANDA; BENCHING ON THE NATIONAL SOCIAL PROTECTION POLICY, 2015

i) Pillars of Social Protection in Uganda:

In the Ugandan context, the social protection system is comprised of two pillars, namely: social security as well as social care and support services. Social security refers to protective and preventive interventions to mitigate factors that lead to income shocks and affect consumption. Social Care and Support Services are a range of services that provide care, support, protection and empowerment to vulnerable individuals who are unable to fully care for themselves. Social Protection in Uganda has evolved overtime. A number of positive traditional and informal social protection mechanisms exist in the communities such as family and clan support systems, mutual assistance schemes and neighborhood support groups. These social protection initiatives have played a significant role in assisting individuals and families during times of need and distress.

ii. Formal and Semi-formal Social Protection System:

Uganda operates a formal as well as semi-formal social protection system. The formal Social Protection interventions in Uganda include the Public Service Pensions Scheme (PSPS), the National Social Security Fund (NSSF) and Parliamentary Pensions Scheme; as well as the Makerere University Retirement Benefits Scheme that gained recognition in 2020. The purpose is to ensure that workers are guaranteed a decent life upon retirement. Other [semi-formal] social protection initiatives are embedded in various government programmes such as the Orphans and other Vulnerable Children Programme, Community-Based Rehabilitation Programme for persons with disabilities, School Feeding Programme and Social Assistance Grants for Empowerment, among others. However, it has to be pointed out from the onset that Uganda has not yet achieved universal protection. The existing schemes do not cover all the persons that would be potential beneficiaries.

iii. National Targets:

The Uganda Vision 2040 underscores the importance of social protection to address risks and vulnerabilities. Government recognises the need to provide assistance to people who

are vulnerable either by age, social class, location, disability, gender, disaster or who do not earn any income. The Vision envisages a social protection system that includes a universal pension for older persons, public works schemes for vulnerable unemployed persons and social assistance to vulnerable children, persons with disabilities and the destitute. The Vision also identifies universal health insurance as one of the key strategies for alleviating the high cost on health care by households and enhancing access to affordable health services for all. The National Development Plan (NDP) also highlights Social protection as one of the key strategies for transforming Uganda from a peasant society to a modern and prosperous Country.

The above national targets provide a road map of how Uganda wants to position herself insofar as social protection is concerned. It is a gradual process but certainly, as a country, we shall have universal coverage for social protection at some point

iv. Provision of Social Protection in Uganda

In Uganda, there are various initiatives [by individual organisations both in the formal and informal sectors as well as traditional support systems in the community] through which social protection is being provided.

The National Social Protection Policy has detailed discussion on most of the vehicles; however, a few have equally been captured herein:

a. Public Service Pension Scheme; The Public Service Pensions Scheme (PSPS) is currently a noncontributory, defined pay-as-you-go retirement benefit scheme financed directly by tax revenues from the Consolidated Fund. The benefits include a lump sum amount given upon retirement and a monthly pension based on the last pensionable salary of the civil servant. The scheme targets only people employed in the civil service. Civil servants who opt out of the service before attainment of retirement age forfeit the benefits.

b. National Social Security Fund; The NSSF is the largest social security scheme and currently has about 1,4 million members. Products include an age benefit, survivor's benefit, withdrawal benefit, invalidity benefit and an emigration benefit. The scheme however is limited to the formal sector and covers employees who work in firms employing a minimum of five (5) workers. The scheme does not reach people who work in the informal sector, including small holder farmers.

c. Voluntary retirement benefits Schemes; Some of the private non-statutory social security schemes managed by employers and public institutions either on their own or through insurance companies include Makerere University Retirement Benefits Scheme (MURBS), Bank of Uganda Retirement Benefits Scheme and Parliamentary Pension Scheme. Different sub-sectors within the informal sector have also established diverse forms of savings schemes which support members in times of financial crisis. However, these are few and do not reach many individuals who require social protection.

d. Social Assistance Grants for Empowerment; Uganda is currently implementing a pilot Social Assistance Grants for Empowerment (SAGE) programme, which provides regular, predictable income support to older persons and vulnerable households. The SAGE programme has two components, namely the Senior Citizens Grant (SCG) and the Vulnerable Family Grant (VFG). As by 2015, the programme covered only 110,000 direct beneficiaries and 500,000 indirect beneficiaries in 15 districts out of 112. This, however, leaves out other vulnerable groups and older persons in other districts.

e. Social Care and Support Services; In the past, social care and support in Uganda was based on traditional social networks, particularly the family and the community. However, over time these networks have been strained by HIV and AIDS, conflicts, rural-urban migration and poverty, among others. This has compelled government and civil society organizations (CSOs) to play an increasing role in providing social care services. Existing formal social care and support services include resettlement of abandoned and street children, care and protection of children in conflict with the law, institutional support to vulnerable children, PWDs and older persons, care and support to gender-based violence victims/survivors, community-based rehabilitation for PWDs, community-based care and support for older persons.

Considering the high number of vulnerable groups in the country, these services are limited in scope and coverage, grossly underfunded and poorly coordinated. For instance, the youth who have diverse social care needs such as rehabilitation from drug and substance abuse are hardly reached.

In addition, social care and support services are handled by the Community-Based Services Department in the Local Governments which has inadequate human resource and logistical capacity for effective service delivery. Where CSOs are complementing Government efforts, they usually concentrate on a small geographical area and select a few communities from an entire district. Most of the CSOs operate in isolation, making coordination, supervision, monitoring and evaluation of their activities very difficult for both Central and Local Governments.

The weak coordination of services delivered by CSOs leads to duplication of efforts, wastage of resources and minimal impact on the population. Furthermore, the lack of an integrated and comprehensive management information system for social care and support services in the country is a major constraint to proper planning and resource mobilization for social care services

Wrap up

The schemes or interventions highlighted above are a nice move for the country. Unfortunately, they equally have shortcomings that need to be addressed so as to make social protection more inclusive and so to achieve universality insofar as the ILO standards are concerned. It is against this background that the National Social Protection Policy also

recognizes potential solutions to the challenges faced by the different interventions. It must be conceded that whereas these challenges were identified in 2015 or there about, some still exist even up to date; and others have been exacerbated by the outbreak and spread of COVID-19. Fortunately, some of the challenges raised are being worked on, for instance, the recent NSSF Amendment Bill that is waiting for presidential assent provides mid-term access to persons who have been saving for ten years and are above 40 years of age; it further expands the coverage of the Act from an employer who has five employees to any employer and above all, it empowers the NSSF board to come up with different products that are geared towards the well-being of the contributors. Furthermore, government is working on presenting a health insurance bill such that at least all persons are not exposed to health risks due to low incomes. These and other initiatives are all being worked on progressively such that the people are not left behind so as to be exposed to the harshness of life.

CHAPTER FOUR: UNDESTANDING ADVOCACY

This chapter aims at increasing understanding of participants what ADVOCACY is. It includes the definition, and the forms of ADVOCACY. It also generates discussion or what are the viable advocacy options for public financing of social protection.

The chapter has four sessions. Session one is on the definition and forms, session two is on the Benefits/Importance of Advocacy and finally, session three is on Problem Analysis and the Challenges as well as Solutions to Advocacy and Session four is on Advocacy in light of Social Protection Financing.

SESSION ONE: DEFINITION AND FORMS OF ADVOCACY

Time: 2 hours

Aim of the Session:

- To build clarity among participants on the definition of advocacy.
- To create an understanding of the different forms of advocacy and its scope.
- To discern the different actors involved in advocacy.
- To create an understanding into the role of different institutions.

Content: Definition of advocacy, Questionnaire Exercise with information facilitating an assessment on knowledge levels by the participants.

Training methodology: Participatory discussions, question and answer, Questionnaire answering a laptop/ computer and projector in case of online training , internet access, pre-recorded video sessions

Training materials: Flip chart, Reference notes, Markers, laptop/ computer and projector

Activity 1: Definition of advocacy

Step 1: Inform participants about the session topic and objectives and list them on the flip chart or shared screen in case of online training .

Step 2: Ask the participants in small groups to brainstorm on what they understand by the term advocacy. In case of online training, assign them break away rooms. Bear in mind that some of the participants may not have heard about the term advocacy.

Step 3: The participants should also write down their views on a flip chart or manila cards.

Step 4: The participants should then present their findings to the wider plenary group.

Step 5: Wrap up session by informing the participants the different forms of advocacy.

Step 6: Ask participants if they have any questions and respond to them accordingly by clarifying on the meaning of advocacy.

Activity 2: Differentiating types of advocacy

Step 1: Inform participants about the session its objectives and list them on the flip chart.

Step 1: Ask participants to get back in their groups and list the differences in the types of advocacy discussed in activity one and present in the plenary.

Step 2: Wrap up session by informing the participants the differences in the forms of advocacy and that they can combine them the different types of advocacy.

NOTE: The above procedure applies for the other sessions as well.

FACILITATORS NOTES

i. Definition

Civil Society Organisations as well as Trade Unions do involve themselves in one way or another form of advocacy through their activities. Unfortunately, most of these do not know that their actions amount to advocacy because they hardly know what it is. It is therefore important to understand the concept and the different forms that it takes. First and foremost, advocacy is a strategy that is used around the world by non-governmental organizations (NGOs), activists, and even policy makers themselves, to influence policies.

Advocacy is about creation or reform of policies, but also about effective implementation and enforcement of policies. Advocacy is a means to an end, another way to address the problems that we aim to solve through other programming strategies. Furthermore, Advocacy is action that

speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. In short, advocacy entails furthering or supporting a noble cause or agenda. Depending on one's course of employment, the cause can never be the same. Put more succinctly, advocating includes any activity that attempts to educate others about an issue.

ii. Breaking it Down – What underpins Advocacy?

There are several key ideas in the definition above: First, advocacy is about influencing those who make policy decisions. Many people start with a preconception that advocacy is about "being confrontational" and "shouting at the government." One of the most important messages of this chapter, however, is that advocacy does not have to be confrontational. There is a wide range of advocacy approaches to choose from, e.g. a public vs. a private approach, engagement vs. confrontation, and working alone or in coalition with others.

Second, advocacy is a deliberate process, involving intentional actions. Therefore, before implementing advocacy strategies it must be clear who you are trying to influence and what policy you wish to change.

