



**THE REPUBLIC OF  
UGANDA**  
**Ministry of Local Government – Local Government Development Programme  
(LGDP)**

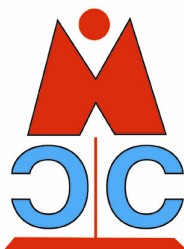
**Ministry of Agriculture Animal Industries and Fisheries – Programme for  
Modernization of Agriculture (PMA)**

**In Association with  
CARE International**

**REPORT ON NATIONAL WORKSHOP ON COMMUNITY  
BASED PLANNING**

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## **1.0 Background**

Local Government Development Programme (LGDP) in the Ministry of Local Government, Plan for Modernisation of Agriculture (PMA) and CARE International commissioned a study to review approaches to Community Based Planning (CBP) within the context of decentralisation. A national review workshop was organised in which seven case studies selected to represent a wide cross-spectrum of approaches (sectoral, non-sectoral planning, NGO led and Local Government-led etc) were presented. The case studies formed the basis for discussions aimed at drawing out lessons learnt in the implementation of the different approaches, best practices, and knowledge gaps in order to inform national policy. DFID and Khanya - managing rural change of South Africa are coordinating the CBP review process.

### ***1.1 Workshop Objectives***

The specific objectives expected to be achieved at the end of the workshop were that; participants would have:

- Reviewed various approaches to decentralised planning in Uganda and the roles played by different organisations
- Identified lessons learnt, best practices and gaps in decentralised planning with a view of informing future planning processes
- Identified a network of institutions and individuals with interest in continued learning on Community Based Planning

### ***1.2 The broader context***

DFID funded a prior project looking at “Institutional Support for Sustainable Rural Livelihoods in Southern Africa. This study identified the need to look at improving the linkages between micro (community) and meso (local government and district level service providers) if livelihoods of the poor people can improve. The project aims at learning from best practice as to what system for CBP can be developed and implemented so that poor people can influence resource allocation.

The project will learn from best practice in 4 participating countries (Uganda, Zimbabwe, Ghana and South Africa) and in 2 countries that will be visited (India and Bolivia). A cross-country workshop has been organised to take place in South Africa to share learnings. Khanya - managing rural change of South Africa is managing the project overall but is working closely with in-country partners to achieve country objectives and the Overseas Development Institute (ODI) is providing research and dissemination support.

### ***1.3 The LGDP Perspective***

LGDP is a programme funded by World Bank is scaling up District Development Project (DDP) which was piloted in 5 districts of Arua, Jinja, Mukono, Kabale and Kotido During the implementation of DDP, three main activities were carried out to promote learning and inform

improvements in the project design namely; annual performance assessment (May - June), M & E Reviews (November - December) and a number of policy studies.

LGDP is being implemented in all the districts in Uganda except the 5 already benefitting from DDP and those that have bilateral donor support. LGDP is providing budget support to local governments. The following were identified as the main challenges to CBP under LGDP:

- Deepening CBP processes at lower levels (villages, parishes and sub-counties)
- Mainstreaming cross-cutting issues (gender, environment, HIV/AIDS etc.) into the planning process
- Tension between constraints (needs) based planning versus opportunities based planning
- Sharing resources between different levels of local governments
- Tension between development needs versus capacity/sustainability issues
- Raising community expectations (open ended planning versus budget constrained planning) and their effect on community participation
- Volunhtarism versus reward/benefit systems
- Tension between national and local priorities

The LGDP presentation called for identification/development of a cost-effective CBP model (best practice) which can be integrated into existing structures and managed on a sustainable basis with clear roles and responsibilities for the different stakeholders. This would provide an input into the revision of Planning Guides for local governments.

## **2.0 Case studies**

A total of seven case studies were presented in the workshop depicting different approaches to CBP by different organisations

### **2.1 *Rakai Community Capacity Building Programme for Sustainable Development - Concern Worldwide, Rakai district***

The Purpose of the Rakai Programme is to improve the abilities of communities to manage their own development through strengthening the capacity of local development actors to facilitate this process. The entry point for CBP by Concern in Rakai is the Parish through the Parish Development Committees (PDC) which are responsible for identification of community problems/needs, identification of community resources, monitoring and evaluation of projects. The PDCs are trained by Sub-county Trainers recruited and remunerated by the Sub-counties. Project appraisal, approval and management of Sub-county Development Fund is done by a Sub-county Fund Board comprised of Local Government leaders and members of the civi society. The approach to planning used by the project is problem/needs based.

