



# **SCHOOL OF LOCAL GOVERNANCE, BUDGET ADVOCACY & ACCOUNTABILITY- (SLOGBAA)**

**Designed and Delivered by**

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**FELLOWSHIP PROGRAM**

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## 1. Introduction

The School of Local Governance, Budget Advocacy and Accountability (SLOGBAA) is a novel initiative by the Network for Active Citizens (NAC)<sup>1</sup>, designed to build capacity, mentor and engage National Youth Councils, Local Government Council leaders, governance and advocacy based civil society organisations to contribute to an effective, accountable and transparent Local government. Through this initiative, NAC envisions responsive, inclusive, participatory and representative decision-making at all levels. The fellowship program seeks to see “Reliable local services, inclusive local policies and effective partnerships within local communities since these are crucial to achieving stability, promoting sustainable development and increasing the quality of life of citizens”. That’s why we believe that real development starts at the local level.

## 2. Context

### 2.1. Youth in Uganda

In 2014, Uganda’s population was estimated at ‘34.9 million’<sup>2</sup> of which 17.8 million (51 percent) were children below 18 years while 6.4 million (21 percent) were youth (18 – 30 years). The Uganda Bureau of Statistics currently estimates Uganda’s youth population at ‘8.6 million representing 22.9 percent of the overall population’<sup>3</sup>. The population below 30 years is estimated to constitute up to 78 percent, making Uganda the third youngest country in the world with a median age of 15.9 years. An estimated 90 percent of the country’s population lives in rural areas and is served by decentralised local governments. If Uganda is to meet its national development aspirations and ensure that no one is left behind, then its significant youth population must be empowered to engage with the local governments in delivering policies and programmes on the ground.

### 2.2. The Legal and Policy Environment for Youth Participation

In 2016, World Leaders adopted the Sustainable Development Goals (SDG) as a new framework to foster holistic and inclusive global development. Uganda is one of the United Nations Member States that ratified and made commitments to domesticate the SDGs through its policy, legal and institutional mechanisms. According to the UN World Youth Report (2018), the ‘realisation of the SDGs will largely be contingent upon how well youth development efforts are integrated into the policies, plans and actions adopted to bring about their realization’.

Democratic Principle 1 of the National Objectives and Directives of State Policy of the 1995 Uganda Constitution obligates the State to ‘empower and encourage the active participation of all citizens at all levels in their own governance’<sup>3</sup>. To fulfil this obligation, Uganda has committed to several international and national laws to promote and protect the rights of young people as well as ensure their inclusion in development and governance processes. Some of the national laws and policies include the 1995

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<sup>1</sup> NAC is a Ugandan, Not for Profit, Community-Driven, Development, and Advocacy organization working with citizens and community-based organizations to amplify their voices to influence local, national, regional and international governance and development processes.

<sup>2</sup> UBOS (2014). National Population and Housing Census Report

<sup>3</sup> UBOS (2017). Statistical Abstract 2016/2017.

<sup>3</sup> GoU (1995). The 1995 Uganda Constitution

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Constitution, the National Youth Council Act (1993), the Local Government Act (1997), and the National Youth Policy (2001, revised in 2013) among others.

The National Youth Council Act (1993) in Section 3 (1) provides for the establishment of the National Youth Council as a body corporate to organise the youth of Uganda in a unified body with mandate to engage youth in activities that are of benefit to them and the nation, as well as to protect the youth against any form of manipulation. The National Youth Council Act provides several avenues for youth participation in development and governance.

- First the Act provides for the institution of the National Youth Council, which is an interest aggregation organisation for youth with mandate to identify key youth concerns, act on them or take them up the state/political hierarchy for redress.
- Second, the structure of the NYC, is built from bottom – up, allowing for youth leadership at the parish, subcounty and district local government levels. Youth leaders at these levels are mandated to organise and aggregate the concerns of their fellow youth for redress by the respective local governments.
- Third, the NYC Act (1993 as amended) in section 15 provides for the election of five youth representatives, at least two of whom shall be female, from the members of the National Youth Council to represent the youth in Parliament. This provision is in fulfilment of Article 78 (1) of the 1995 Constitution that provides for youth representation in the national parliament, ringfencing up to 5 positions of Member of Parliament for youth.

