

NUDIPU/AFRICA 2000 NETWORK-UGANDA COLLABORATION



**CAPACITY BUILDING TRAINING FOR RUKUNGIRI SUB-
COUNTIES PWD LEADERS FROM 13TH-18TH AUGUST 2007 AT
IJUMO RESORT HOTEL**



SUBMITTED TO: NUDIPU

ACRONYMS

A2N-Uganda	Africa 2000 Network- Uganda
DSI	Danish Council of Organizations of Disabled People
HIV/AIDS	Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome
CBO	Community Based Organization
FGD	Focus Group Discussions
FGD	Focus Group Discussions
M&E	Monitoring and Evaluation
MAP	Methods of Active Participation
NAADS	National Agricultural Advisory Services
NGO	Non-Governmental Organization
NUDIPU	National Union of Disabled Persons of Uganda
PWDs	Persons with Disabilities
PRA	Participatory Rural Appraisal
RRA	Rapid Rural appraisal
MAP	Methods for Active Participation
SWOT	Strength, Weaknesses, Opportunities and Threat

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1.0 INTRODUCTION

1.1 Executive summary

The capacity building training for persons with disabilities took place at Ijumo Resort Hotel from 13th-18th August 2007. Five topics namely; participatory needs assessment and planning, data collection tools and methods, entrepreneurship development, proposal development and writing, and farming as a business, were discussed. The sub counties represented included Ruhinda, Bwambara, Nyakagyenyi, Nyakashenyi, Kebisoni, Nyarushanje, Bugangani, Buhunga, and Rukungiri Town Council.

The objectives of the training included;

- Review of the previous training
- Strengthen PWDs leaders' skills in needs assessment, data collection, proposal writing, farming as a business, and entrepreneurship development.
- Initiate/strengthen a cadre of PWDs to spearhead development initiatives

The methodology applied included straight lecture, experience sharing, scenario setting, and group work. The problems encountered included;

- The toilets were far from training venue
- Vernacular was used and some technical terms had no translation
- The temperatures were abnormally low.

None of the above challenges stood in the way of success but probably a lot more would have been achieved.

The following recommendations were made;

- A better and quiet training venue to be selected
- Toilets are very important when choosing a training venue because when they are inconveniencing, it greatly affects ones concentration.
- The training program was too long and therefore tasking.
- More training workshops were requested for;
- A follow up of participants' action plans to ensure implementation of activities is needed.

1.2 Background information.

Rukungiri sub county leaders were last trained in 2006, and this training formed the baseline for the 2007 training. Capacity gaps were identified and therefore this training was intended to fill in the identified gaps. The initial training targeted every PWD in the sub counties, the topics addressed were many, and little emphasis was placed on some important areas like proposal writing, entrepreneurship development, and data collection. It was also realized that PWDs always complain that society is neglecting them but never forward their needs clearly. Therefore participatory needs assessment was also included on the program. However, looking at the level of material for this training, not all were invited back, but only leaders from nine sub counties namely; Ruhinda, Bwambara, Nyakagyenyi, Nyakashenyi, Kebisoni, Rukungiri Town Council, Nyarushanje, Bugangani, and Buhunga.

The training lasted 5 days and addressed the following topics;

- Participatory needs assessment and planning
- Data collection tools and methods
- Entrepreneurship development

- Proposal development and writing
- Farming as a business

Among the participants, 3 were deaf, 1 was blind, 1 was elderly, and the rest were physically disabled. However, the elderly was unable to finish the workshop because of a rise in his blood pressure, and was taken for treatment where he was advised to go home and rest.

1.3 Objectives of the training

- Review the previous training (lessons and achievements)
- Strengthen PWD leaders' skills in Needs assessment, data collection, proposal writing, farming as a business, and entrepreneurship development.
- Initiate/strengthen a cadre of PWDs to spearhead development initiatives.

The workshop begun at 9.15 a.m. with a word of prayer, and was followed by self introduction of everybody. It was agreed that Luganda should be used along with English, and where need arises a participant fluent in the above two would translate to Runyankole/Rukiga. The lead consultant quickly went through the weeks' program in order to make members appreciate their presence in the workshop. He assured them that by the end of the week they were going to be changed in that they will be empowered.

1.4 Official opening of workshop and climate setting

The workshop was opened by the District Rehabilitation Officer Mr. Bakashabaruhanga Julius. He encouraged PWDs to be active and fully participate in national development programs. He said the training was going to be very vital especially the part of proposal writing because the skill is required to secure funding from development agencies. He also told members to learn how to use figures or data by always giving disaggregated data when seeking for assistance. Donors are more interested in exact statistics rather than approximate figures.