### **2.2 *Implementation of DDP/LGDP in Kayunga District Local Government***

Kayunga district was formally part of Mukono district, one of the DDP Pilot districts. The planning process follows a participatory bottom-up approach. The first step is at village level (identification of problems/needs and community contribution. The second step is at the Parish

level (discussion of needs of the villages and prioritisation within the Indicative Planning Figures (IPF) on the basis of guiding criteria and forwarding of priorities beyond the capacity of Parish to the Sub-county. At the Sub-county level the Investment Committee (new creation) and Sub-county Technical Planning Committee endorse proposals from the different parishes and prioritise cross-cutting issues. Projects with recurrent cost implications at the district level are submitted to the district for clearance and approval at that level. Another structure that has been created under DDP/LGDP is the Project Management Committees (PMCs) which is charged with the responsibility of overseeing project implementation and on completion of project organising community management operation and maintenance of investments

### **2.3 ActionAid Project Apac**

This is one of ActionAid Uganda's projects situated in northern Uganda and is aimed at improving the quality of life of the people living in the project area. The project is funded through child sponsorship in the UK and is implemented independently of the district and sub-county structures but with close collaboration with the government departments. Two main structures have been created within the communities to facilitate CBP namely; Parish Beneficiaries Forum (locally referred to as Paribenfora) comprising of 2 representatives (1 man and 1 woman) from each village. Their main role is to facilitate problem identification and analysis at the village level which are brought to Parish level for prioritisation. Paribenfora is responsible for planning, budgeting and implementation of parish projects. The second structure is the Community Facilitators (locally referred to as Comfacis, are recruited and paid by communities but with money from ActionAid) which are responsible for training members of the Paribenfora and assisting in facilitation of planning sessions at both village and parish levels. Amounts of money available to each parish from ActionAid is made known at the beginning of the planning period (Budget constrained planning). The Approach used in planning is problem/needs based.

### **2.4 Community Action Plans (CAPs) in Kotido District - Uganda Participatory Poverty Assessment Process**

UPPAP is a research and advocacy project which seeks to bring the voice and perspectives of the poor into national and district planning for poverty reduction. UPPAP aims at building district capacity to plan for poverty reduction, developing national systems for integrated, qualitative and quantitative poverty monitoring and establishing capacity for participatory research in Uganda. Participatory Poverty Assessment was launched in 1998 in 9 pilot districts including Kotido. This process culminated into the development of Community Action Plans (CAPs). The planning process starts with pre-visits/protocol visits to the chosen villages and ends with community meetings where brainstorming on poverty issues are done and prioritisation of problems was done to identify the most "burning" problem on which to develop a project. CAP Committees were formed and trained to act as the implementation organ in charge of all operations and accountability. The entry point for UPPAP is at the village level and the approach used for planning is problem/needs based.

## **2.5. *The Conserve Biodiversity for Sustainable Development Support Project (COBS) supported Environmental Action Plans (EAPs)***

COBS is a three year project supporting the National Environment Management Authority (NEMA) and a cluster of districts in the south-western Uganda landscape (Kisoro, Bushenyi and Rukungiri) to rationalise their planning process and develop Environmental Action Plans (EAPs) for the districts. The project is supporting the Local Governments through a consultative/interactive bottom-up process to come up with EAPs and to integrate them into the District Development Plans and the Sub-county Investment Plans to ensure sustainable development and poverty eradication. The structures that are involved are the District Environment Committees which are responsible for environment management in the district and the Local Environment Committees (LECs) which are responsible for mobilising stakeholders at the Parish to come up with Parish Environment Action Plans (PEAPs) and Sub-county to come up with Sub-county Environment Action Plans (SEAP). The districts have also formed District Task Forces (DTFs) to manage the day to day activities and to liaise with LECs. The project is facilitating the existing structures and processes, easing technical, financial and logistical constraints that hamper district and sub-county local governments from fulfilling their mandates. The project operates as counterpart to the District Environment Office. A Vision based approach is used in the planning process as opposed to the problem/needs based approach.