In addition, the Local Government Act (1997), section 10 (C) provides for ‘two councillors, one of whom shall be a female youth, representing the youth in the district’ at both sub county and district local government councils.

On the Policy front, the National Youth Policy (2001, as amended 2013) provides a framework and guidelines to inform youth programming and empowerment. The Uganda National Youth Policy describes and analyses the situation of youth, identifies issues to be addressed and proposes initiatives that should be taken to assess the challenges facing young people in Uganda. The NYP therefore seeks to strengthen new and existing youth participation structures in decision making at all levels. It also aims to enhance civic competence amongst youth and to promote programmes that inculcate democratic values, ethics and integrity and to promote a culture of peaceful resolution of conflicts<sup>4</sup>. The Department of Youth in the Ministry of Gender Labour and Social Development (MGLSD) is the lead agency responsible for the implementation of the National Youth Policy.

Overall, Uganda is credited for setting up an elaborate legal and policy environment to mainstream the participation of young people at levels of governance. Indeed the NYC working alongside several other youth civil society organisations and other development partners have played a critical role to amplify the voices of young people and directly mainstream their participation in, and contribution to development and governance in the country. The NYC in its present form embeds the strengths as a statutory body mandated by an Act of parliament and therefore recognised by government and other official bodies. In addition, its bottom-up structuring from the village/parish level right up to the national level gives it a nationwide presence. It therefore remains an important structure for any actor interested in empowering youth to participate in and contribute to development and democratic governance.

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<sup>4</sup> , Government of Uganda (2001). The National Youth Policy page 27

However, despite its legal mandate and bottom-up structure, the NYC is faced with several challenges including a lack of resources to mobilise young people, amplify their voices and mainstream their active participation in both local and national government activities. In FY 2019/2020, NYC was allocated ‘UGX: 2.1 billion to cater for both wage and development funding’<sup>5</sup>. This money caters for the national secretariat activities as well as for subventions to over 138 district councils across the country. With limited funding, the NYC is unable to effectively undertake its legal mandate to improve the wellbeing of young people it represents. In addition, NYC has no structured leadership training and mentorship programme for Local Youth Councils to enable them appreciate local government processes and thereby influence planning and budgeting in favour of the youth they represent. All local governments are obliged to make allocations from locally generated revenues towards Youth Council activities at the local government levels. But for this to happen, youth leaders at the local government level must have the knowledge, skills and space to engage local government technocrats and political leaders to heed to calls for youth development programming and budgeting.

### 2.3. The Local Government Architecture

Uganda’s Local Government Architecture is a five-tier system comprising of Local Councils I, II, III, IV and V. In this hierarchy, LC I, III and V are Local Governments which in essence are bodies corporate with powers to generate, collect, plan for and utilise resources. Local Governments can be either rural or urban (town councils, municipalities and cities). On the other hand, LC II and IV are administrative units that carry out functions related to resolution of problems and disputes, monitor the delivery of services and assist in the maintenance of law, order and security.

Uganda’s decentralisation policy and Local Government Act (1997) devolved, political, administrative and financial decision-making powers to Local Governments and administrative units. This was aimed at improving local democracy, accountability, efficiency, effectiveness, equity and sustainability in the provision of devolved social services country-wide. Some of the services undertaken by local governments include primary health care, primary education, feeder road works, water and sanitation, agriculture and local economic development. Local governments are supervised by the Ministry of Local Government whose overall mandate is to ‘guide, harmonize, mentor and advocate for all local governments in support of the vision of government to bring about socio-economic transformation of the country’<sup>6</sup>.