Mr Bakashabaruhanga Julius making an official opening at the workshop.

He finally said that society has learnt to appreciate the disabled persons and he therefore challenged them to turn this misfortune into a fortune by grasping the skills to be imparted in the workshop. The workshop officially begun at exactly 10.06 a.m.

The following leaders were elected to manage various affairs during the workshop.

Chairman	-	Bamanya Stephen
Welfare	-	Komuhangi Lydia
Timekeeper	-	Muhwezi Charles
Pastor	-	Katakuri Tophias

It was agreed that the program would run from 8.30 am to 5.00 pm every day.

Participants expectations

- Acquire new knowledge
- Skills in leadership management
- To get friends
- How can you benefit from the government program?
- How we can live with others
- How to cope up with town
- How can you sustain your self as PWD?
- How can we prepare ourselves in future?
- How to have an account in a bank
- To learn more about PWD
- To have hope as PWDs
- To learn ways of getting money.
- To up lift the standard of living of PWD
- Transport and sitting allowances

The facilitator analyzed the expectations and linking them to the previous training, there was nothing learnt because it did not come out properly. However, some two members disagreed claiming that they had strengthened their groups after the previous training. He then challenged each sub county to list the achievements attained from the previous training and this was the first assignment.

Fears

- The security of the place is not guaranteed
- In case of health risks, the source of treatment is not ascertained.
- Inadequate transport refund.
- Lack of up keep money to cater for small things as toothpaste or soap.
- Inadequate time to cover the program fully.
- Lack of proper identification in form of a card, or name tag

The facilitator appreciated their fears but cautioned members to always come for training when they are prepared. On receiving the invitation, they should ask questions such as up keep money, transport refund and security. He also warned them on being innovative, for example, a white cane can be made locally to identify a blind person instead of waiting for a modern type from NUDIPU.

1.5 Methodology applied

Straight lecture - The lecture method was used especially when a new concept was being introduced. Flip charts were used for demonstrations and illustrations.

After grasping the meaning of the concept then the members' views were sought thus making the training participatory.

Experience sharing - this is where one member shared his life experience with others. This greatly instilled confidence among the people because those who thought that they were too disabled to work were challenged when worse crippled members had made it in life. The idea of going to the bank for a loan as a start up capital was dismissed because members had started with one chicken, or one cow, or borrowed land.

Scenario setting - A scenario was set by the facilitator and members were asked to share their learning experiences. This specifically worked in the entrepreneurship development module.

Group work - A lot of exercises were given in order to practice the learnt material and also the facilitators to measure the level of understanding of the participants. The members who found it hard to participate in the plenary, at least made their contribution to the group.

Problems encountered

- The toilets were far from the training venue, and this coupled with the construction design that lacked rumps, the participants found it quite hard to cope.
- The medium of communication used was Luganda and Runyankole; this was quite comfortable for participants and facilitators. However, some words like project, program, etc lacked a vernacular interpretation and they resorted to using examples to make people understand.
- The temperatures were abnormally low and this affected mainly facilitators who were not used to such coldness, however, this did not affect their performance.

2.0 PARTICIPATORY NEEDS ASSESSMENT AND PLANNING

2.1 Objectives

- Enable participants acquire skills and knowledge to assess the needs of the different categories of disability i.e., physical, mental, deaf, or blind
- Initiate a cadre of PWDs to facilitate the participatory planning process taking into consideration of the needs.

The facilitator asked an interpreter to translate the terms, participatory, needs, assessment, and planning, to Runyankole. This was done to ensure that the topic and the intended objectives were well understood from the beginning.

The facilitator then differentiated a need from a want, by saying that a need is an imperative necessity. In the absence of a need, life cannot go on, but a want is a desire that can wait. Examples of needs given included food, water, shelter, clothing. A want was defined as necessary but not imperative for life. Examples given included transport.

2.2 Types of needs

- **Social needs** - Social comes from the word society, thus social needs are those aspects that society expects from a given individual, e.g. a woman should have a husband, a married man should have children.
- **Economic needs** - This comes from income and to get income there must be employment.
- **Political needs** - This is a way of life which is found in homes, groups, churches, etc. Where ever there are resources there must be politics because politics is about managing resources.

- **Technological needs** - These appliances we use to facilitate an activity and simplify an otherwise complex situation, e.g. wheel chairs, reading glasses, white cane.
- **Gender needs** - these are needs that arise because men are biologically different from women and therefore their needs are unique. For example sanitary pads, are a specific need for women. Even parents must cater for the needs of female children and male children differently.

Needs are not constant, they change every time, therefore leaders must look for information to up date their data base on PWDs and consistently observe any changes. Every need calls for a specific approach thus leaders must be up to date.