Third, policy makers can encompass many types of decision makers. At the same time, advocacy is not restricted to those policy makers who work for the government. There are policy makers who work for the private sector, and who wield enormous influence. It is important to keep in mind that policy makers are always human beings, not institutions. Advocacy is used to influence the choices and actions of those who make laws and regulations, and those who distribute resources and make other decisions that affect the well-being of many people. Advocacy involves delivering messages that are intended to influence the actions of policy makers, and governments at the local, regional, or national level. Advocacy can be direct, like asking a policy maker in person to take action, or indirect, such as trying to influence public opinion through the media. There is a wide range of advocacy activities [see Tools considered in the following Session] that can be used to influence policy makers, ranging from providing information, to working in coalitions, to mobilizing constituencies, to using the media.

iii. Types/Forms of Advocacy

Advocacy might take many forms;

However, prime amongst the forms of advocacy are: (a) Legislative Advocacy (b) Judicial Advocacy (c) Administrative Advocacy and (d) Grassroots Advocacy.

a. Legislative Advocacy: One of the most important aspects of our system of government is that it is representative—those who make our laws represent us. But how can they represent us unless we let them know what we are thinking? This is how legislative advocacy becomes important. Legislative advocacy refers to efforts to influence the introduction, enactment, or modification of legislation. The most common means of legislative advocacy is direct lobbying, which entails contacting a legislator, sharing your views on an issue, and asking him or her to vote a specific way on a bill. This can be done with something as easy as a phone call or letter, or by a formal meeting with the legislator or staff person. This kind of advocacy has been common in Uganda through most recently the NSSF Amendment Bill on mid-term access. It has again to be highlighted that lobbying is also advocacy.

b. Judicial Advocacy:

This involves taking on an issue through the courts of law. A matter might have become prevalent and the parliament might as well be reluctant to change the laws. Therefore, as a way of rude awakening, any interested persons might petition court to have the outdated laws or practices to be scrapped or changed. A case in point here is the NUDIPU (Union of Disabled Persons) case, wherein the Attorney General was sued by the Union on the grounds that the Courts were inaccessible to persons with disabilities. Shortly after the case, the court structures as well as other buildings being erected were mandated to have access routes for persons with disabilities. Many examples are still out there. Another example is the Center for health, human rights and development (CEHURD) case wherein the Attorney General was sued by the Center for the government's negligence of issues pertaining to maternal health. Through the court processes, it was established that the government had an obligation that it had failed to comply with – ensuring that hospitals were well stocked and serviced. Therefore, judicial advocacy looks at using the courts as conduits of change; and or using the courts as launch pads for societal transformation.

c. Administrative Advocacy

Administrative advocacy encompasses a variety of positions concerned with influencing the formation, application, or change of rules that government agencies put in place to implement statutory law. Administrative advocacy takes place at all levels of government—federal, state, and local. This type of advocacy seeks to change the rules of engagement or the internal policies.

This requires or can be done through;

- Commenting on proposed rules or regulations.
- Requesting enforcement of existing regulations
- Advocating for or against executive orders.
- Representing parties in administrative hearings.

Therefore, administrative advocacy is concerned more with causing reform from within. This could include reviewing internal policies and checking with they are in line with national or international best practices and then advising accordingly.

d. Grass-root Advocacy **Grassroots advocacy** makes it possible for citizens and organizations to elevate their voices and impact the issues they care about. At the core of effective grassroots advocacy are campaigns that build widespread support in order to shape political dialogue. Grassroots advocates are defined as individuals who are willing to take action online, on the phone, or by mail to contact their elected officials. Through education and training, grassroots advocates can over time grow into grass tops advocates. This type of advocacy includes and takes many fronts. In the modern era, it could include having a harsh-tag (#FessMustFall) spread all over the social channels, taking the issue under scrutiny to the radios, televisions as well as other spaces.

It's important to let the public know about the issue and perhaps provide the much needed uproar so as to cause a change on how certain things are done.

The discussion about entailed the different forms of advocacy and what could be the direction to take under the forms there.

SESSION TWO: TOOLS AND BENEFITS OF ADVOCACY

Time: 2 hours

Aim: At the end of the Session, the participants will have known the necessary tools to apply in advocacy and importance as well as need for Advocacy.

Procedure: The trainer to provide a recap on what Advocacy is; and then asks the members to stay in their groups and brainstorm on how they would push for their cause (tools) and why they think advocacy is important. Thereafter, the trainer shall delve into the content of this manual.

Content: Tools and benefits of Advocacy, Questionnaire Exercise with information facilitating an assessment on knowledge levels by the participants.

Training methodology: Participatory discussions, question and answer, Questionnaire answering, pre-recorded video sessions

Training materials: Flip chart, Reference notes, Markers, computer/ lap top and projector in case of online training , internet access, pre-recorded video sessions ,Letters or taking part in meetings with standard setters, giving a voice to your membership.

FACILITATORS NOTES

i. Tools Employed in Advocacy.

Advocacy is about pushing for a cause; trying to get things done or changed. This activity is not a one day or night's work. It would take some time; and as such, the advocate should have some proper tools if their agenda is to be progressive. The tools hereunder might seem like forms of advocacy but they are not. The tools are activities that the advocates might involve themselves into such that their message is heard properly.

These might include:

- **The very first tool that is needed by an advocate or reformist is the ability to identify an area, issue or problem** that needs to be reformed. Therefore, the advocate should be able to know that there is something wrong. After identifying the problem, the other issues will follow in line.
- **There is equally need to conduct research aimed at clarifying public issues**, weighing the merits of various options, and firming up the case for the solutions that work best. When a challenge is identified, the reformist will need to know whether the agenda being pushed is achievable, realistic or affordable. Does the idea fit?
- **An advocate might decide to work alone, but in case they do not, then they will need to let the other members of the society to know about the pressing issue.** Therefore, the need for Constituency organizing and mobilization becomes imperative — that is, rallying people with a stake in the issue, helping them formulate and express their views, and supporting organizations and projects that help constituents advance

those views in the public arena. The potential beneficiaries of the proposed change will also have to be taught. You should tell them why the change is necessary

- **It is equally important to work towards making current advocates more effective through general support**, specialized training, networking with other advocates, and organizational development in areas relevant to advocacy, such as communications and information management.
- **Forming and sustaining coalitions among constituency groups**, researchers, experts in communications and public policy, and other groups that can help advance public debate.
- **Using media to reach the right audiences, including two major branches of media strategy**: reaching out to news organizations to generate coverage of the topic, and producing one's own publications, ads, videos, events, and other broad outreach material.
- **Litigation on issues of fundamental law or justice**, especially in cases where existing policy is not being properly applied or the situation is urgent, as with constitutional issues
- **Direct approach to policy makers** — a crucially important activity that may sound like “lobbying,” but actually runs into that legal limitation only in certain narrowly defined circumstances that are easy to avoid.

NOTE: The tools above work towards achieving a certain agenda. It is not necessarily that any specific tool might be used in total disregard of another or that some other tool is more important than the other. It is through a combination of tools that an issue might be worked on or addressed.

The tools above work towards achieving a certain agenda. It is not necessarily that any specific tool might be used in total disregard of another or that some other tool is more important than the other. It is through a combination of tools that an issue might be worked on or addressed.

ii. Benefits of Advocacy

Advocacy demonstrates an organization's dedication, loyalty, and passion for a cause that may be the heartbeat of its members. Advocacy provides many benefits for organizations, some of which include

1. Protect Member Interests

There are a number of ways to protect your stakeholders' interests, in turn creating trust. Advocacy is one such tool that can be used more so by Trade Unions to protect the interests of the different members. A case in a point is the NSSF Amendment Bill (2021) on mid-term access to contributions; without advocacy, this Bill would not have been worked on within the shortest time.

2. Increase in Volunteer Engagement

Advocacy creates a system of volunteers focused on making the workplaces a better place to work and live in. Volunteers are essential for running a nonprofit organization, and reminding them of how valuable they are is equally as important since they are the feet on the street that keeps your organization running. Pushing for the betterment of the people will automatically attract other volunteers on to the campaign because at the end of the day, every move aims at making better for another human-being.

3. Build Partnerships and Alliances

When you connect with other organizations, you strengthen your foothold in the industry and make your voice of advocacy stronger. Whenever a voice is raised, it not only creates awareness but also alerts other institutions and lets them to know that there are equally other entities involved in the cause.

Note: The benefits are always enormous and range from individual to group; what matters is that the larger community has been able to achieve a socially important milestone.

SESSION TWO: PROBLEM IDENTIFICATION AND ANALYSIS

Time: 3 hours

Session objectives

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

1. Identify the pressing problems affecting public financial for social protection in Uganda;
2. Rank priority problems in a group using a simple set of criteria.
3. Gain historical perspective on the problems.
4. Assess the impact of each problem from the points of view of those involved.

Content: Problem definition

Training methodology: Experience sharing, question and answer, discussion and group work

Training Materials: Markers, flip charts, different colours of manila cards hand out matrix under step 10, computer/laptop and projector. In case of online training , internet access, pre-recorded video sessions .

Activity one: Problem Identification and Prioritization

Step 1: Inform participants about the session topic, the objectives and list them on the flip chart. Computer/lap-top screen if on line. Provide back ground information in lecture form /power point based on hand out / notes.

Step 2: Guide the participants to understand the difference between the core problems and the symptoms of these problems. For example, why social protection isn't funded in the desired way in Uganda? What is the actual problem or is there no problem at all?

Step 3: Debate and discuss the list of problems that are on the agenda of the groups involved or draw from problems already identified in a participatory way.

Step 4: Write each problem on a separate card if undertaking face to face or shared screen is using on online. If the problem is one that occurs in relation to several sectors, use a different coloured card for each sector.

Step 5: Develop criteria with the group for categorizing each of the problems as "Most Serious, "Serious, and Less Serious." The criteria could include people affected, severity of consequences; frequency, etc. write the list of criteria on flipchart paper./ shared computer screen.

FACILITATORS NOTES

POSSIBLE QUESTIONS TO HELP GUIDE THE DISCUSSION:

- Why is there no public financing for social protection is this getting worse?
- Why are some areas improving e.g defence ?
- What roles does government play in this?
- What other powerful actors have influenced the changes? What role have citizens and organizations/Trade unions etc played in the changes?
- Are the most serious problems getting better or worse? What can citizens and government do to change this?
- The problems in the Getting Worse/ Most Serious box are often the best place to concentrate your advocacy.