For almost three decades, decentralisation in Uganda has made it possible for non-state actors including ordinary citizens to participate in, and influence planning, decision making, and implementation of development initiatives at the local levels. According to Makara (2018), decentralisation now encompasses the principle of ‘partnerships between government agencies, organisations and actors in society as well as individual citizens. It has meant that previously marginalised groups and organisations expect to be actively engaged in the realm of public governance’<sup>7</sup>. Beyond electing representatives at all local government levels, citizens have real entry points to influence local level governance through participating in local government budget conference and accountability forums. In other jurisdictions, non-state actors such as NGOs are playing a complimentary role to provide services where the state is weak or absent. In certainty therefore, the country’s legal and policy framework for local governance presents guidelines, spaces and to some

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<sup>5</sup> MoGLSD (2020). Ministerial Policy Statement for FY2019/2020

<sup>6</sup> <https://www.molg.go.ug/content/about-us>

<sup>7</sup> Makara, S. (2018). Decentralisation and good governance in Africa: A critical review. *African Journal of Political Science and International Relations*, 12(2), 22-32.

extent facilitation for the participation of, and influence by citizens and other non-state actors in local level development and governance activities.

That said, there are underlying structural, socio-economic and political challenges that inhibit the participation of citizens and citizen groups, and their influence over local governance. Local governments have been captured by elites, thanks to a no-academic qualification for most political positions at the local government level. With the exception of a few selected positions, local council political leadership does not require any academic qualification which has resulted into the following;

- a) political leaders at the local government levels are unable to effectively debate and influence planning and budgeting as both processes are highly technical and require to be debated in English, which is a rare possession by many of the local politicians. This undermines the principle of representative democracy as political leaders are unable to eloquently present and defend the interests and ideas of the electorates;
- b) Local Government documents such as the budget framework paper, district development plan and annual budget are highly technical, and so are the financial and narrative reports. Political leaders who are meant to supervise and play oversight over the technical staffs cannot ably do so as their level of comprehension of the technical aspects of governance is very low. In the end, demand for accountability by the elected representatives is difficult to realise.

Over the past ten years (2010 – 2020), there have been several structured programmes designed to empower young people through training to participate in, and influence development and local governance in the country. Some of these initiatives include the Youth4Policy<sup>8</sup> by the Konrad Adenauer Stiftung; the Young Leaders' Forum<sup>9</sup> by the Friedrich Ebert Stiftung; and the National Leadership Academy<sup>10</sup> by the Uganda Youth Network. However, despite these programmes, the Overseas Development Institute (ODI) indicates that Ugandan 'youth civil society actors have struggled to structurally influence public policy designs, effectively monitor and report inadequacies in public service delivery as well as have strong and collective evidence-based voices during public policy evaluations<sup>11</sup>.

The challenges underpinning youth's participation in and influence of development and governance in the country is on the backdrop of an elaborate legal, policy and institutional framework that gives youth a political voice across national and sub national governance structures (see the legal and policy environment for youth in section 2.2 above). Consequently, the positive-sum institutional framework is yet to optimally respond to the needs of youth particularly as regards their interest group-specific development challenges at the local government levels. There are structural challenges but also capacity gaps on the side of youth representatives, which underlines their inability to register a commanding engagement and influential positions in local government planning, budgeting and accountability processes. This is where SLOGBAA comes in as a novel initiative to foster a well-functioning local public sector in Uganda that delivers quality services with citizens' preferences.

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<sup>8</sup> The Youth4Policy is a one-year fellowship programme designed to empower the next generation of Ugandan policy experts to meaningfully contribute to policy analysis and public debates.

<sup>9</sup> The Young Leaders Forum is a modular training programme designed to broaden and deepen the knowledge and skills of politically and socially interested and active young people between the age of 18 – 30 years to support their meaningful engagement.

<sup>10</sup> A structured multi-faceted and generational change leadership training and mentoring programme intended to promote more pluralistic, representative and accountable governance in Uganda.