2.3 Sources of information

- Visits to PWDs
- Political leaders, like councilors, MPs etc.
- Schools
- Community

The community is the biggest source of information because it consists of women, men, disabled, and temporarily able bodied. The community cuts across all gender and some needs are common among all persons or all sexes. For example the youth need health care, education, employment, clothing, food and games.

The facilitator called on councilors to share their experience with the plenary community in information gathering. One member went to the community and found many people with disabled children. Parents asked where they could not take their deaf or blind children for education. She took the matter back to council and fortunately some donors came and assisted by building a school for children with disabilities.

This experience showed that leaders must be informed so that they don't go to the community when they are green. Leaders must learn how to search for information from books, the internet, reports, media, etc.

2.4 Sources of information

Information sources fall into two categories namely,

- Primary and
- Secondary source.

The primary source is direct interaction on the problems facing the target group, while secondary source is indirect and is derived from documentaries, internet, newspapers, second or third parties.

2.5 Methods and tools for needs assessment and analysis

- **Survey:** Done through observation and interaction using all senses to capture information

2.5.1 Tools

- **Interviews:** Seeking information from people face to face through questions and answers
- **Questionnaire:** A sheet of paper with structured questions for the person to fill in.
- **Interview schedule:** Guided interview whereby questions are predetermined and followed in a particular sequence

- **Focus group discussion:** An interaction with a targeted group of people from whom specific information is required. Volunteers were then identified to try out the applicability of the above tools. James was asked to go and request for a formal friendship from Tereza, the others were to listen and evaluate the face to face discussions.

Agnes was asked to conduct a focus group discussion and she was asked to imagine that fellow participants were children with disabilities and she was to get information from them. The problems she gathered included;

- Inaccessible toilets
- Failure to finish exams in time yet teachers don't appreciate their cause of delay
- Inaccessible classrooms

Evans was asked to test the questionnaire tool, and he set about questions and sought for responses.

2.5.2 Critique/comments of face to face interview

- Physical appearance has a big role to play in determining the success of an interview.
- When you are dealing with a community, you should make promises that are realistic.
- It is important to state the objectives of the interview and how the study affects their livelihood.

2.5.3 Critique/comments of focus group discussion.

- The target group was addressed therefore information source was primary.
- By moving closer to the target people you are actually building confidence and trust.
- It becomes easier to build rapport and people open up and willing to contribute as much as they can.

2.5.4 Critique/comments of questionnaire

- The method is subject to manipulation by answers being given by another person who is not targeted.
- The response is not timely, the respondent takes his time and the answers may be irrelevant.
- There is lack of personal influence or facial expression that contributes to the discussion.

2.6 Planning

The facilitator begun by asking for types of planning and the following emerged;

- Good and bad planning
- Participatory planning
- Family planning

Members were then asked to define poor planning and below were the responses;

- Eating all the money once
- Waiting for others external support
- Using all the resources carelessly.

Assignment II

Why do we plan? / What do we miss by not planning?

What advice would you give your group members about planning?

Sub county	Why do we plan?	What do we loose/miss by poor planning?	What advice would you give to your group members about planning?
Nyarushanje	We plan in order to make a good successful work/job	We may loose our jobs, property, and at times loose our lives	I would advice my group to plan carefully in order to achieve a successful work/job and a better life.
Kebisoni	<ul style="list-style-type: none"> In fact you can not live without a plan We plan for a better future We plan to make good meetings We plan in order of making good projects And lastly plan for better achievement of goals in our projects. 		<p>I advice them and learn how to make work plans for better benefits of their project before they start. When making project proposals, budget and time frame, they should seek for technical advice from the CDO, AAMP co-coordinator, and the sub county chief.</p> <p>Lastly, they should carry out a population ratio.</p>

Day two 9th September 2007:

As a recap of the previous day, participants were asked to use the note books provided to them to write two things that excited them, and two things that were not exciting and needed to be changed.

Exciting things	Non-exciting things
Meals are good	A drunkard intruder disrupted a session
Watching Video	Has no information on how much the transport refund will be.
The sharing of knowledge built confidence and esteem among members.	The cold weather made one participant feel feverish.
Facilitator's presentation skills	The long session without any break.
Facilitator encouraged them to be always smart and she was indeed smart.	The traffic flow disrupted the training since conference hall is along the road.
Facilitator expressed love and care of participants	The accommodation is not good; they are sharing toilets and bathrooms.
Free interaction within participants	Some participants go off topic and time is wasted.
Mutual respect of one another's' views.	Cakes and bread are not good

3.0 DATA COLLECTION AND INFORMATION MANAGEMENT

Participants were asked to define the terms data, information, and management. Information was defined as news, while data was translated in local language as 'Orujwangye', which means a combination of different aspects. Management was defined as the ability to run resources. The facilitator emphasized the importance of information and said that information is power; meaning that one who has information is at a better bargaining position. The right information leads you to a correct decision.