Following their identification, they need to be analyzed further in order to select the most compelling issue that will serve as the focus of your advocacy work

Step 7: Referring to these criteria, ask the participants to sort the problem cards into the three categories. If there are several sectors, keep the cards for each sector separate. Write codes (MS for Most Serious, S for Serious, and LS for Less Serious) on the back of each card./ or on computer in different groups.

Step 8: Decide together on the time period over which you will measure change- whether, for example, it is two years, five years or ten years.

Step 9: Ask participants to think about whether, during this time there will be change write codes on the back of each card according to the change category (W for Worse, S for Same and B for Better).

Step 10: Make a matrix. Label the rows: "Getting Worse," "Staying the Same," and "Getting Better." Label the columns: "Most Serious," "Serious," and "Less Serious." If you have organized the cards by sector, make a separate matrix for each sector. Then place each card into the correct cell of the matrix.

FACILITATORS NOTES MATRIX FOR STEP 10

Draw a matrix using the following subtitles and guide the discussion

Most Serious

Less Serious

Getting Worse

Staying the Same

The trade union and Civil society actors should ask these Strategy Questions to Answer

Are there any government policy statements (i.e. national plans) on PFM for social protection?

- Are there any government bodies that monitor or are responsible for PFM and social protection ?
- Are any Members of Parliament interested in the issue? Is there a sub-committee or committee in the legislature that is responsible for the issue?
- Are there any government officials interested in the issue?

Is there a government ministry or department responsible for the issue?

- Have the political parties taken a position on the issue of PFM for social protection ?
- How can policy makers be accessed?

Are there any formal mechanisms of access? Are there any informal mechanisms of access?

- What or who influences the government position on this issue, i.e. businesses, other countries, financial institutions? Is the media influential on this issue?

Which media is most influential? Are there particular journalists who cover this issue? Will the media care about this issue?

- How important is public opinion in the political process? Will working on this issue strengthen the role of the public in determining policy?

Are there particular individuals who could influence this issue, such as academics, retired government officials, religious or community leaders to ensure PFM for social protection?

ACTIVITY TWO CTIVITY TWO CHALLENGES AND SOLUTIONS.

Step 1: Inform participants about the topic.

Step 2: Guide the participants to understand the difference between the core problems as highlighted earlier and those problems that are seasonal or occasional.

Step 3: Allow the participants to form groups wherein they are to come up with solutions to the problems that will have been identified.

Step 4: There should be plenary whereby each group representative will discuss, debate or support the findings of the group.

Step 5: Wrap up by bringing to the attention of the trainees some of the following challenges as well as solutions if not yet mentioned (refer to notes) .

FACILITATORS NOTES

CHALLENGES AND SOLUTIONS.

Lack of government commitment.

The government leadership continuously shows that it is involved in dialogue, however, whenever matters are brought to its attention; it only shelves the same and handles it at its own pace. A case in point is the National Health Insurance Bill that was pushed for by different stakeholders but the government seemed not to be bothered and only claimed that it is still consulting so as to bring a better bill. This lack of commitment towards societal challenges discourages advocacy. That being as is, advocacy is all about pushing and pulling. An idea can never be consented to in a day. If it is, the better; but generally, advocacy takes time. The women movement in the Middle East is still fighting to have full recognition of women's rights, and the journey is still on-going. So, there is no other way of going around lack of commitment except constant reminders to the government.

Lack of know-how. Advocacy requires planning, strong evidence, and effective delivery of messages - the latter requires strong communication skills. However, most people involved in advocacy have limited knowledge or skills in social communication. Although they may have the ability to put together strong evidence, they may not be able to select the best facts for advocacy and create a coherent message. Their evidence could therefore be of limited interest to, or have limited impact on, politicians or economists. Similarly, selecting the appropriate medium and time for the effective delivery of a message does not figure

in the training curriculum of many professions. Therefore, there is a strong need for equipping members of the CSO network or Trade Unions with the necessary information.

In order to cause policy change, the different CSOs and Trade Unions need to train their members on what information or evidence needs to be gathered before embarking on advocacy. This is so because different professions will require varying amounts of evidence, for different policy changes.

Funding; Most advocacy groups or CSOs are donor funded and as such operate in accordance with the budgetary allocations. This means that if a certain item is not captured in the budget, then it will hardly be pushed. This leaves the CSOs with a lot of work to be done, and equally limits the impact of the CSOs.

One of the ways of overcoming this problem by the CSOs starting up income generating projects whose return has to be committed to the objects of the entity lest they be classified as indulging in business at the expense of advocacy.

Political Interference and or branding; when the CSOs and or other advocacy groups demand for better services or push for better services for their members (Trade Unions); politicians tend to jump on to these campaigns and use them for their own goals whereby they later dump the CSOs after achieving their goals. This weakens the advocacy role and tends to make the CSOs political thus being branded by the sitting governments as anti-government. This brings the activities of the groups under scrutiny let alone being restricted by the governments, thus creating a chilling effect on the role of CSOs.

With a clear purpose and mandate, the CSOs might continuously push for their agenda and try as much as possible to keep politicians away, except when they are substantially contributing to the cause at hand. It is conceded that politicians can hardly be dealt away with, however, their taking of trade unions or CSOs for a ride can be minimized by entering into MoUs with the politicians such that the rights, duties and obligations of the different parties are clearly set out.

In sum, advocacy can be used to achieve better societal policies as well as being an instrumental of social transformation. However, for advocacy to thrive there is need for the existence of democratic space within which to claim the required changes. Luckily for Uganda, CSOs as well as Trade Unions are allowed to make the requisite demands so long as they are in line with the law; and also, even if the state has the right to limit such enjoyments, it equally has to do so within the law. The democratic spaces in Uganda at the moment are still liberal and highly favoring the trade liberalization. It is therefore up to the different stakeholders to use the moment as it presents itself.

SESSION THREE ADVOCACY FOR PUBLIC FINANCING OF SOCIAL PROTECTION

Time: 2 hours

Aim: This session aims at defining the need to undertake effective and result oriented advocacy for public financing for social protection.

Content: Advocacy for public social protection financing; its importance as well as necessity.

Training methodology: Participatory discussions, question and answer, Questionnaire

Training materials: Flip chart, Reference notes, Markers, laptop./ computer and projector

Step1; Ask Participants to brainstorm on how social protection is currently financed in Uganda. Note responses on flip chart or shared screen in case of online training .

Step2 ; What are the different broad major interest groups in enabling social protection to be publicly financed?

Step 3 : Wrap up by sharing notes / power point on social protection financing .

FACILITATORS NOTES

SOCIAL PROTECTION FINANCING IN UGANDA

Donors are part of major sources of financing for social protection programs, especially direct income support in the form of cash transfers, social care and support services and complementary programs in Uganda.

An analysis of ministerial budgets for the Office of the Prime Minister (OPM) and the MGLSD with specific focus on social protection programs indicated that budgetary allocations increased from USD 43.5 million in 2008/09 to USD 72.2 million in 2012/13 by the support of donors Although the MGLSD is the main government institution charged with social protection alongside civil service pensions, the ministry does not appear on the list of seven major funded government ministries. It only accounts for one-half of 1% of government expenditure . There is thus over dependence on donor funding in the MGLSD. This implies that there are strong competing demands on government spending allocations, which results in limited spending and prioritizing on social protection. Limited financing is partly because social protection, especially cash transfers, is regarded as 'welfare handouts' or 'charity' that consumes scarce public resources and generates no real economic return .

1. Understanding and cultivating an enabling Political space for financing social protection Financing social protection requires strong political backing if it is to be successful.

It will generally require the balancing of three interest groups: a rights-based group which often includes social sector ministries and civil society; politicians seeking the best for their constituents; and technocrats, often led by the Ministry of Finance, seeking to ensure that social protection initiatives are financially sound and fiscally sustainable. Therefore, it is important to understand this political space while trying to influence it to increase or commit to financing social protection.

Undertake empirical studies on affordability of public financing for social protection initiatives.

The generation of fiscal space does not automatically benefit any particular area of spending, since it can be contested by all proposals. For social protection initiatives to bid effectively in that contest certain key questions must be answered: What is the likely cost of the social protection initiatives envisaged? Also, what is "affordable"? And how can poverty outcomes be maximised? These questions can only be answered by current data. This will support any advocacy initiatives that any individual, organization or networks will advance. More so if resources allow, partner with government agencies ministries and departments in the conduction of these studies. This collaboration/ partnership also sets an entry point for your advocacy on financing for social protection. The aim of this should be to set an evidence based Political prioritization for public financing for social protection.

Legal and policy framework that enables public financings for social protection to flourish

An enabling legal environment is key in advancing public financing for social protection in any country. It gives the advocacy the legitimacy and justification is easier.

Any organization or individual advancing public financing for social protection must review the existing law If the existing law has gaps on government's mandate on financing for social protection, it is important for advocacy to kick start with this aspect in the advocacy journey because advocacy for any issue must have legitimacy.

For example: The Constitution of Kenya at Article 43 (3) states that "the State shall provide appropriate social security to persons who are unable to support themselves and their dependents". In Uganda social protection is not included in the constitution or legislated, but brought in at policy level only, or in national planning.

It is not clear whether there is a correlation between the level at which social protection is enacted and the quality of social protection provided. Gaps like these can be an area for advocacy to ensure financing or social protection.

Create a knowledgably pool of people within the network that understand budgeting and public financing for social protection.

As a network, union or organization, it is important to ensure that there is a general understanding of this concept of financing for social protection among the members.

This is important in ensuring that all members speak the same content at any given fora. This also helps to expand and spread the advocacy to generate momentum. To achieve, there is need for capacity building and strengthening for members.

his is important in ensuring that all members speak the same content at ana the OSBS to generate their own evidence for advocacy on financing of priority areas in social protection.

CHAPTER FIVE UNDERSTANDING PUBLIC FINANCE MANAGEMENT (PFM) AND BUDGET CYCLE

This chapter explore the basic concepts, processes and tools that underpin public finance management and how the Civil Society and Trade Unions can leverage them to advocate for the advancement of social protection.

It introduces resource materials, Illustrative examples of relevant experiences, Guide questions, Accompanying glossary of terms.

All are meant to inform and to stimulate highly interactive discussions in which participants will share relevant experiences and learn from each other and from the facilitators.