<sup>11</sup> ODI (2016). Promoting good governance through civil society – legislator linkages. Opportunities and challenges for policy engagement in developing country context. [https://c.ymcdn.com/sites/istr.siteym.com/resource/resmgr/working\\_papers\\_barcelona/Jones.Tembo.pdf](https://c.ymcdn.com/sites/istr.siteym.com/resource/resmgr/working_papers_barcelona/Jones.Tembo.pdf)

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### 3. Problem Definition

The problem that SLOGBAA seeks to address is youth's limited understanding, lack of value-laden participation in and influence of local government planning, budgeting and accountability. The underlying factors causing this problem are;

- a) Youth's limited understanding and appreciation of the local government architecture, processes and entry points to participate in and influence planning and budgeting;
- b) limited evidence-based engagements by youth in local government planning, budgeting and accountability; and
- c) limited opportunities for interaction between young people and policy decision-makers and influencers at the local and central government levels.

These factors underline the inability of youth, despite their demographic advantage and available spaces for political participation and representation, to impact on the planning, budgeting and accountability outcomes. SLOGBAA is therefore designed to build the capacity of youth through training and use of technology to enhance the understanding of local government planning and budgeting as well as reinvigorate young people's interest in the affairs of their local governments. The programme intends to develop and popularise tools that use technology to build public vigilance and confidence in the service delivery chain at the local level. Physical spaces through social action initiatives as well as use of multimedia approaches shall be used in this programme.

#### 3.1. Objectives of SLOGBAA

The overall objective is to train, mentor and engage youth and young women in elected leadership structures, Civil society organisations in Local Governance, Budget Advocacy and Accountability so as to meaningfully contribute to attainment of an effective, accountable and transparent Local government that is responsive, inclusive, participatory and representative decision-making at all levels.

##### **Specific objective:**

- a) To build the capacity of youth and young women in elected leadership structures and civil society advocacy-based organisations in Local Governance, Budget Advocacy and Accountability
- b) To engage youth and young women in elected leadership structures and civil society advocacy-based organisations in local government budgeting and planning processes using YGB App
- c) To mentor young women in elected leadership positions structures to equally participate in and benefit from decision-making processes in the public and private spaces.
- d) To work with different stake holders at national level to amplify issues identified at local government level to national level so as to influence budget, policies and programs

### 4. Principles of SLOGBAA

SLOGBAA is built around the following principles/values/norms and regulations

- I. Current and prospective young leaders at the local level shall be the principal beneficiaries of SLOGBAA, which will enhance their capacities, renew their energies and enthusiasm to contribute to a strengthened local public sector that appropriately responds to their unique interests and challenges;

- II. Every young leader benefiting from the programme must be enabled to cascade the knowledge and skills acquired for the benefit of other young people to build a mass youth movement at the local level;
- III. SLOGBAA supports young leaders to realise lasting impact through on-site and virtual coaching, mentoring and social action projects. This is embedded in the principle that leadership is about influencing people;
- IV. Every social action project designed by a fellow under SLOGBAA must respond to an identified public problem facing their immediate society;
- V. SLOGBAA must create accountability spaces to interface the young leaders with technical and political actors at the local level through regular management forums.
- VI. SLOGBAA fellows practice their learning during the physical training sessions to ensure that there is transfer of learning. Members of the faculty must therefore explain underlying principles and provide sufficient time for practice.
- VII. The purpose of effective learning is to go beyond awareness and ‘theoretical’ knowledge, to skill (the ability to do). This means that members of the faculty must use case studies, exercises, role play etc. enhanced by constructive feedback from the learners especially during the physical sessions.
- VIII. The learning shall engage the whole person by going beyond the rational-intellectual level to a deep learning through reflective engagements. In Deeper learning, we mean covering less and leaving more time for practice and discussions. It also implies the focus shall shift from the ‘delivery of supplied training’ to the ‘learning of the participants’, the ‘trainer’ becomes more of a ‘learning facilitator’.