3.1 Module objectives

- To enable participants acquire skills in generating action based information on the status of the different categories of disability, i.e. physical, mental, blind, etc.
- To enable participants develop appropriate tools and instruments for data collection and management.
- To enable PWD cadres capture critical data for advocacy and develop appropriate proposals for their constituencies.

Participants wanted to know why people go for training in data or information management for 3-4 years, and they were here to learn the same material in one day.

They wondered the relevance of what they were going to cover. Furthermore, technical staffs at the district don't imagine that councilors have the necessary knowledge, there is no respect whatsoever, and in whatever they do, they mind only about their pay. The facilitator told them that they were not getting trained to replace technical staff but to work as a team and have a contribution to the team

The program officer also blamed the councilors for not doing their part and always blaming the technical staff. They never put their facts together. The program officer encouraged councilors to make friends in the district for effective lobbying and advocacy. He discouraged the constant outcry of PWDs and told them to research widely, be armed with information, in order to have power to lobby and advocate in the council. The facilitator crowned the argument by telling members that advocacy is a process, members should not expect change overnight but use the available resources and lobby gradually.

It was noted that fellow PWDs are short tempered and are therefore sidelined by society. He called on members to humble themselves, always negotiate, and be patient, to get what they want.

Data is raw facts which have to be analyzed to generate information for decision making. For example a statement like "there are 1000 PWDs in Rukungiri" is a fact. Information can be generated out of this fact as follows: -

Of the 1000 PWDs in Rukungiri, 300 are women, and of these 90 are physically disabled while 20 are blind. Such details can be used to determine the interventions required, e.g. who and how many need white canes or artificial limbs.

3.2 Information management

This is the acquisition, collection, utilization, storage, retrieval, and dissemination of information. Data collection is the process of assembling facts either in figures or narrative using various methods and tools.

The collected information must be well documented and disseminated to others to ensure the desired results are achieved. The collected information is used in monitoring and evaluation. Monitoring is the process of following up of activities to ensure that they are implemented according to plan. It can also be defined as being in touch with the progress of the planned activities, and taking remedies when required.

3.2.1 Monitoring

Monitoring involves continuous data collection and analysis
What are the reasons for monitoring?

- How far is implementation
- To identify challenges/difficulties encountered

3.2.2 Evaluation

Evaluation is the assessment of the effectiveness of the project or business. It entails checking to find out whether you have achieved the purpose.
It is the systematic and objective measurement of the results achieved.

Participants were asked for the difference between monitoring and evaluation and below were the responses;

- Monitoring looks at every thing, while evaluation looks at what has been achieved or failed to be achieved.
- Evaluation involves injecting money to rectify the situation, whereas monitoring involves just looking or observing.
- The facilitator said that monitoring is on going and does not wait for results, whereas evaluation is done to measure results.

3.2.3 Differences between evaluation and monitoring

Evaluation	Monitoring
Focuses on effectiveness	Focuses on efficiency
Either at the beginning(baseline), midway (formative), or the end (summative)	Continuous and goes on through out the lifetime of the project.
Deals with results	Deals with process

3.2.4 Similarities of evaluation and monitoring

- Both entail data collection and analysis for information generation to take decisions.
- Both are management tools
- Both focus on a project program
- Both are result oriented
- Both are processes

3.3 Documentation

This is the act of expressing information in a recorded form/print. I.e. reports, audio cassettes, video cassettes, photographs.

What do you think are the reasons for documentation?

- Identification
- One can get job or employment
- Evidence of occurrence of an event or ownership
- Can be used as security (collateral)
- For future reference to settle future disputes.

4.0 PROPOSAL DEVELOPEMENT AND WRITING

The participants defined a proposal as something you are planning to do. They said it was an idea or suggestion. The facilitator agreed with their view since a proposal starts with an idea, which is shared by others, and when it is bought, it materializes into a product or an achieved goal. An idea must be shared, and one cannot propose without an idea because it is the idea one is actually proposing. Once an idea is not shared, it may never materialize, therefore proposals must be shared.

4.1 Module objectives:

- To enable participants translate ideas into a chronological and logical sequence.
- To equip PWD leaders with skills of developing winning proposals.
- To enable PWD leaders evolve appropriate work plans for the proposals developed.

4.2 Definition of a proposal:

A proposal is a document that articulates an idea to be implemented to accomplish a specified need or intent including specification of resources required to accomplish the

tasks. The facilitator then asked for the number of participants who had ever made proposals before and their experience.