## **2.6 *Kumi Children's Project - Save the Children Denmark***

This is a Danida funded child-focused project operating in Kumi district in close partnership with district departments of education and Probation & Social welfare. At the community level it works closely with School management Committees and Parents Teachers Associations and women groups as mobilisation structures. Project Implementation, monitoring, accountability and report writing is done by the local leaders themselves. The planning process takes place after community members are given a feedback on the findings of a baseline survey normally conducted by the project. The whole community identifies needs based on the findings of the baseline survey, carries out opportunity analysis (and also their own contribution to the project) and draws community action plan on the “best bet”. It is against this that community develops monitoring indicators. The only new structure created by the project are Village Child Rights Trainers who educate people on rights of children and offer counselling and guidance in cases of abuses.

## **2.7 *Parish Development Committees (PDCs) - UNICEF***

These are non-statutory structures that were created by Local Council II in 42 districts with facilitation from UNICEF. It is created at the level of Local Council II as entry point into the community. Initial funding for PDCs was from UNICEF and the line ministries that were using them especially for interventions in education, health and environmental sanitation. However over time other donor agencies have also started supporting and using PDCs to facilitate their own interventions in the districts

### 3.0 Emerging Issues

A number of issues emerged out of the presentation of case studies and were clustered into four main categories namely; Community issues, Methodological issues Institutional issues and Motivational issues. These were exhaustively discussed by the workshop participants and the outputs are presented below:

#### 3.1 Community Issues

Issue	Guiding Principle	Recommendations	Justification
1. <i>How can we define what we mean by Community Based Planning, in a way that is helpful?</i>	Involving stakeholders	<ul style="list-style-type: none"> <li>• Stakeholders analysis</li> <li>• Mobilisation of the stakeholders</li> <li>• Training of the groups on the planning function</li> </ul>	<ul style="list-style-type: none"> <li>• Ownership of the process and product</li> <li>• Sustainability</li> </ul>
2. <i>What is the most appropriate unit (range of units) for Community Based Planning? Does it extend to Sub-county level?</i>	Effective representation	<ul style="list-style-type: none"> <li>• Village and parish is the most appropriate unit for community based planning</li> <li>• Sub-county and District level local governments should handle cross-cutting issues that may not feature at the lower units e.g HIV/AIDS, Environment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Wider involvement especially of marginalised and disadvantaged groups</li> <li>• Build capacity at the parish to handle bigger projects</li> </ul>
3. <i>How can we bring in marginalised groups into both the planning process and the final output of the process?</i>	Equal opportunities and dignity of the groups as other members of the community	<ul style="list-style-type: none"> <li>• Support informal groups that support the marginalised</li> <li>• Carry out baseline surveys and sustainable livelihood analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Plight of the marginalised and disadvantaged addressed in the plan</li> </ul>
4. <i>How can we bring out “deeper” issues of underlying causes and cross-cutting issues (environment, governance, HIV/AIDS) into the lower level planning processes which typically come out with plans based on infrastructure (schools, roads, clinics)?</i>	Mainstreaming cross-cutting issues into community plans	<ul style="list-style-type: none"> <li>• Use opportunity based approaches to planning</li> <li>• Use appreciative inquiry methods</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic plans</li> <li>• Ownership of the planning process and implementation of the outcomes</li> </ul>
5. <i>How can we move towards integrated planning, and what are some of the concrete steps?</i>	Coordinated planning process	<ul style="list-style-type: none"> <li>• Integrating plans of lower levels into higher levels</li> <li>• Having a longer term guiding plan (5 years) with a common goal</li> <li>• Coordinated process of planning by all the sectors</li> <li>• Publicising and sharing the plans of different stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid duplication of efforts</li> <li>• Ensure common efforts</li> </ul>

			<ul style="list-style-type: none"> <li>Participation in implementation management of plans</li> <li>Having monitoring indicators</li> </ul>	
6. <i>What can be done to maximise community contributions to both planning process and the implementation of action plans?</i>	<ul style="list-style-type: none"> <li>Community ownership of the process</li> <li>Reflection of what the community wants</li> </ul>	<ul style="list-style-type: none"> <li>Use participatory tools in planning</li> <li>Involve stakeholders in planning, implementation and monitoring</li> <li>Develop community planning indicators</li> </ul>	<ul style="list-style-type: none"> <li>Reflection of community wants</li> <li>Ownership</li> </ul>	