## 5. Theory of Change and Delivery Approach

### 5.1. The Theory of Change

The SLOGBAA theory of change is illuminated by three distinct but inter-connected stages through which all interventions are implemented to achieve the long-term development outcome. The three stages are intensive physical capacity building sessions; on-site and virtual coaching, mentoring and further technical support; as well as design and delivery of social action projects. When young leaders are;

- provided with knowledge and skills to understand how the country’s local governments architecture works;
- provided with adult mentors to guide their participation in and influence of the local government planning and budgeting processes;
- enabled to convene management and accountability spaces to interact with district technical and political leaders; and

- Supported to design and implement social action projects at the community level to influence people;

Then, there will be effective, accountable and transparent Local government that responds to the aspirations of the citizens including those of the young people.

## 5.2. Delivery Approach

### 5.2.1. Fellowship Programme

SLOGBAA will be delivered by the Network for Active Citizens together with its partners as a one year-long training, mentoring and social action fellowship programme with implementation of all activities happening at the local government level. Its focus on strengthening local governance through participatory planning and budgeting as well as advocacy for local level accountability distinguishes it from all existing young leaders programmes.

A collaborative framework with the National Youth Council and other youth serving organisations will be undertaken – the National Youth Council has the constitutional mandate to organise and provide technical support to local level district youth councils.

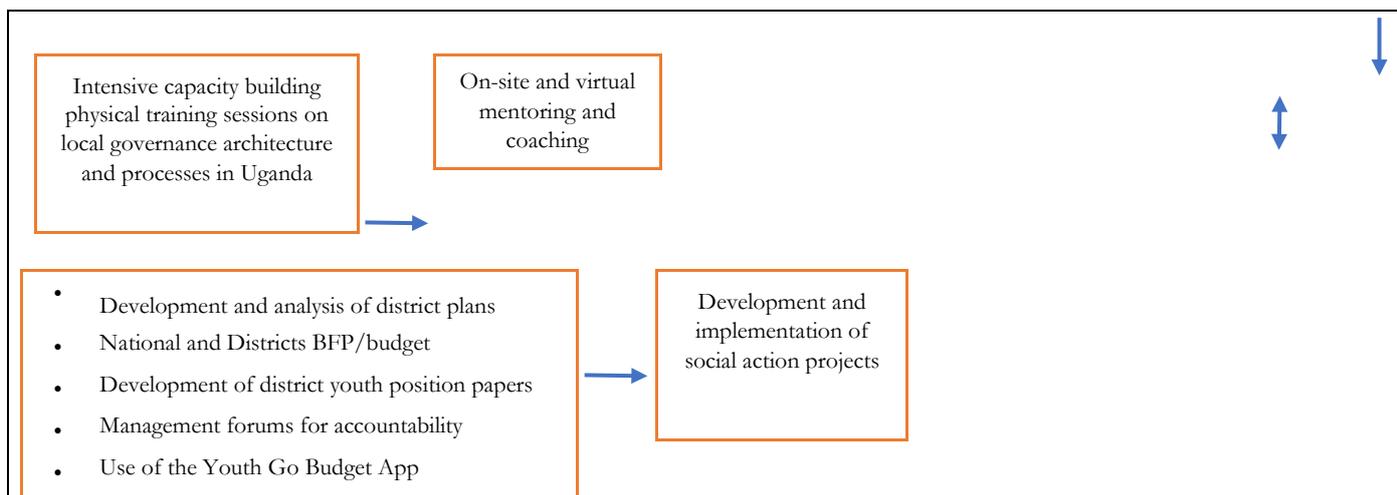
NAC will play host to and coordinate the delivery of SLOGBAA. For the start, NAC will enlist several district local governments and youth serving organisations as well as development partners into the implementation framework.