- One member had proposed to create a students association
- Another one had proposed to construct a house

All the 3 above were unsuccessful. The facilitator then cautioned members not to despair when a proposal flops, instead to use it as a learning mark and rise again to make a second or third attempt.

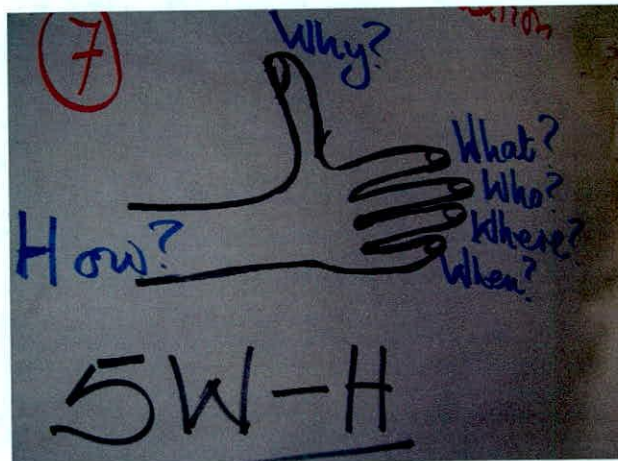
Once a proposal is a project document and a project was defined as a set of activities which are undertaken to convert inputs into outputs to realize a particular development goal. E.g. DSI has a 4 year capacity building project, of which this particular training is an activity.

A program on the other hand is a set of projects aimed at achieving the objectives of an organization/association/home.

Steps in Planning

These comprised of who, what, where, when, why and how abbreviated as 5W-H. The facilitator explained that;

- **What?** Involved explaining what you want to do, explaining the activity.
- **Why?** Dealt mainly with why you plan. i.e. objective or purpose
- **Who?** Involved explaining who benefits directly from the implementation, the target group.
- **Where?** Involved describing the scope i.e. the place where you are going to take an activity.
- **When.** Involved specifying the time, period, or which place.
- **What?** Involved answering the strategy and interventions you are planning.



4.2.1 Strategy

The facilitator cautioned members to make their homework very well so that they can choose the best means. For example by the time council sits, decisions are already made, so members were advised to do their homework and see how they can be part of the solution. This can be achieved through monitoring the process.

4.2.2 Who

4.2.2 Who

The beneficiary must be clearly stated. Many councilors talk for themselves but sound as if they are talking on behalf of constituency members. When presenting a case to council, the beneficiaries must be well stated.

The planning format in the hand out was discussed and each column was explained to the participants.

4.3 Proposal writing:

Different organisations may have different formats and it is upon the writer to find this out and use the appropriate format. However, in spite of the formats, the following basic information applies to all proposals.

- Project title
- Address and location of the project/organisation that is applying; where is your group found.
- The organisation or people responsible for the project i.e.
 - Name
 - Address
 - Telephone number
 - E-mail
 - Contact person
- Brief statement of the purpose of the project. (problems, benefits from the intervention) Why do you want to undertake the project? What are the benefits? What are you trying to address.
- **Project description**
 - Why is the project necessary (the justification) strengths and opportunities in the operating environment. Why do you think that it should give you support for it socially, cultural, political, economic benefit, are there successes in your operating environment that can push donors to give you support.
 - What are the objectives of the project?
 - Who are the beneficiaries?
 - What will be the effects of the project on the target group (outcomes and impacts) someone would like to put money where there are returns
- **Work plan**
 - What activities to be done to achieve the objectives. Activities you propose must have a direct relationship with the results
 - What is the time required to implement the project (time frame i.e. 2yrs, 4yrs etc.)
 - How will monitoring take place. Who is responsible, how will he do it and how often
- **Constraints/threats/risks**
 - What constraints are you likely to face during the project implementation (threats and weaknesses) what threats are already there?
- **Sustainability**
 - Will the organisation continue activities without external support? No body would want to make an investment and when they pull out it collapses. If supported what strategies do you have in place to continue with or without external support.

- **Budget**

- Give complete financial breakdown of the project, including the local contribution. The cost must relate to the activities and objectives
- How will the community contribute to the project and their value of their contribution
- Are there any other sources of funding? Here you have to be transparent so as not to lose because with public funds you have to be accountable.

Activity bar chart

This is a graphic representation of activities and when they are to be done as shown below;

ACTIVITY	TIME IN MONTHS											
	J	F	M	A	M	J	J	A	S	O	N	D
Community mobilisation												
Training agricultural skills												
Exposure visits to best practices												
Monitoring												
Reporting												

Assignment III

In your groups develop a project proposal following the steps starting from the needs assessment according to the following categories:

- Blind
- Physical
- Mental

Group 3 Mental category output:

Needs: medicine, guidance and counseling.