This chapter is divided into five sessions. Session one definition of PFM , policy and legal framework in Uganda ; session two understanding the budget cycle session three achieving fiscal space to maintain and scale up social protection programmes session four role of trade union and civil society organizations advocates and session five applying shock-responsive approaches to the covid-19 crisis . The sessions also have different activities to cover different elements and subtopics.

SESSION ONE. DEFINITION OF PFM , POLICY AND LEGAL FRAMEWOK IN UGANDA

Time: 5 hours

Aim: This session aims at creating an understanding amongst participants as to what public finance management drawing on their experience

Purpose of the Training Session:

Content: definition of PFM , objectives of PFM , legal and policy framework on PFM in Uganda definition of fiscal policy, key actors in PFM and budget process

Training methodology: Participatory discussions, question and answer, Questionnaire answering

Training materials: Flip chart, Reference notes, Markers, laptop, projector , power pint presentation

Activity one defining PFM

Step one: Facilitator divides participants into groups of 8 and each group brainstorms about what is meant by PFM . PFM process and the importance of understanding the process. In case of online training there will be meeting rooms .

Step Two: Participants share in plenary and facilitator wraps up using the notes

Step three: Inform participants that in addition to the laws there are several documents involved in PFM and the budget formulation processes , ask participants to list them and wrap up with facilitators notes

FACILITATORS NOTES

1. DEFINITION OF PFM

PFM refers to the set of laws, rules, systems and processes used by sovereign nations such as Uganda (and sub-national/local governments) to:

1. Mobilize revenue,
2. Allocate public funds,
3. Undertake public spending,
4. Account for funds and audit results.

The objective is to undertake public spending efficiently, effectively, transparently, and with equity. The aim, from a civil society perspective, is to deliver satisfactory social outcomes for the well-being of the citizens. In Uganda, the PFM processes are followed at both the Central Government level and the Local Governments level. The Central Government level includes the Ministries, Departments, and Agencies (MDAs) and the Local Governments include the Districts and the Urban Authorities.

PFM in Uganda is governed by a number of laws, policies, and documents which include, among others, the following:

- The Public Finance Management Act 2015 – the major law

The Public Finance Management Act 2015, the major law, provides for Public Finance Management in Uganda by establishing, among others, the following:

- a) The principles and procedures for sound fiscal policy and macro-economic management
 - b) processes for preparation, approval, and management of a transparent, credible, and predictable annual budget
 - c) The reporting and accounting systems and internal controls
- The Constitution of the Republic of Uganda – chapter nine provides for the management of public funds
 - The Appropriation Acts – which are passed annually to authorize expenditure of public money for a FY
 - The Budget Act 2001 – which prescribes the Budget Formulation process and the key players
 - Vision 2040 – a document developed to operationalize the national vision statement approved by Cabinet in 2007. The national vision statement is “A transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years”.
 - The National Development Plan – a long term plan for the development of Uganda. Uganda is currently implementing NDP III which covers the financial years 2021 to 2025

The above laws and documents work together to enable the achievement of the PFM objectives which are enumerated below. Non-conformation with any one of them results in a PFM quagmire!

NOTE: Before engaging in PFM advocacy to fund social protection the Trade unions and civil society organisations need to be conversant with the above laws and policies

2. THE OBJECTIVES OF PFM

1. To protect the aggregate fiscal sustainability; that is, the country not to get too much debt and to maintain fiscal discipline
2. To allocate resources to strategic priorities
3. To ensure value for money (VFM) in service delivery
4. To ensure transparency and accountability

NB There are several objectives set out in the PFM Act but the above are the most relevant for the purposes of this training.

3. ESSENTIAL PRINCIPLES OF PUBLIC FINANCE MANAGEMENT (PFM)

A well-functioning PFM system should be informed by the following 9 principles:

1. Budgets should be managed within clear, credible and predictable limits to ensure a sustainable fiscal policy. The maintenance of fiscal discipline is an important objective of a PFM system. It should ensure that levels of tax collection and public spending are consistent with targets for the fiscal deficit and avoiding unsustainable levels of public borrowing.
2. Budgets should be closely aligned with the medium-term strategic priorities of government, responding to national development objectives for all citizens
3. Budget documents and data should be open, transparent and accessible. The budget cycle should follow due process, applying checks and balances as an accountability mechanism.
4. Debate on budgetary choices should be inclusive, participative and realistic.
5. Budgets should present a comprehensive, accurate and reliable account of the public finances.
6. Budget execution performance, evaluation and “value for money” should be integral to the budget process.
7. Longer-term sustainability and other fiscal risks should be identified, assessed and managed prudently
8. The integrity and quality of budgetary forecasts, fiscal plans and budgetary implementation should be promoted through rigorous quality assurance including independent audit
9. The integrity and quality of budgetary forecasts, fiscal plans and budgetary implementation should be promoted through rigorous quality assurance including independent audit. Benefits of good public finance management for social protection. While engaging with governments and institutional partners on specific areas of social protection, it is important to keep these overall principles in mind, with a view to assessing PFM performance in relation to social protection.

Social protection systems underpinned by good public finance management can help ensure predictable budget allocations, timely budget execution, better financial accountability and transparency

4. OTHER /SEVERAL DOCUMENTS INVOLVED IN PFM AND THE BUDGET FORMULATION PROCESSES/ POLICIES:

- a) The Ministerial Policy Statement (MPS) – **this document sets out the performance and plans of Spending Agencies, linking them with their policy objectives. It summarises the past performance of the sector and the plans for future expenditure and activities. It outlines the anticipated sectoral challenges and strategies to overcome them. The document accompanies and explains the budget estimates for each ministry/sector. It is presented by the line minister to parliament.**
- b) The Charter of Fiscal Responsibility – **a document submitted to parliament for approval 3 months after a general election and covers the next 3 years. It is required to be published within one month after approval by parliament.**
- c) The Medium Term Expenditure Framework – **contains expenditure projections for each vote for the FY and next FY split into current and investment expenditure.**
- d) The Budget Framework Paper (BFP) – **a 5-year strategy document for the budget prepared and submitted to the minister by 15th November of the preceding FY for each vote by the Accounting Officer in consultation with the relevant stakeholders and which takes into account balanced development, gender and equity responsiveness. The Local Governments BFP are usually submitted a month before the National BFP. The draft budgets are prepared from this document. This document is prepared in consultation with key stakeholders.**
- e) The Government/National BFP – **prepared by the Minister who consolidates the BFPs and ensures consistency with the NDP and CFR. When approved by Cabinet it is submitted to Parliament for approval by 31st December. It must be accompanied by a certificate certifying gender and equity responsiveness and measures to equalize opportunities. It is approved by parliament by 1st February.**
- f) The Budget Estimates
- g) The Appropriation Bill – **a proposed law that authorizes the expenditure of government funds.**
- h) The Annual Budget

Activity two Definition of fiscal policy

Step one: Facilitator ask participants to get back into groups / meeting rooms for online training and each group brainstorms what they understand by fiscal policy

Step Two: Participants share in plenary and facilitator wraps up using the notes

FACILITATOR'S NOTES

FISCAL POLICY

Fiscal policy (**relates to government revenue and expenditure**) and macro-economic management (**relates to management of the key economic variables – inflation rate, unemployment level, interest rates, foreign exchange rates, trade deficits, etc**) and knowledge about key documents like the NDP (the roadmap used to guide the national develop path).

The fiscal objectives are supposed to ensure macro-economic stability and economic growth having regard to the National Development Plan (NDP). The Medium-Term Framework Paper issued by the Minister of Finance has to be consistent with the National Development Plan.

Activity three: Understanding PFM Process

Step one: Facilitator asks participants go back into groups of 8 and each group brainstorms on their understanding of the PFM process

Step Two: Participants share in plenary and facilitator wraps up using the notes

FACILITATOR'S NOTES

THE PFM PROCESS

PFM can be conceived as a process divided in six phases which are both technical and political. These correspond, essentially to the six phases of the annual budget cycle. Note, however, that the full PFM cycle typically goes beyond the annual budgetary cycle, and is more often a multi-year process. In Uganda, the annual budget is enshrined in the Constitution, the PFM Act, the Local Governments Act, and is required by the PFM Act to be consistent and conform with multi-year documents such as the NDP, and the MTFP. Currently Uganda is implementing NDP III – 2021 to 2025. The process is also required to be consultative and participatory to reflect the choices and aspirations of the stakeholders.

The annual budget is prepared at several levels including the Ministry of Finance Planning and Economic Development, the Ministries, Departments, and Agencies (MDAs) and Local Governments (Districts and Urban Authorities), Cabinet, and Parliament. It is a cycle which involves certain activities being undertaken concurrently.

Activity four :Understanding the key actors in the PFM/Budget process

Step one: Ask participants to name the key actors (officers and/or institutions) involved in the PFM process and note them in flip chart or shared screen

Step two: Wrap up with facilitators notes./ power point presentation noting the here are several key actors involved in the PFM processes.

FACILITATOR'S NOTES

KEY ACTORS IN PFM PROCESS

There are several key actors involved in the PFM processes. It is important to understand and appreciate their roles as they form key engagement points that can be exploited to ensure that the social protection issues are not overlooked during the budget formulation processes. These are listed below:

1. The President of the Republic of Uganda – **causes to be prepared, submitted and laid to parliament in each FY, not later than 15th June in the FY, estimates for the next FY.**
2. The Cabinet – **approves the National BFP before it is submitted to Parliament by the Minister.**
3. Parliament – **analyses policies and programs that affect the economy and annual budgets. It ensures public resources are held and utilized in a transparent and accountable manner in accordance with the CFR and BFP. The parliament does this through its committees when it comes to budget formulation – the sessional and the budget committees. The sessional/sectoral committees discuss, consider, and review indicative allocations and submit their reports to the budget committee which sends its recommendations to the speaker for onward transmission to the President. Note that the committees**

can call a minister or any public official and private individuals to submit memoranda or appear to give evidence.