The NAC will then constitute a team of associates on a retainer arrangement to provide constitute the Faculty and Mentors. The Faculty and Mentors will then deliver onsite, and virtual training for the identified Fellows at the sub-national level. Figure 1 below illustrates the three stages through which SLOGBAA will be delivered.

### 5.2.2. Youth Go Budget Application

Youth Go Budget was developed by NAC as a virtual tool to allow youth in Uganda to follow up on the budget allocation of different sectors in their local governments. Using the App, youth are able to share their preferred budget proposals that leaders should support in the coming financial years. The Local Government Structure allows Ugandan youths to appreciate the different roles played by Local Government Leaders. With the Budget Cycle, the application users are able to track the different budget processes. This tool will be redesigned and popularised amongst the participating Fellows and local governments and used for relaying budget information as well as budget advocacy. More specifically, the tool will enable young people to access timely and accurate budget information and provide entry points for youth to participate in local government planning and budget processes. In addition, the application will provide a virtual platform for sharing and reflections among youth on their key budget and governance concerns.

**Figure 1: Illustration of the Delivery Approach for SLOGBAA**



### 5.2.3. Intensive Capacity Building Physical Sessions

The Intensive Capacity Building Physical Sessions will be the first stage of the delivery of SLOGBAA. This stage is designed to last 6 months and will entail the following;

- a) Selection of beneficiaries shall be undertaken through a demand driven process that requires interested parties to apply and be competitively selected. Prospective applicants will young men and women in the age category 18 – 30 years with a minimum qualification of A-level.
- b) Each cohort will be constituted of 40 current and prospective young men and women. Selection will also take into consideration other unique and inclusive attributes such as persons living with disabilities and representatives from urban and local governments at both sub county and district levels.
- c) A faculty constituted of men and women qualified and experienced in local governance, youth development as well as policy advocacy shall be constituted to design and deliver the SLOGBAA modules.
- d) Each session will be designed to cover the full length of a module and is proposed to last 5 consecutive days. This implies that there will be a total of three sessions which will be delivered in line with SLOGBAA principles outlined in section 4 above.

### 5.2.4. On-site and Virtual Mentoring and Coaching

After the delivery of the 6 months intensive capacity building sessions, the next two month will entail coaching, mentoring and further technical support as the second delivery stage for SLOGBAA. Coaching, mentoring and further technical support will be rendered based on gaps that will have remained unfilled during the physical interfaces. Coaching and Mentoring will be delivered as follows.

- a) At end of each physical session, each SLOGBAA fellow develops an action plan to help link learning to performance. This is where beneficiaries will highlight the kind of support needed to undertake the following;

- develop and analyse district development plans;
  - Review and input into the National and Districts Budget Framework Papers and budget instruments;
  - Develop evidence-based district youth position papers on various issues of concern;
  - Convene District Management forums where youth and youth leaders will dialogue with technical and political leaders at the district to ensure accountability; and
  - How to popularize the use of the Youth Go Budget App among youth and district local government leaders.
- b) Mentoring will be constituted of members of the faculty as well as other qualified and experienced persons within the participating district local governments. Fellows will be required to contact NAC secretariat request for a suitable mentor to support their learning and actions. In addition, Fellows may directly contact a Mentor from the pool of mentors.
- c) Mentors will provide both physical and online support that includes technical review of written policy and advocacy manuscripts by the Fellows and provision of feedback. Before written feedback is given, the Mentor may have a one-on-one sharing of their knowledge, skills and experience to assist the Fellows to progress and develop sound evidence based youth position papers.

#### **5.2.5. Development and Implementation of Social Action Projects**

SLOGBAA is uniquely designed to ensure that young leaders realise lasting impact and transformation in society. For this reason, the programme social action project initiative is intended to enhance the capacity of Fellows to design and implement activities that influence people and cause real change at the local level. Social Action projects is the third and last stage of the annual cycle for SLOGBAA and will cover three months with the following;

- a) Each fellow identifies an idea/ or solution that they would like to implement at the local level to respond to a public problem in their communities. Some of the ideas/ solutions would include; building/ or renovating an access point to safe clean water; building a community resource center; and instituting an accountability platform among others .
- b) All Fellows will closely work with their mentors to develop the concept for their social action project detailing, the idea, objectives, delivery approach, resources required and timelines of implementation among others.