Most pressing need is medicine for the mentally PWDs which is not common here.

Project proposal

Purpose: Assisting PWDs who are mentally disturbed access drugs.

Address: Rukungiri Association of PWDs

P.O. Box 27

Rukungiri

15/08/07

Objective: to help 20 PWDs be able to get drugs which are not available here in a period of one month.

Beneficiaries: PWDs (mental).

Activities

- writing to the district local government to get us a vehicle for transport
- Writing to the DMO.

Work plan

Enough packages

Documents

Security

First aid kit

Guides

Constraints; resistance from going, they beat and hurt their guides

Cost; 500,000/=

Comments from fellow participants

- The budget needs a break down of the figure, the block figure is not good. They should mention the activities they are budgeting for.
- The work plan does not show the time of implementation
- The reason for going to the DMO is not known.
- There is no contact person
- There is no project description, which gives the introduction, background, etc.

Facilitator's comments

- Appreciated the efforts of group 3 because the category of disability is complicated.
- The work plan is not proper; actually it is a list of things and not a work plan. Members were advised to follow the given format in the hand out.

Group 2: Physical disability output:

Project proposal

Title: Assistive device

Address: Ruhinda Tukwetanise PWDs group
P.O. Box 211, Rwenishaka, Rukungiri
Tel 0485428056

Contact person: Muhwezi Godfrey

Purpose of the project is to acquire the following assistive devices;

- 10 clubfoot
- 5 wheel chairs
- 5 crutches
- 7 Artificial legs.

Project description: to equip persons with physical disabilities with assistive devices to enable them walk or move freely. The persons with physical disabilities will be able to find means and ways of sustaining their families, the community, and themselves. The physical disabled persons will be provided with the following;

10 clubfoot	this will be used by 10 persons with foot problems
5 wheels-chairs	5 persons who c crawl on the ground
5 crutches	5 persons whose legs were affected by polio
7 artificial legs	7 persons whose legs were amputated due to accidents and cancer.

Work plan

The provision of assistive devices will be catered for within a period of 1 year i.e. from Sept 07 to Sept 08.

The project will be monitored through sensitization of the community, families with disabled persons, and leaders of all categories.

This will be carried through visiting to burial ceremonies, church services, political rallies, school assemblies, and community mobilization,

Monitoring will cover a period of one year i.e. Sept07-Spt 08.

Risks and threat

Negative attitudes by leaders towards disabled persons

Transport costs
Insufficient monitoring

Sustainability

The project will continue with assistance from the community, use of revolving loans among the disabled persons, relatives and friends.

Budget

Item	units	Price	Amount
Club foot	10	20000	200,000
Wheel chairs	5	150,000	750,000
Crutches	5	15,000	75000
Artificial legs	7	130,000	910,000
Transport costs			200,000
Total			2,135,000

The community will contribute 10% of the total amount required which is 213,500/=

The political leaders will contribute Shillings 300,000/=.

The well wishers will also contribute 250,000/=

All the contributions add up to 763,500/=

The actual difference is 2,135,000-763,500= 1,371,500/=

Comments of Group 2 from fellow participants

1. The proposal does not at all mention the name of the organization or the person being targeted.
2. The number of beneficiaries is not mentioned

Facilitator's comments

1. The facilitator appreciated their effort especially in mentioning the percentage contribution, clarity of purpose, and the sustainability model. He further appreciated the risks enlisted especially the point of negative attitude.
2. The proposal does not mention the activities involved and the time period of implementation. The work plan is lacking.
3. The facilitator encouraged them that this was a good start and they should practice to perfect the art of proposal writing.

Group 1 Blind output:

Needs assessment

The needs included white canes, education, health, income, and shelter.

Project proposal

Title: Piggery project for blind

Address: Abanteganda Association of the blind of Bugangani Sub County

Name: Chairman Kwatampora Evarist

P.O. Box 272 Bugangani

Tel 0782586108

Contact person: Asiimwe Peterson

People with visual impairment have been suffering due to lack of income generating activities in Bugangani Sub County. Therefore once helped, they will get income to sustain themselves.

Problems

1. Education- are not educated
2. they lack health care
3. lack of white canes
4. lack of shelter
5. Lack of a helper.

Benefits

They will get enough income and become self reliant.
The project will help them to pay school fees for their children.