4. The Budget Office within parliament – **advises parliament and its committees on the budget and the national economy.**
5. The Minister of Finance Planning and Economic Development (The Minister) – **responsible for all aspects of public finance management in Uganda.**
6. The Permanent Secretary/Secretary to the Treasury (PS/ST) **of Ministry of Finance Planning and Economic Development (MoFPED) - coordinates the Annual Budget process including the preparation of the BFP, the Budget Estimates, and Appropriation Bill. S/he also appoints the Accounting Officers (AOs) for each vote.**
7. The Accountant General (AG)– **is responsible for the** initiation, formulation and coordination of the implementation of policies regarding the management of public funds and providing guidance in the interpretation of government policy decisions on the control of public funds. The AG's Office is responsible for the budget execution and accountability mandates.
8. The Budget Directorate – **responsible for conducting Regional Consultations with Local Governments**
9. Accounting Officers (OAs) – **responsible for the preparation of the budget for approval and for implementing and managing the approved budget for the vote.**
10. Office of the Auditor General (OAG) – **an officer of Parliament who audits the spending of public funds and resources to confirm whether they were applied to the intended purposes. He/she audits all government spending annually.**

Parliament is mandated to analyse policies and programs that affect the economy and annual budget and to ensure that public resources are held and utilized in a transparent, accountable manner in accordance with the CFR and BFP.

Civil Society and Trade Union Advocates have a crucial role to play. They must ensure that social protection is well integrated into the PFM process. They need to ensure that the key development strategies enshrined in NDP III such as Increasing access to SP under human capital development are implemented in the annual budgets by engaging the key government actors during the consultative processes.

SESSION TWO UNDERSTANDING THE BUDGET CYCLE

Time: 6 hours

Aim: This session aims at creating an understanding amongst participants of the Uganda Government budget cycle; that is, the timelines, documents, and key actors in the cycle.

Content: the phases of the government budget cycle in Uganda.

Training methodology: Participatory discussions, question and answer, power point presentation

Training materials: Flip chart, Reference notes, Markers, laptop, projector

Activity one: Understanding the Uganda Government Budget Cycle

Step one: Facilitator asks participants get into groups of 8 and each group brainstorms on their understanding of the budget, the budget cycle, calendar and the different stages based on their experience.

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation

FACILITATOR'S NOTES

THE UGANDA GOVERNMENT BUDGET CYCLE

A budget is an estimate of national income and expenditure for a year. It embodies a promise by government to spend resources to pay for specific services and outputs across the government and to raise those resources responsibly. The Government of Uganda spends about 14% of the GDP on key services for the whole population. The MoFPED issues Budget Call Circulars to the Accounting Officers and Heads of Public Enterprises to guide on the budget formulation process. The First Budget Call Circular (BCC), for example, issued in September of the preceding FY, communicates the following:

- 1. The Budget Process Calendar – sets the timelines for the key deliverables in the budget preparation process. It sets out the dates by which and the responsible centres for the execution of certain activities and the preparation and submission of the key documents. For example, it prescribes timelines by which new projects may be submitted for inclusion in the budget, proposed dates for key consultative meetings including Budget Conferences, deadlines for compilation of key documents such as the Government Fiscal Position, the sectoral BFPs, the Government BFP, Analysis of Expenditures, publication of the Resource Envelope, Cabinet Meetings, etc. It is a detailed document.**
- 2. The budget strategy and proposed strategic interventions in line with the NDP strategic objectives and programs**
- 3. The preliminary resource envelope, expenditure ceilings and Local Government indicative planning figures**

The First BCC also advises on the structures for the FY and the key policy direction of government. It prescribes the theme for the budget year.

The objectives of the Second Budget Call Circular, issued in February of the preceding FY is to guide the finalization of the detailed budget estimates and Ministerial Policy Statements, include:

- 1. To include the recommendations of Parliament on the NBFP and those of Local Governments Regional Consultative Workshops**
- 2. To communicate the final resource envelope and the Program MTEF**
- 3. Guide the preparation of the draft budget estimates**

The budget cycle involves the following generic activities undertaken in the various phases:

1. Setting the macro-economic framework
2. Setting the national priorities and sector ceilings
3. Budget consultations (political and technical)
4. Preparation of budget estimates

5. Presentations and approvals
6. Budget implementation
7. Budget Monitoring and Evaluation.

The figure highlights the critical budget activities relevant to the TU/CSOs to participate in and influence the budget process.

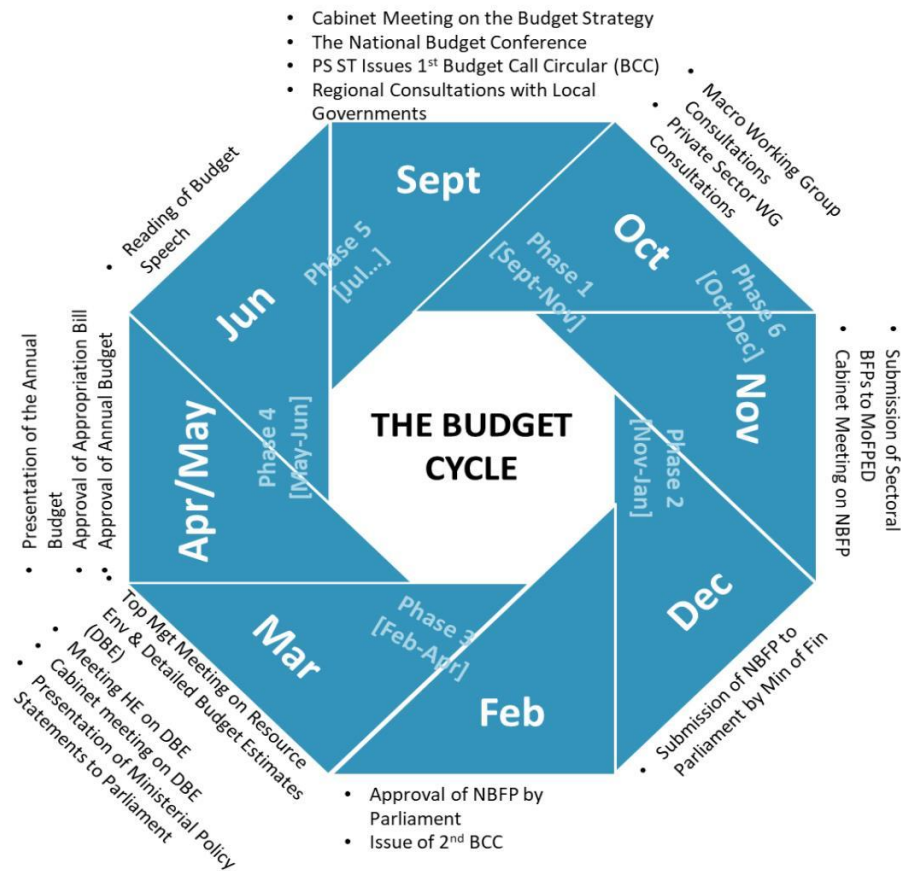


FIGURE 1 - THE UGANDA GOVERNMENT BUDGET CYCLE

Activity two Multi-stakeholder Dialogue and the Annual Budget Cycle

Step one: Facilitator asks participants get back into their groups or meeting and each group brainstorms their understanding of multistakeholder dialogue in the budget process and possible entry points

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation highlighting ; budget cycle, as outlined in Figure 1, makes provision for multi-stakeholder dialogue and participation as a cross-cutting activity, relevant to every phase.

FACILITATOR’S NOTES

The budget cycle, as outlined in Figure 1, makes provision for multi-stakeholder dialogue and participation as a cross-cutting activity, relevant to every phase. The degree to which this goal is realized depends upon the civic space available and the competency and networking capabilities/assets of the CS/TU actors – it is critical that CS/TU actors utilise that space effectively. Opportunities for multi-stakeholder dialogue include the National Budget Conference which kickstarts the budget consultative process, the regional consultations with Local Governments, etc. Participation in these forums is key for the CS/TU to effectively participate and impact in the budget process. Provision for multi-stakeholder dialogue is consistent with the following PFM principles:

- Budget documents and data should be public, transparent and accessible.
- The budget cycle should follow due process, applying checks and balances as an accountability mechanism.
- Debate on budgetary choices should be inclusive, participative and realistic.

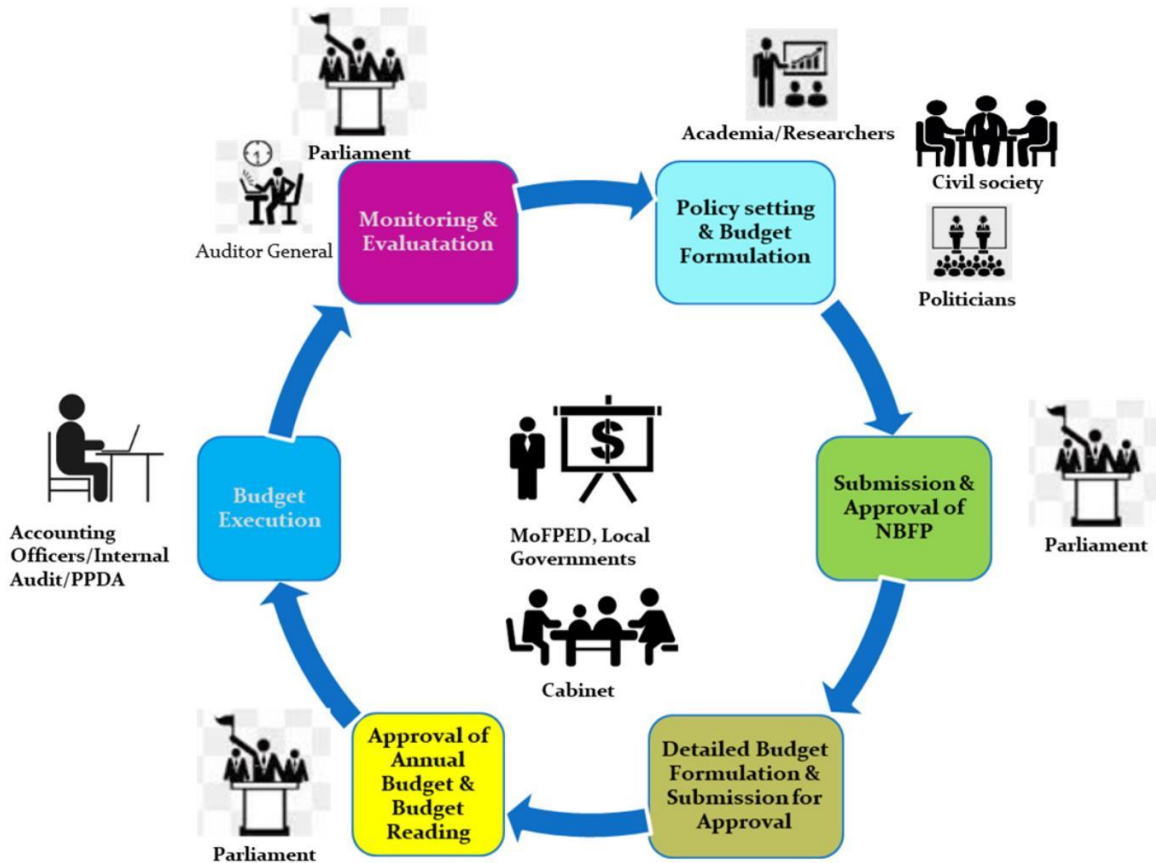


FIGURE 2 KEY ACTORS IN THE BUDGET CYCLE

Note that the central players in the budget process include the MoFPED, Local Governments and Cabinet. Submissions for approval are carried out by these central actors.