### 3.2 Methodological Issues

Issue	Guiding Principle	Recommendations	Justification
1. <i>What are the relative merits and advantages of vision/opportunity based method, versus a constraint/problem based process?. What are the recommended best practices for local governments</i>	<p>Holistic approach to development and the quest for positive changes</p> <ul style="list-style-type: none"> <li>Promotion of common understanding</li> <li>Recognition of ownerships of user friendly information by communities</li> </ul>	<ul style="list-style-type: none"> <li>Vision/opportunity based method is recommended best practice for long-term planning while constraint/problem based methods can be used for addressing immediate needs / emergencies (short term interventions)</li> </ul>	<ul style="list-style-type: none"> <li>Vision/Opportunity based approach builds on peoples strengths and is proactive</li> <li>Problem based approach raises community expectations and dwells on weaknesses / deficiencies</li> </ul>
2. <i>How can information generated during and after the planning processes be "stored" at lower levels, especially given the fact that literacy levels are low at these levels</i>	<ul style="list-style-type: none"> <li>To avoid biasing the planning process</li> </ul>	<ul style="list-style-type: none"> <li>Simplify documentations and use local forms</li> <li>Use appropriate methods of dissemination e.g. posters, drama</li> <li>Store information where it is supposed to be used for planning and for reference</li> </ul>	<ul style="list-style-type: none"> <li>Avoid duplication</li> <li>Promote sense of ownership of the data collected</li> <li>Having information as reference/benchmark for monitoring and evaluation of change</li> </ul>
3. <i>At what point in the planning process should the question of budget (resource envelope) be introduced? Should the question of available funds drive the planning process or support it?</i>		<ul style="list-style-type: none"> <li>The budget should be introduced at a later stage after needs identification and activities to be undertaken, what resources are needed and what opportunities /services are available within the community</li> <li>Only in case of emergencies should the budget be introduced early in the planning process</li> </ul>	<ul style="list-style-type: none"> <li>To allow for unrestricted generation of ideas according to realities</li> <li>To encourage resource mobilisation by communities including their own</li> </ul>
4. <i>How can community expectations be managed in Community-based Planning processes that emphasise greater participations?</i>	<ul style="list-style-type: none"> <li>Avoid frustrating communities</li> </ul>	<ul style="list-style-type: none"> <li>Using a visioning approach which scale down expectations</li> <li>Clearly define roles and responsibilities of the different stakeholders including</li> </ul>	<ul style="list-style-type: none"> <li>To sustain community participation in development activities</li> </ul>

			<ul style="list-style-type: none"> <li>communities</li> <li>Carry out sensitisation to make community aware of what to expect</li> <li>clearly define time-frame for project implementation based on people's agenda</li> <li>Plan for short term interventions in a situation where you are making long term plans</li> </ul>	
5. <i>At what point in the planning process should service providers/NGOs be involved and what should be their role</i>	<ul style="list-style-type: none"> <li>Effective participation</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders should be involved right from the beginning of the planning process</li> <li>Roles of different stakeholders should be clearly defined</li> </ul>	<ul style="list-style-type: none"> <li>Promote sense of ownership and sustainability</li> </ul>	
6. <i>How can we deepen participation while at the same time making it cost effective and efficient?</i>	<ul style="list-style-type: none"> <li>Encourage participation by all</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders should agree and adhere to schedule of activities</li> <li>Use existing structures (e.g Lcs, CBOs etc.)</li> <li>Seek to involve all categories of people in the community</li> <li>Use focus group discussions / consult all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>To avoid wastage of resources and ensure sustainability</li> </ul>	
7. <i>How can we move the best practices to scale - changing from a perfect (project driven) process, to a replicable, government driven planning process?</i>	<ul style="list-style-type: none"> <li>NGOs/Local governments should play a facilitation role</li> <li>Work through existing government structures</li> <li>Network among the different stakeholders</li> <li>Institutionalise a collaborative learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> <li>Build capacity</li> <li>Ownership</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
8. <i>How can sectoral planning processes for particular specialist areas (health, environment, child rights) be mainstreamed into the district development planning process and at what levels should this occur?</i>	<ul style="list-style-type: none"> <li>Harmonise planning guidelines (legal framework) for integrated planning</li> </ul>	<ul style="list-style-type: none"> <li>Ensure capturing of cross-cutting issues</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