## **6. Programme Components**

### **6.1. Introduction**

SLOGBAA is designed as a structured fellowship programme with three broad modules including Active Citizenship; Local Government Planning and Budgeting; and Accountability. Each module is delivered based on a detailed curriculum developed by the Faculty following the principles/values/norms and regulations underlying the programme.

## 6.2. Module I: Active Citizens:

Active Citizens is the introductory module under SLOGBAA and is designed following the Active Citizens toolkit developed by the **British Council**. Active Citizens is a social leadership programme that promotes intercultural dialogue and social responsibility as key leadership competencies for 21st century leaders.

**“Active Citizens aims to cultivate trust, understanding and sustainable development through connecting people across cultures and sectors while building their knowledge, attitudes and skills to create fairer and more resilient societies”**<sup>12</sup>. Under SLOGBAA, Active Citizens is primarily focused on promoting youth-led social development through building trust within and between youth communities and local governments. The module inspires youth leaders to take up social and political responsibility for their needs and concerns while giving them the knowledge, skills, experience and networks to respond to the needs of the young people they represent. The global Active Citizens toolkit will be contextualised for SLOGBAA to specifically focus on the following;

### 6.2.1. Identity and Culture

Identity and culture sub module is designed to reinforce the role of social capital in propelling youth’s participation in local government processes. Given the demographic significance of youth, their collectiveness in voice and action is critical in amplifying their concerns and getting governments to appropriately respond. In the recent past, development programmes targeting youth have been designed at the national level for implementation at the local government level, making these programmes to lack the context and inclusiveness required for successful implementation and impact.

### 6.2.2. Intergenerational Management Forum (IMF)

This sub module is designed to enable youth leaders learn skills for initiating and conducting intergenerational dialogues through management forums at the local government level with the aim of connecting and understanding local government processes as a mechanism for influencing local decision making and realising accountability. The use of regular IMFs will be emphasised by SLOGBAA to realise at least one or several of the following;

- Strengthening and coordinated delivery of youth development interventions in the participating local governments
- Realising accountability for the decisions made in earlier forums as well as on overall service delivery in the local governments
- Improving transparency and accountability to the youth and other stakeholders

### 6.2.3. Social Action Initiatives

This sub module is designed to enable Fellows acquire knowledge and skills to influence people through social action initiatives. Fellows working individually or in groups focus on planning a social action initiative for implementation in their community, considering the process in different levels of detail and complexity. This involves identifying and clarifying a public problem and detailing the specific intervention including how it will be delivered. Fellows are trained to look for patterns and insights into what’s already working and how to scale it up and create the conditions for positive sustainable change to emerge.

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<sup>12</sup> British Council (2018). Active Citizens facilitator’s toolkit. Available at [https://www.britishcouncil.org/sites/default/files/active\\_citizens\\_global\\_toolkit\\_2017-18.pdf](https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf)

Fellows experiment and manage risks by trying things out, analysing the impact and pursuing activities which have potential. Fellows are equipped with knowledge and skills to implement the social actions which

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results into transfer of learning. It gives them the experience of designing and learning from the delivery of social action and demonstrates their increased social responsibility and leadership skills. Where social action initiatives are showing the potential to achieve meaningful impact further support, visibility and networking opportunities are often provided.