Constraints

1. Disease
2. Technical personnel
3. Accidents
4. Climate change.
5. Hazards
6. Manpower

Sustainability

Through the members commitment
Through members savings
Through members contributions

Budget

Beneficiaries 30 people @ gets 2 piglets = 60 piglets

60x20, 000= 1,200,000

Veterinary services	200,000
Monitoring	400,000
Food	600,000
Community mobilization	<u>100,000</u>
Total	2,500,000

Critique of group 1 from fellow participants

1. The proposal lacks local contribution because donors agitate for co-funding.
2. The mentioning of members' savings is not enough, the amount and rate of savings must be mentioned.
3. The proposal only talks of chairperson and contact person, and there is no treasurer to handle finance. All members together with their responsibility should be mentioned in the background. The 30 people who are the beneficiaries must be clearly stated.
4. The proposal talks of 2,500,000/= as required amount, but is silent about the source of funding.
5. The document must portray the blind as the major stakeholders in the project.
6. The document does not prove that the association members have the capacity to sustain the project, thus background information is very vital.
7. The project lacks a work plan so there is likelihood of mismanaging the money
8. A member just advised members to seek assistance from sub county technicians because every sub county has a technical people to do that.

Comments from facilitator

1. There is lack of a link between the needs and the project.
2. The project must explain why it was chosen and the reason must depict that the category of disability can manage the project.
3. The problems listed are those faced by members instead of listing problems that the project is addressing. This very problem must be the priority according to the needs assessment.

5.0 ENTREPRENEURSHIP DEVELOPMENT

5.1 Module objectives

1. To enable participants gain skills in initiating business ventures
2. To enable participants identify available business opportunities.
3. Participants equipped with skills and knowledge for mobilizing resources around them.

5.2 Definition of an entrepreneur.

- The combination of business and according to how they can be started step by step.
- The coming together of ideas of about 3 people to initiate a business.

Facilitators' view

An entrepreneur is a person who starts business or an initiative for a profit motive or any other benefit. Entrepreneurship can also be defined as organizing a commercial or a business venture involving a financial risk.

5.3 Experience sharing

The facilitator then called on participants to come and share with others their entrepreneurship experience.

Mr. Barahuka William

In 1971 I begun school in P.1, on promoting to P.2 the headmaster chased me to go and join a disabled school. I did not loose hope. In 1973 in April, I went to Ruhaama rehabilitation center and I studied there for 3 years. I learnt how to make match boxes, safety pins, trays, etc. Later there were no raw materials on market, but in whatever I did I knew I was able. In 1975 in August I harvested Ground nuts and from the proceeds I begun business. I went with 6000/= to the market and I started a shop, but being a youth, I failed in this business.

I went back to the garden and I harvested produce worth 10,000/=, I went to Mbarara and we begun trading in Tanzania. I got money I went back home and bought land. Later I opened a shop in the trading center and this time I was very cautious. I would have 3 nights without supper, and indeed in 1991, I was able to marry my wife. The wife made 2 children but we later separated, and I worked and married another wife and we run business together. I was buying goods for resell from Kabale. Our challenge was accommodation especially on rainy season, so I begun to save to buy iron sheets, the business boomed, I bought land planted ground nuts and the harvest fetched 900,000/=. I then had about 1.5m but on changing money currency I lost money. I went back to Waragi brewing and I got 1,480,000/= and I felt I was a successful man. Within one month I had 4,800,000/= but the business was illegal, so I was caught and I lost all the money.

I went back home despaired, I went back to gardening and the harvest fetched 1,900,000/=. I went back to business that boomed and I was able to build a commercial building for myself and my tenants.

I now have land, a house, goats, a car, and the shop is still moving. The tenants are paying me 100,000/=. the wife is on the farm and am in business but we agreed to visit each other.

He also belongs to a revolving fund where they save 80,000/= per month and the group is composed of 12 members. So in a year we save 960,000/=. and the balance we loan it out and we earn interest.

Lessons learnt

1. He is determined

2. He does not despise jobs and always target white collar jobs
3. He did not start with a lot of money
4. He is confident
5. He had an ability to save
6. PWD must know the law governing PWDs so that they can fight for their rights, e.g. the teacher who gave the interview was ignorant of the law.
7. He was a patient man
8. Perseverance
9. He was a risk taker
10. Political atmosphere affected business; therefore a good operating environment should be utilized.
11. Failure to use banking system, so he lost money by keeping it in cash.
12. Agriculture should not be neglected because whenever there was a downfall he could back to the farm and rise again.
13. Beware of people who don't add to development but just milk.
14. Not to rely on business loans because banks end up taking their land, we should cherish hard work and savings.
15. He was confident
16. Whenever we get money, we should invest in assets because cash can easily be lost.
17. It is important to gain experience in a given field and concentrate there. In this case farming was his career but he was failing to concentrate on it.

The act of starting and organizing business ventures is entrepreneurship.
The business venture so initiated is called an enterprise.