Activity two Phase 1 Policy setting and Budget Formulation [Sept – Nov].

Step one: Facilitator asks participants get back into their groups or meeting and each group brainstorms on what is involved on phase one of the budget process / cycles

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation highlighting what is involved on phase one

Step three : Facilitator asks participants to share ideas on how the CS/TU advocates can participate in phase 1 of the budget cycle and notes down the responses on a flip chart / share screen

Step four : Facilitator wraps up using the notes

FACILITATOR'S NOTES

POLICY SETTING AND BUDGET FORMULATION SEPT – NOV].

- 1) The Ministry of Finance Planning & Economic Development (MOFPED) leads the policy formulation activities. During this phase, key consultative events such as the National Budget Conference and consultations with Local Governments are held. The First Budget Call Circular is issued to provide guidance to the budget formulation process. It highlights the key policy direction of government, the structures/process to be used, resource envelopes, and the calendar/timelines for the preparation processes and outputs. For example, it spells out when new program submissions for the FY are to be reviewed, key meetings dates such as cabinet meetings, budget consultative meetings, MOFPED top management meetings, the National Budget Conference are held and updates to the macro-economic framework made,
- 2) It is important to note that certain inputs at this stage shall have been determined and included in key documents before the BCC is issued, usually a couple of months prior. Reference documents where these inputs are obtained include the NDP III which gives the direction of the development strategies and also states how government intends to achieve global, regional, and continental development targets such as the SDGs, the CFR, the MTEF – a 3-year spending plan. For example, the NDPIII acknowledges the need for more investment in SP systems and increased access to SP. SDG 1 calls for poverty reduction and enhancing resilience through SP and equitable access to basic services and resources. It is important for the participants to have some knowledge about what that document says in order to effectively engage the technocrats and politicians to comply with the provisions during this phase of the budget cycle.
- 3) Guiding documents on sustainable development, economic and social strategies are assembled and discussed, harmonized and prioritized. The aim at this stage is to arrive at a common vision for the national development strategy, the medium-term expenditure strategy, and the annual budgetary process.
- 4) The Government of Uganda is currently reflecting on whether the country should be establishing a Social Protection Floor in order to achieve the strategic objectives spelt out in the NDP III objective 5 – Reduce vulnerability and gender inequality along the lifecycle. The subject of a social protection

floor is very relevant to Phase 1 of a future budget cycle: “Policy Formulation towards a National Development Strategy”.

- 5) This phase involves lots of consultations, both technical and political, and culminates into the production and submission of BFPs to the MoFPED which consolidates them into the National BFP. The Local Governments, by law, are supposed to involve the CSOs in the consultative process. The CS/TU advocates should ensure active participation in these events and also engaging the Minister responsible for SP programs so that SP issues are captured at an early stage in the budget cycle.
- 6) The National BFP is presented to cabinet for approval before submission to Parliament. CS/TUs advocates should be interested in the development and contents of the sector BFPs and also follow through to the final submission to the MoFPED in order to assess the adequacy of the budget provisions therein.

Activity three Reflection on how CS/TUs have engaged government in the past in defining a vision and broad goals regarding SP.

Step one: Facilitator asks participants whether they are aware of any engagements in the past and the results achieved in relation to PFM and social protection. The participants need to mention the levels at which these engagements took place, if any. The facilitator notes down the responses on a flip chart / shared screen

Step Two: Facilitator wraps up using the notes

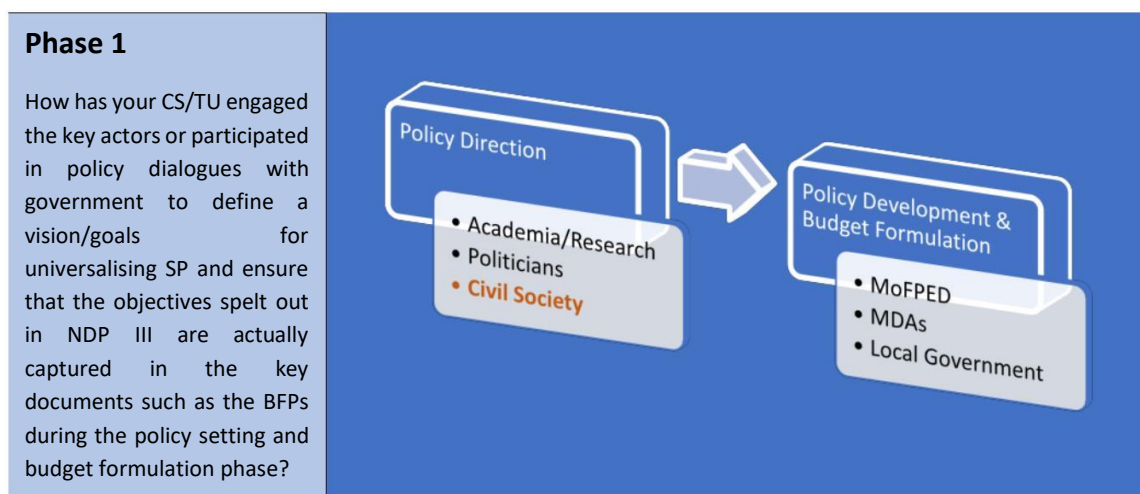


FIGURE 1 KEY ACTORS IN PHASE 1

FACILITATOR NOTES

As mentioned earlier, this phase involves lots of consultations, both technical and political, and at various levels and culminates into the production and submission of BFPs to the MoFPED which consolidates them into the National BFP. The levels include the various Local Government (LG) levels all the way through to the MoFPED.

The National BFP is presented to cabinet for approval before submission to Parliament. CS/TUs advocates should be interested in the development and contents of the sector BFPs.

Activity three Phase 2. Submission and Approval of the National Budget Framework Paper [Nov - Jan]

Step one: Facilitator asks participants get back into their groups or meeting and each group brainstorms on what is involved on phase two of the budget process / cycles

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation highlighting what is involved on phase two

Step three : Facilitator asks participants to share ideas on how the CS/TU advocates can participate in phase 2 of the budget cycle and notes down the responses on a flip chart / share screen

Step four : Facilitator wraps up using the notes

FACILITATOR NOTES

PHASE 2. SUBMISSION AND APPROVAL OF THE NATIONAL BUDGET FRAMEWORK PAPER [NOV - JAN]

At the second phase, the MoFPED consolidates the BFPs into the National BFP which is submitted to Parliament by the Minister for approval.

Once submitted, the Speaker of parliament forwards it to the Budget Committee and the specific Sectoral Committees the relevant sections of the NBFP for consideration, discussion and review of the indicative allocations.

The sessional/sectoral committees submit their reports to the budget committee which sends its recommendations to the speaker for onward transmission to the President. Note that, as pointed out earlier, the committees can call a minister or any public official and private individuals to submit memoranda or appear to give evidence.

This is a key stage for engagement as a large number of actors engage in the budgetary cycle at . The aim of these actors is to ensure that the process operates effectively and transparently while maintaining accountability (all important PFM principles), and that it incorporates important societal priorities from their perspective.

Good networking capital from a CS/TU perspective can be very useful and a very powerful tool to get the SC/TU interest considered and included in the budget.

Activity four Phase 3 Detailed Budget Formulation and Submission for Approval of the Annual Budget [Feb - Apr]

Step one: Facilitator asks participants get back into their groups or meeting and each group brainstorms on what is involved on phase three of the budget process / cycles

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation highlighting what is involved on phase three

Step three :

Facilitator asks participants to

1)Whether their CSO/TU network engaged with relevant sector ministries and parliamentary committees concerning your priorities with regard to issues such as: design, coverage in relation to the nine contingencies of social security, and funding of social protection programmes?

2) share ideas on how the CS/TU advocates can participate in phase 3 of the budget cycle and notes down the responses on a flip chart / share screen

Step four : Facilitator wraps up using the notes

FACILITATOR NOTES

PHASE 3 DETAILED BUDGET FORMULATION AND SUBMISSION FOR APPROVAL OF THE ANNUAL BUDGET [FEB - APR]

At the third phase of the budget cycle, the budget authority allocates annual allotments to government departments, agencies, and possibly to the local authorities. Through an iterative process, the national budget is broken down by programme/sector, ministry operations, contributions to local governments, line by line. The detailed budget estimates, which are dictated by the resource envelope, and reviewed by MoFPED, shared with the President, and presented to cabinet for approval.

The approved detailed budget estimates together with the Ministerial Policy Statements are presented to Parliament around March. CS/TU actors need to take keen interest in the Ministerial Policy Statements for the line ministries responsible for Social Protection and the Parliamentary debate on those statements.

The process ends by the presentation of the Annual Budget together with the necessary Appropriation Bill and other relevant Bills to parliament in April.

Critical need for advocacy at Phases 2 and 3 of the Budget cycle

Phases 2 and 3 of the budget cycle are critical for CSO/Trade union advocates. CS/TUs can seek opportunities to advocate for increased allocations to underfunded areas in social protection budgets, with a view to meeting the critical needs of vulnerable populations. They can also advocate for the progressive extension of coverage under the nine contingencies of social security.