### 3.3 Motivational issues

#### a) Government, NGOs, Practitioners and facilitators

Guiding Principle	Recommendation	Justification
1. Practitioners must have relevant skills in CBP	Ensure that participants have skills in: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Mobilisation</li> <li>• Planning</li> <li>• Documentation</li> <li>• Lobbying</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners cant do without these skills</li> </ul>
2. Practitioners must have appropriate logistical support for CBP	Ensure provision of: <ul style="list-style-type: none"> <li>• Transport</li> <li>• Allowances</li> <li>• Field gear</li> <li>• Stationery</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners cant do without these logistics</li> </ul>
3. Practitioners must be allowed adequate time for fieldwork	Reduce administrative tasks for practitioners	<ul style="list-style-type: none"> <li>• CBP takes alot of time</li> </ul>
4. Practitioners need time to learn and share experiences	Practitioners need structured learning experiences through: <ul style="list-style-type: none"> <li>• Exchange visits to CBP initiatives</li> <li>• Participation in Peer groups/networks/workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Maximise learning</li> <li>• Promote innovation</li> <li>• Learning process is shortened</li> </ul>
5. CBP should be appreciated at all levels in the organisation	Practitioners learning must be budgetted for in the annual budgets <ul style="list-style-type: none"> <li>• Bureaucrats/managers should be oriented/sensitised to CBP</li> <li>• Practitioners/managers have a forum to negotiate support required</li> <li>• Consider further decentralisation of budgets to operational/practitioner level</li> <li>• Participants should be allowed a degree of independence to experiment and learn from experience</li> </ul>	<ul style="list-style-type: none"> <li>• CBP needs support from many levels (managers, procurement etc.)</li> <li>• Politicians and donors can divest CBP with their own agenda</li> </ul>
6. Reward and recognise practitioners who do “deep” fieldwork in CBP	<ul style="list-style-type: none"> <li>• Select people for training/workshops and exchange visits on the basis of fieldwork</li> <li>• Promote people based on their practical skills, knowledge and merit</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an incentive for doing fieldwork</li> <li>• Builds skills of those with practical experience</li> </ul>

*b) Motivation by communities*

Guiding Principle	Recommendation	Justification
1. Community animators should have relevant skills for CBP	<ul style="list-style-type: none"> <li>• Ensure that all Community Animators have skills in communication, facilitation, planning, documentation and lobbying</li> </ul>	<ul style="list-style-type: none"> <li>• Community animators cannot do without these skills.</li> </ul>
2. Appropriate logistical support to the community planning team	<ul style="list-style-type: none"> <li>• Ensure that basic logistical support like stationery, soda, meals are available</li> </ul>	<ul style="list-style-type: none"> <li>• Makes process more efficient</li> <li>• Shows respect for the community</li> </ul>
3. CBP should be built around community structures, calendars, status and culture	<ul style="list-style-type: none"> <li>• Study and appreciate community calendar, needs, culture and other institutional systems</li> <li>• Study and discuss leadership capacity and status, skills, standing in the community and trust</li> </ul>	<ul style="list-style-type: none"> <li>• Efficiency</li> <li>• Relevance</li> <li>• Respect</li> </ul>
4. The planning meeting should also be a learning for all groups in the community	<ul style="list-style-type: none"> <li>• Use participatory methods</li> <li>• Allow time for reflection</li> <li>• Ask questions, get to know what people know and share their knowledge</li> <li>• Encourage all groups especially the disenfranchised to participate</li> <li>• Encourage respect for everyone's views</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes ownership</li> <li>• Increases community information base</li> </ul>
5. Planning process should deal with immediate and long-term benefits	<ul style="list-style-type: none"> <li>• Understand resources available (time, skills, money)</li> <li>• Include short term activities to build confidence</li> <li>• Community must be empowered to show other actors that they have their own agenda, vision and plans</li> </ul>	<ul style="list-style-type: none"> <li>• To promote community participation - relevance to community needs</li> </ul>
6. External actors involved in CBP should use opportunities provided by the decentralisation policy	<ul style="list-style-type: none"> <li>• Consider the national and LG priority areas</li> <li>• Link community plans into parish, Sub-county and district plans</li> </ul>	<ul style="list-style-type: none"> <li>• Gives communities confidence that plans will be implemented</li> </ul>
7. There should be an equitable relationship between facilitator and community	<ul style="list-style-type: none"> <li>• Facilitator needs good interpersonal skills</li> <li>• They should be trained in communication skills</li> <li>• Facilitators should understand local communities</li> <li>• Must be respected and trusted by the community</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
8. Communities should work at a system of rewarding and recognising people who participate in CBP	<ul style="list-style-type: none"> <li>• Active community members should be selected for workshops, exchange visits</li> </ul>	<ul style="list-style-type: none"> <li>• Builds skills and encourages people to be active</li> </ul>