### **6.3. Module II: Local Government Planning and Budgeting**

#### **6.3.1. Understanding the Local Government Planning Process**

This sub module is designed based on the Local Governments Act, 1997 and in particular section 36 that establishes a district local government as a planning authority. Fellows will be practically enabled to understand how local governments prepare their integrated development plans (IDPs) which must incorporate plans of lower local councils. It will be emphasized in this sub module, that District plans are supposed to be developed using a bottom-up approach, with each village making its community action plan. In principle, the district plans have to observe and make their plans in accordance with both local priorities and national planning frameworks. This module will therefore emphasise the entry points for youth leaders to participate in and influence local level decisions.

#### **6.3.2. Understanding the Local Government Budgeting Process**

This sub module is designed to offer young people the knowledge, skills and opportunities to understand how financial resources are allocated at the local government level. It is a sub module for educating and empowering young people to engage with political leaders and technical staffs on all matters pertaining to localised planning and budgeting. Through this sub module, NAC is keen to strengthen inclusive governance by giving young people as a marginalised group, the opportunities to have their voices heard and to influence public-decision making critical to their interests. Understanding the budget and related advocacy is broken down into several components to clarify, in the simplest terms, how local governments collect revenue, undertake allocations and execute the budget to deliver services and goods to citizens.

The justification for this sub module is because ‘preparation, approval and implementation of a budget is the most significant fiduciary duty of local government staffs and political leaders, as it determines the basket of goods and services to be provided, and where and how they will be provided. Because these goods and services are provided to citizens, their active participation in, and consequently influence of local government plans and budgets becomes a significant tennet of local democratic governance.

The sub module heavily draws from, and is constructed alongside the District Budget Framework Paper, which is the local government overall strategy document for the district budget, designed to create a link between central Government’s overall policies<sup>13</sup> and the local government budgets. The emphasis on the district budget framework paper is because it contains information regarding the local economic development policy architecture, local revenue projections and the overall district resource envelop. In

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<sup>13</sup> Government policies are informed by the National Development Plan, which in turn informs the public sector development priorities.

addition, the framework paper situates the district service delivery interventions over the 12 month financial period.

## 6.4. Module III: Accountability

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### 6.4.1. Social Accountability

Social accountability refers to “actions initiated by citizen groups to hold public officials, politicians, and service providers to account for their conduct and performance in terms of delivering services, improving people's welfare and protecting people's rights”<sup>14</sup>. This sub module is designed to enable Fellows acquire knowledge regarding the liabilities and obligations placed on public functionaries (elected office bearers and appointed officials) to give satisfactory explanation to the public (tax payers) concerning the exercise of power, authority and resources, which are entrusted to public office bearers ordinarily as a trust from the citizens. The state budget provides very specific line-item detail on where public resources will be spent and what resources will be spent on. The doctrine of “public accountability is acknowledged as a pivot around which good government rotates”<sup>15</sup>. This module will enlighten the Fellows on how to;

- Access budget and related information;
- Current budget guidelines that promote transparency;
- Conduct effective consultation and publicity to build the demand side for accountability;
- Effectively keep the electorate in the know of what is happening at their local governments.

### 6.4.2. Youth Go Budget App

This sub module is designed to enable Fellows to acquire knowledge and skills to apply the Youth Go Budget application in their accountability activities. The Youth Go Budget App is a virtual tool developed by NAC to allow youth in Uganda to follow up on the budget allocation of different sectors in their local governments. Using the App, youth are able to share their preferred budget proposals that leaders should support in the coming financial years. The Local Government Structure allows Ugandan youths to appreciate the different roles played by Local Government Leaders. With the Budget Cycle, the APP users are able to track the different budget processes.

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<sup>14</sup> World Bank (2019).

[http://siteresources.worldbank.org/INTMONGOLIA/Resources/What\\_is\\_social\\_accountability.pdf](http://siteresources.worldbank.org/INTMONGOLIA/Resources/What_is_social_accountability.pdf)

<sup>15</sup> Kakumba, U., & Nsingo, S. (2008). Citizen participation in local government and the process of rural development: the rhetoric and reality in Uganda. *Journal of public administration*, 43(2), 107-123.

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