Activity five Phase 4 Approval of the Annual Budget and Reading of the Budget [May – June], Phase 5 Budget Execution [July onwards] , Phase 6 Monitoring and Evaluation [Oct – Dec]

Step one: Facilitator asks participants get back into their groups or meeting and each group brainstorms on what is involved on phase 4, 5 and 6 of the budget process / cycles and share ideas on how the CS/TU advocates can participate in these phases of the budget cycle and notes down the responses on a flip chart / share screen / what they can do

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation highlighting what is involved on phase 4, 5 and 6 and what Trade unions and civil society can do to advocate for SP and PFM .

Step three Participants get back in in groups and let them brainstorm on the following questions, writing their responses on flip charts/ shared screen

Has your CS/TU network engaged in monitoring the of implementation of social protection programmes, for example regarding: adequacy of coverage, exclusion errors in registration, grievances among recipients and use of redress mechanisms?

Do monitoring mechanisms exist for tracking beneficiaries' access to programmes and services in specific sectors? If yes, do your members make use of them to assess quality and adequacy of service delivery, and to generate the evidence base for advocacy on social protection?

Step two: Participants present their findings in the plenary

Step three: The facilitator wraps up the discussion.

FACILITATORS NOTES

1) Phase 4 Approval of the Annual Budget and Reading of the Budget [May – June]

During this phase, the budget is approved after parliamentary debate and possible revision by May 31st. The reading of the Budget Speech is by law, supposed to take place before 15th June and the refund of the unexpended money back to the Consolidated Fund by 31st June.

2) Phase 5 Budget Execution [July onwards]

At this stage allocations are made, and programmes are implemented. This goes on throughout the FY. During this phase the key players are the Accounting Officers.

3) Phase 6 Monitoring and Evaluation [Oct – Dec]

During this phase, programmes are evaluated for their performance in relation to goals and targets.

The Office of the Prime Minister (OPM) retreat on Annual Government Performance Report of the previous year is held. The government Consolidated Annual Statements compiled by the Accountant General are availed to The Office of the Auditor General who audits and compiles the Audit Report for the FY. The outputs are used as feedback in the formulation of the next budget.

SESSION THREE ACHIEVING FISCAL SPACE TO MAINTAIN AND SCALE UP SOCIAL PROTECTION PROGRAMMES

Time: 1 and 1/2 hours

Aim: This session aims at creating an understanding amongst participant what fiscal apace and scaling up SP

Content: Definition of fiscal space

Training methodology: Participatory discussions, question and answer, Questionnaire answering , power point

Training materials: Flip chart, Reference notes, Markers, laptop, projector

Step one: Facilitator asks participants get back into their groups or meeting and each group brainstorms **on whether their CS/TU network been involved in policy dialogue with their government on the question of expanding fiscal space to increase coverage of social protection programmes?** and notes down the responses on a flip chart / share screen / If not what can they what they can do

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation **on strategies into expand fiscal space**

FACILITATOR'S NOTES

FISCAL SPACE AND CONSOLIDATION

Fiscal space has been defined by the IMF as “the availability of budgetary room that allows a government to provide resources for the desired purpose without any prejudice to the sustainability of a government’s financial position.

“Expanding fiscal space for social protection is essentially about finding opportunities to mobilize additional revenue and to allocate additional funds to social protection expenditure. It is important for CSOs/TUs to understand the concept of expanding fiscal space. It is key to their advocacy strategies for increased financing of social protection. In this regard, they must develop the arguments to back their calls for governments to fulfill their human rights obligations and their commitment to achieve the Sustainable Development Goals(SDGs Expanding fiscal space – the antidote to fiscal consolidation CSOs/TUs must insist that their governments make every effort to ensure that social protection programmes are maintained, despite economic downturns in times of crisis. Governments should not cut back on pre-planned social protection expenditure in the name of austerity or fiscal consolidation. Rather, they should explore options for expanding fiscal space.

What is Fiscal Consolidation?

Fiscal Consolidation refers to the set of austerity measures used by many governments to reduce budget deficits following times of crisis (economic downturns, natural disasters, public health crises such as the COVID-19 pandemic). Primarily, it involves cuts in public expenditure, in particular social expenditure (health, education, the wage bill, social protection).

[Refer to the definition of “fiscal consolidation” in the accompanying Glossary of Terms].

SESSION FOUR ROLE OF TRADE UNION AND CIVIL SOCIETY ORGANIZATIONS ADVOCATES

Time: 45 minutes

Aim: This session aims at creating an understanding amongst participants on what their role is expanding SP and PFM

Content: Crucial Role of Civil Society and Trade Union Advocates

Training methodology: Participatory discussions, question and answer, Questionnaire answering , power point

Training materials: Flip chart, Reference notes, Markers, laptop, projector

Step one: Facilitator asks participants get into groups of 8 and each group brainstorms of what the Role of Trade union and Civil society organizations Advocates is in relation to advocating for public financing for social protection

Step Two: Participants share in plenary and facilitator wraps up using the notes

FACILITATORS NOTES

Crucial Role of Civil Society and Trade Union Advocates

- 1) They must remind their governments that social protection is central to the realization of important national economic and social goals: economic growth, sustainable development, decent livelihoods and the wellbeing of the citizens.
- 2) CS/TU advocates need to be conversant with the budgeting process timelines, key activities, documents, and actors in order to undertake their role effectively. The key activities they need to participate in include the consultative workshops and budget conferences at both the National and Local Governments levels. The advocates also need to know the contents of key budget documents such as the MTEF, BFPs and the timelines for their submission so as to actively follow the process. Knowledge of the above and the responsible centers/actors such as the AOs, the Cabinet, the Parliamentary Committees can help the advocates to intervene and participate in the process at the appropriate/decision making levels.
- 3) Knowing the timelines, documents, and key actors/decision makers are crucial. For example, the CS/TU advocates can request parliament and appear during the budget debates.

SESSION FIVE APPLYING SHOCK-RESPONSIVE APPROACHES TO THE COVID-19 CRISIS

Time: 1 hour

Aim: This session aims at creating an understanding amongst participant on the government interventions to alleviate the COVID-19 effects on the most vulnerable groups and at which stage in the budget cycle such interventions can be advocated for.

Content: The major COVID-19 interventions implemented in the budget by government of Uganda,

Training methodology: Participatory discussions, question and answer, Questionnaire answering

Training materials: Flip chart, Reference notes, Markers, laptop, projector

Activity one: Understanding the need for shock-responsive approaches to social protection

Step one: The participants form groups and discuss the following questions:

Has your CSOs/trade union sought opportunities to discuss with government, the latter's perspectives on shock-responsive social protection? Have you had any dialogues with the government or institutional partners (UNICEF, ILO, the IMF country mission), on the question of shock-responsive social protection?

What shocks should the government prepare for? What services should it offer in response to a shock?

Does it have or need to develop the administrative and financial capacity to respond appropriately?

Step two: The participants present to the plenary their observations/responses to the questions.

Step three: The facilitator wraps up the discussion.

FACILITATORS NOTES

The need for shock-responsive approaches to Social Protection

The Covid-19 crisis has served to highlight the need to incorporate shock-responsive approaches to social protection from the outset, that is, at the policy-formulation phase of the budget cycle (Phase 1). Shock-responsive systems should have a strong answer to how to fund the accompanying programmes, so they could effectively incorporate adaptive mechanisms to cater to the needs of those experiencing vulnerability. Examples of such interventions adopted by the Government of Uganda include availing seed capital to the most vulnerable groups (Emyoga), and the Parish Development Model.

CHAPTER SIX MONITORING AND TRACKING BUDGET PERFORMANCE AND EVIDENCE GATHERING

This chapter explores the importance of monitoring and tracking budget performance of funding meant for SP programs and evidence gathering to support the performance assessment.

It introduces resource materials, Illustrative examples of relevant experiences, Guide questions, and the accompanying glossary of terms.

All are meant to inform and to stimulate highly interactive discussions in which participants will share relevant experiences and learn from each other and from the facilitators.

This chapter is divided into three sessions. Session one accountability and reporting; Session two budget monitoring and tracking; and session three evidence gathering. The sessions also have different activities to cover different elements and subtopics.

SESSION ONE. ACCOUNTABILITY AND REPORTING

Time: 2 hours

Aim: This session aims at creating an understanding amongst participants of the accountability and reporting processes used to report budget performance and the key actors and reports.

Purpose of the Training Session:

Content: the budget monitoring and tracking process and the key actors in the process.

Training methodology: Participatory discussions, question and answer, Questionnaire answering

Training materials: Flip chart, Reference notes, Markers, laptop, projector, power point presentation

Activity one listing the accountability reports and key actors in the accountability Process:

Step one: Facilitator asks participants to list the accountability reports generated during budget execution phase and the responsibility centers – who is responsible for which. In case of online training participants can use the chat facility to participate in this activity.

Step Two: take participants through the accountability processes using the facilitators notes

FACILITATORS NOTES

5. ROLES IN THE ACCOUNTABILITY PROCESSES

Accounting Officers (of votes and Local Governments)

The AOs are charged with the proper use of funds entrusted to their vote. They are authorized to make commitments on those funds. They are responsible for putting in place Risk Management and Internal Control systems and the Internal Audit processes in place.

They are required to prepare and submit **half-year financial statements** to the Accountant General (AG) by 15th February. They are also required to prepare and submit the **annual accounts** to the AG and the Auditor General (OAG) within two months after the end of the FY.

The Accountant General

The AG specifies the basis of accounting and the classification system; in other words, the public accounting system.

The Internal Auditor General (IAG)

Responsible for the Internal Audit mandate for Central Government. Ensures that there is an Internal Audit function for each vote.

Audit Committees (ACs)

These are appointed for each sector and for a number of votes in Local Governments. The members of these committees are not public servants.

The Auditor General (OAG)

An officer of parliament who audits and expresses an opinion on the Government Accounts for a FY. The OAG's reports are forwarded to Parliament for consideration and action.

Parliament

The OAG report is automatically referred to the Parliamentary Committees (PAC and COSASE) which discuss the report and the accounts with the AOs. The committees make their recommendations and

also compile a report to the plenary. When the report is adopted by Parliament, the Executive, through the Minister, prepares the Treasury Memoranda.

6. ACCOUNTABILITY REPORTS

In-year financial statements

Prepared by AOs and submitted to the AG by 15 February. The AG prepares and submits the consolidated In-year financial statements for submission to the Secretary to Treasury by 15th March.

The Annual Accounts

They are prepared by the AOs of votes and those of Local Governments within two months after the end of the FY and submitted to the Accountant General and Auditor General. The OAG audits and submits an opinion on those accounts to Parliament.