### 3.4 Institutional Issues

Issue	Guiding Principle	Recommendation	Justification
<p>1. <i>Who has the legitimacy to initiate Community Based Planning?</i></p>	<p>The lower level Local Councils have the legitimacy to initiate CBP</p>	<ul style="list-style-type: none"> <li>• External organisations must work within the LC system</li> <li>• Parish Development Committees is the focus of planning at Parish level</li> <li>• PDCs should be legalised in the Local Governments Act</li> </ul>	<ul style="list-style-type: none"> <li>• LC structures must not be weakened</li> <li>• Sustainability issues</li> <li>• Coordination of efforts</li> <li>• Lower levels of local councils are indistinguishable from community members</li> </ul>
<p>2. <i>We seem to agree that the Local Government is the most appropriate “institutional home” for CBP but what about other institutions that are important at lower levels such as customary institutions (clans), traditional institutions (elders) and others which may be stronger at these levels. What should be their roles</i></p>	<p>Where these institutions exist and are strong, their role in CBP must be recognised/defined.</p>	<ul style="list-style-type: none"> <li>• Leadership of these institutions should be co-opted into the planning team</li> <li>• Leaders of these institutions must play a role in convening and facilitating planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Such institutions are influential and are useful in community mobilisation</li> <li>• They provide a good entry point/wider coverage</li> <li>• Sustainability</li> </ul>
<p>3. <i>What is the most appropriate role of external institutions such as NGOs in the planning process. How can they best play this role and what should be their role vis a vis Local governments</i></p>	<p>Lcs should steer the planning process but external organisations can work within this framework to bring out and mainstream particular issues</p>	<ul style="list-style-type: none"> <li>• NGOs planning cycle must be merged into the LG cycle</li> <li>• External organisations should make their entry points into local communities through LC planning events and should be part of the plan</li> <li>• Planning skills should be transferred from NGOs to parish leaders including the PDCs in order to build their capacity</li> <li>• External organisations wishing to support CBP in Local Governments should work within or support recognised structures and build on existing initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination and harmonisation of internal organisations with LC initiatives</li> <li>• Enriches and strengthens the “legitimate” planning process</li> </ul>
<p>4. <i>How can the coordination of external actors best be facilitated without restricting their operations?</i></p>	<p>New concepts or ideas form their entry points during planning events</p>	<ul style="list-style-type: none"> <li>• NGOs must be transparent in their commitments/timeframe/risks</li> <li>• Use planning to present findings on particular issues to provoke discussion and raise issues</li> <li>• Facilitation process must go beyond identification of constraints/problems to deeper causes (gender, literacy, HIV/AIDS, Child Rights)</li> <li>• Be transparent about “outputs” and available funds.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid creating too much expectation</li> <li>• Ensures co-ordination</li> </ul>



## **4.0 Way Forward/Next Steps**

The following were proposed as way forward for the improvement of CBP in Uganda

### ***1. Reports. Two reports are expected:***

- Workshop Report - brief outline of the workshop process and outputs. The workshop report should also be disseminated to local governments.
- Country Status Report - detailed analysis of the various approaches to CBP by the different players, identifying the “best practices” and gaps. The Country status report should be launched

### ***2. Review of LGDP Planning Guidelines***

The CBP Steering Committee was charged with the responsibility of representing the views of the workshop participants/guiding the consultant who will be appointed to review the planning guidelines. The Steering committee was to take up the matter with the management of LGDP. “Best practice” methodologies should inform the review of the planning guide. Reviews should include failures.

### ***3. District Pilots***

Some districts such as Bushenyi was committed to piloting some of the identified “best practices”. The districts will then be expected to document what works and what doesn't.

### ***4. Developing a “Best practice methodology”***

There was a commitment by the workshop participants to develop best practices which can be replicated by other players in the CBP process

### ***5. 4 Country Study***

Participants expected to learn/share experiences from the on-going 4 country study on CBP which is concurrently taking place in Ghana, Zimbabwe, South Africa and Uganda)

### ***6. Learning Network on CBP***

UPDnet was identified as the one to spearhead learning among practitioners of CBP. It was charged with the responsibility of disseminating outputs such as report from the workshop, outcome of the 4 country study, best practice methodologies and planning guidelines. UPDnet annual function to be used as a forum for information dissemination. UPDnet should organise a workshop on Appreciative Inquiry

### **Evaluation of Workshop**

Participants expressed that they had learnt new things during the workshop:

- Visionary approach in planning
- Where to get relevant information

They proposed that when other similar workshops are being organised the following should be observed:

- There should be more representation (voices) from government
- Structure of presentation of case studies should be standard and adhered to
- Time management be improved
- Handouts should be circulated immediately after presentations

## Appendix: List of Participants

Name	Organisation
1. Idah Lagum Lumoro	ACORD
2. Musumba Tomasi	Jinja District Local Government
3. Asiimwe Alice	Bushenyi District Local Government
4. Kitembo Charles	Bushenyi District Local Government
5. Maweje Andrew	Kibaale District Local Government
6. Okori Anthony	CDRN
7. Khasifa Nantaba	Concern Worldwide
8. Edgar Buhanga	CARE
9. Jo Abbot	CARE
10. Jackson Mutebi	CARE - DTC
11. Elizabeth Okware	ILM
12. Mwebesa Beda	CARE DTC
13. Martin Onyach Olaa	PMU/LGDP
14. Mukasa James	Kibaale District Local Government
15. Patience Turyareeba	NARO/FORRI
16. Okiira G Peter	CDRN
17. Fred Kafero	Environmental Alert
18. Salome Okayi	Individual Member
19. Kiggundu Vincernt	CDRN
20. Phoebe K Baddu	Directorate of Water Development
21. Akonyu Stephen	Save the Children Denmark - KCP
22. Byamukama James	Kibaale District Local Government
23. Patrick Okuma	Mentor Consult Ltd
24. Bakirya Judith	ODA
25. Kiirya Patrick	LABE
26. Simon Kisira	LABE
27. Humphrey Muhangi	Litnet
28. Ruhombe J	CARE/ARD
29. Nicky Franks	CARE - FIP
30. Gidudu Henry	TBR
31. Grace Babirye	Uganda Change Agent Association
32. Richard Ssewakiryanga	CBR/UPPAP
33. Samson Opolot	CBR/UPPAP
34. Kabanda Peter	Kayunga District Local Government
35. Nabunnya Harriet	UWASNET
36. Anthony Okech	Dept of Adult Education - Makerere University
37. Tom Blomley	CARE
38. James Canergie	Khanya
39. Sarah Ssonko	BUSO Foundation
40. Jurua Acer	UNICEF
41. Geresom Okecho	NAADS
42. Sylvia Angey	UPDNet
43. Ojambo Justin	ORUDE

44. Rwabiho AN	Bushenyi
45. Niwagaba Obedy	Concern Worldwide
46. Anthony Sabiti	VECO - Uganda
47. Ann Elotu	Save the Children Denmark - KCP
48. Badru serwadda	BUCADEF
49. W.O Odwongo	PMA Secretariat
50. Alwyn Chilver	DFID
51. Grace Ekudu	UNICEF
52. Thomas Odong	UNICEF
53. Tebagerwa Eva	Mubende District Local Government
54. Mukasa Concepta	IRDI
55. Med Makumbi	ActionAid Uhanda