The Consolidated Annual Accounts

The AG consolidates all annual accounts (the consolidated accounts for central government ministries and the consolidated accounts for local governments) within three months after the FY and submits them to the Minister the OAG.

The OAG Report and Opinion

Submitted to parliament for consideration. Parliament uses the OAG reports to oversee government activities and to hold government to account for its handling of public funds.

The OAG reports are referred to the Parliamentary committees – Public Accounts Committee (PAC) for Central Government, and the Committee on Statutory Authorities and State Enterprises (COSASE).

The Treasury Memoranda

Prepared by the Minister to Parliament within six months from the date of Parliament's consideration of the OAG report. It indicates the measures taken to implement the recommendations of parliament with respect to the OAG recommendations of the preceding year. It details to what extent the Executive has implemented Parliament's recommendations.

This is regarded as the last step in the budgeting and accountability cycle.

SESSION TWO BUDGET MONITORING AND TRACKING

Time: 2 hours

Aim: This session aims at creating an awareness amongst participants of the tools that can be used to monitor and track budget performance.

Content: budget monitoring and tracking.

Training methodology: Participatory discussions, question and answer, power point presentation

Training materials: Flip chart, Reference notes, Markers, laptop, projector

Activity one: Budget monitoring and tracking

Step one: Facilitator asks participants get into groups of 8 and each group brainstorms on how the CS/TUs can go about budget monitoring and tracking based on their experience.

Step Two: Participants share in plenary and facilitator wraps up using the notes and power point presentation

FACILITATOR'S NOTES

BUDGET MONITORING AND TRACKING

Tools/sources:

1. The financial reports
2. The MoFPED Websites
3. The Office of the Prime Minister
4. Central Government Release Publications in print media
5. Budget Monitoring and Accountability Unit (BMAU)
6. Sector Working Groups (SWG) reviews

The National Monitoring and Evaluation Policy requires all sectors, ministries, and Local Governments to conduct periodic reviews of physical and financial performance. Monitoring includes both aspects of physical performance and financial performance. The policy also requires the M & E reports to be made publicly available to all stakeholders including parliament and citizens in accordance with the Access to Information Act.

Under the Budget Transparency Initiative, the MoFPED publishes annual budget documents both in hard and soft copies are posted on its website. The Ministry also publishes quarterly budget releases in the print media. Information such as the budget allocations for a Ministry or Local Government can now easily be obtained from the MoFPED websites. Important documents such as the Ministerial Policy Statements can also be accessed likewise. The Local Governments are required to display budget information for easy public access.

The Office of the Prime Minister (OPM) is responsible for the coordination of the execution of government programmes. The OPM prepares The Government Annual Performance Report which is a comprehensive assessment of the performance of all government entities and the outcome of public spending in a given FY. The OPM also conducts the Retreat on the Annual Government Performance Report which is attended by cabinet ministers, ministers of state, permanent secretaries, and representatives from Local Governments.

The Budget Monitoring and Accountability Unit (BMAU) is a useful source of budget monitoring information. The Unit is responsible for monitoring government budget performance and produces the Sector Annual Monitoring Reports. The Unit can also be engaged to prepare Policy Briefing Papers that show the impact of specific policy changes. The BMAU reports are distributed to Members of Parliament, government officials, Development Partners, and Civil Society. The unit complements the work of the Accountant General, the Auditor General, the Inspector General of Government, and the Office of the Prime Minister.

Sector Working Groups whose membership includes Civil Society organizations are key players in the whole budget cycle and can provide very useful monitoring information. As discussed above, they carry out both bi-annual and annual budget performance reviews at a sector level. **The CS/TU advocates need to link up with the CSOs that sit at the SWG (The Social Development Work Group in particular) to help promote the SP agenda.**

CHAPTER SEVEN

FOLLOW UP, MONITORING AND WORKSHOP EVALUATION

SESSION ONE

Timeframe: 3 hours

Aim : To introduce to the participants to the concept of monitoring and follow up

Describe follow up and monitoring after the training.

Content: Follow up monitoring workshop evaluation

- **Assessment on how the workshop had progressed**
- **Listing by participants of any topics covered in the training which were interesting or boring**
- **Ranking the facilitators and the training as a whole (venue, meals, facilities, clarity of topic)**

Training methodology: Group discussion, experience sharing and brainstorming, question and answer

Training materials: Flip charts, markers, masking tape, notes, computer / laptop and projector

Step 1: Ask the participants in their groups to answer the following questions

- **What are the participant going to do differently after the training**

- What are they going to change or continue doing after the training

Step 2 : Ask the participants what Help Age and Partners should do after the training ?

Step 3 : Discuss the responses in relation to notes on follow up.

Step 4 : Ask the participants to share the steps that they will take as part of follow up and the persons/agencies that/ who will be responsible to carry out the follow up, They should also act out what will be involved in the follow up .

Step 5 : Ask the participants why there should be monitoring .

FACILITATORS NOTES

FOLLOW UP, MONITORING AND WORKSHOP EVALUATION

- Training is not just a course.
- It is a process involving behaviour change. This may not start and end with the training. Equipping knowledge and skills does not end with the training, since the goal is PFM for social protection , there is need for continuous learning .
- Those who have been trained need to practice what they learnt in real life.
- The trainer/ facilitator needs to periodically check on what they are doing through field visits to different areas and assessment on job, hence the need for follow ups.
- The follow up activities will vary from the different activities the participants need to do after the training
- That the information was understood participants and that it is being used correctly. Incorrect use may lead to problems in the advocacy for PFM and social protection advocacy.
- That the linkages are working effectively

ACTIVITY TWO: WORKSHOP EVALUATION

Step 1 Ask the participants whether any of them has ever made an evaluation at a workshop.

Step 2: Discuss the answers and further ask them what issues an evaluation should consider.

Step 3 : Ask the participants what method of evaluation should be used and how often this should be done for the duration of the training

Step 4 : **Drawing on responses in step 3 give instructions on evaluation.** Ask the participants to use the markers provided to dot in the square what most closely represents their feelings about the aspects of the training

Step 5 : **Option one:** Participants may make an evaluation through group discussion and writing and recording their assessment of the training as a group using the guidelines

Option two: Participants may carry out an assessment by using the 'stars' method. This works by the participants giving more stars to the activities they liked best and fewer stars to the activities they liked the least. The number of stars needs to be agreed to

FACILITATORS NOTES

- Training is not just a course. It is a process involving change.
- The process may start or end with the training. Equipping knowledge and skills does not end with the training. Those who have been trained need to practice what they have learnt.
- The trainer/ facilitator needs to periodically check on what the former trainees are doing through field visits to their areas and by making on the job assessments. These Follow ups will help the trainer / Help Age to assess the efficiency and effectiveness of the training and to determine whether the participants:
 - Are able to use what they learnt
 - Have any issues that they did not understand and for which they need more clarification
 - Have any areas that require further training
- The follow-ups assess what needs to be done on the spot to help the CSOs and trade unions achieve funding for social protection under PFM

EVALUATION GUIDELINES

TOPIC	DID NOT UNDERSTAND	<u>WAS CLEAR AND UNDERSTOOD</u>	<u>WAS INTERESTING</u>	<u>WAS BORING</u>
<u>Introduction to the Training</u>				
Introduction to social protection				
Advocacy				
Understanding public finance management				

monitoring and tracking budget performance and evidence gathering				
	EXCELLENT	GOOD	FAIR	POOR
<u>How did you find the facilitation style</u>				
<u>How do you rank the training methods used</u>				
<u>How was the timing of sessions</u>				
<u>How do you rank the hand outs provided</u>				
<u>Relevance of issues covered to the participants</u>				
<u>How do you rank the venue of the training</u>				
<u>How do you rank the meals</u>				

KEY

Excellent means it was perfect

Good means okay

Fair means a bit below standard could have been better

Poor means bad

ANNEXTURE A TIME FRAME

It is estimated that this course will take 34 hours and 55 minutes approximately 4 and ½ days

This can also be broken down into modules of 3 hours per day and if this is the case it will be covered over 12 days .

Topic	Estimated time	
Introduction to the training	Ice breakers 40 minutes	40 minutes
Introduction to social protection	Definition 1 hour Forms of social protection 2 hours Importance of social protection 1 hour Social protection in Uganda 3 hours	6 hours
Advocacy	Definition of advocacy 2hours Tools and benefits of advocacy 2 hours problem identification and analysis 3 hours Advocacy for public social protection financing 2 hours	9 hours
Understanding public finance management	Definition of PFM , legal and policy framework 5 hours Understanding budget cycle 6 hours Achieving fiscal space 1 and ½ hours	14 and 15 minutes

Role of trade unions and civil society organizations 45 minutes

<p>Monitoring and tracking budget performance and evidence gathering</p>	<p>Applying shock responsive mechanisms 1 hour</p>	<p>2 hours</p>
<p>Follow up,</p>		<p>3 hours</p>
<p>Monitoring workshop evaluation</p>		

ANNEXTURE B GLOSSARY OF TERMS

Accounting Officer – person appointed in writing by the Secretary to the Treasury, to be responsible for a vote.

Appropriation – means authorisation made, under an Appropriation Act permitting payment out of the Consolidated Fund for a specified purpose.

Appropriation Act – the Act passed in accordance with Article 156 of the Constitution, which authorizes expenditure of public monies for a FY.

Budget – government plan of revenue and expenditure for a FY.

Budgeting – process by which government sets levels of revenue and allocates spending of resources among all sectors to meet national objectives.

Financial Year (FY) – a period of twelve months commencing the 1st day of July and ending on the 30th day of June of the following year.

Medium Term – a period of three to five years.

Public Money – money received by a vote or collected for a purpose of Government and includes revenue from taxes and government charges, proceeds of loans raised on behalf of government, grants received by government, recoveries of loans, redemption and maturity of investments, sale or conversion of securities, sale proceeds on government property, other recoveries, or other funds for the purposes of government and any other money that the Minister or the Secretary to Treasury may direct to be paid into a public or official bank account.

Public Officer – any person holding or acting in an office in the Public Service.

Public Resources – includes public moneys and the stores, property, assets and the loans and investments of government.

Sector – group of institutions or votes that have common functions, objectives, and mandates.

Vote – an entity for which an appropriation is made by an Appropriation Act or Supplementary Appropriation Act.