Muhwezi Godfrey

After S.4, I didn't know where to go. I went to join the teacher training college. I was interviewed in geography and commerce, but I failed because of my disability. I then went to train as a cobbler, after the training I was given 4 models to go and start making shoes. However, I did not have capital, but my father had given me 1 hen which laid eggs and whenever the eggs reached ten I would go and sell to market. Whenever the saving reached 10,000/= I would buy materials such as gum, thread, needle, leather, and other models.

My next challenge was rent and soles. So I went on the road side and in the evening I would go back home. I begun repairing shoes and saving until I had 100,000/=, so I told my father I was going for shopping but he couldn't believe. I went to Rukungiri town and I bought soles, buckles, threads, gum, etc.

After the case studies, an entrepreneur was defined as someone who is determined, trustworthy, and confident.

5.3 Characteristics of an entrepreneur

1. Not extravagant
2. Patient
3. Must be able to keep records of income and expenditure.

The facilitator gave the following characteristics

1. Creative and innovative
2. Focused and out going
3. Self confidence and courage
4. futuristic/Visionary

What factors do you consider to start an enterprise?

The place business operates

Capital – security

Plan

Market

5.4 Scenario setting

What business opportunities are there in the workshop?

Eggs to feed for breakfast

To come with a jerry can of Bushera and sell it instead of water

What business opportunities would you exploit under the following?

1. Near a trading center
2. Put fruits, fry pan cakes and put on road side
3. Near a boarding school
4. Run a school canteen if authorities allow
5. Request school authority to supply items to canteen
6. near a main road which is tarmac
7. Roasted muchomo
8. Harvest produce from garden and place along road.
9. Coffin making
10. Near a taxi park

Assignment IV

Considering the following environment, what business ventures would you undertake and for what reason?

What challenges do you anticipate and how would you address them?

1. River and wetland
2. Near a district administration office
3. Near a community centre.

Group 1 near the river and wetland

Business	Reason	Challenge	Solution
Handicrafts	Availability of raw materials Marketable of handicrafts Handicraft like decorates houses Handicrafts creates jobs	Environmental degradation Creates sickness like malaria (mosquito breeding place) Habitat for snakes, wild animals Floods may destroy established business	Avoid destroying wetlands Spray DDT to control mosquito Use protection gloves and boots.
Agriculture	Fish farming Irrigating crops in dry season Fertile soils Conducive climate		
Clay products	Brick making, for making pots and other pottery, constant water supply for mixing in clay.		

Additions from facilitator

The planting of yams, sugar canes, Irish potatoes, rice, and cabbages can be practiced in wetlands. This is better than calling it agriculture which is general.

Group II near a district administration office

Business	Reason	Challenge	Solution
Hotel	People to get lunch and drinks	Lack of enough space to expand business	Look for another piece nearby.
Stationary	To serve offices within	Theft	Employ night watch man
Computer /photocopy	To serve customers People going to offices can get services	Lack of electricity	Use generator
Clinic	First aid	Drugs may expire	To create more customers.

Comments

The group was questioned how they were going to create a customer for the clinic, because this implied that they create sickness, however, the point was look for more market through advertising.

Additions from facilitator

The solution to the small space of the hotel is to improvise some packing material so that people can eat from offices or else where. For example in Kampala, there are vendors selling food packed in dishes; some may be disposable while others are not.

Group III near a Church

Business	Reason	Challenge	Solution
Ripe bananas and soft drinks	The congregation may want to buy for their children who have come to pray The church may have unexpected visitors	In case of failure to sell all the bananas, they rot which is loss	Supply according to market size
Handicraft materials (mats, baskets, stools, wall mats, pots, charcoal stoves.	Majority of the church goers are women who are the biggest buyers of handicraft because of the domestic chores The church leaders could buy the mats and use them on the altar	Many people think that locally made materials are cheap and ancient. Locally made commodities may take long time unsold and they may wear out.	The seller is to reduce on price to meet market demand available
Holy rosary, crosses, and drums	The Christians would use the opportunity to buy the holy rosary, crosses and drums to strength their faith.	Present Christians no longer believe in holy rosary, crosses, and even don't need drumming on Sundays	To contact church leaders to sensitize flock that those aspects are still useful in Christian's faith and should use them.

Other businesses added

- Gospel music in form of audio tapes, CDs or video tapes
- Taking still photographs
- Bookshop to bibles, hymn books, and story books.
- flowers

6.0 FARMING AS A BUSINESS

There are government programs like NAADS and PMA that focus on transforming agriculture from subsistence to commercial farming. All Ugandans should be able to sustain their families with sufficient food stuffs, there should be no hunger and the problem should not be food but source of income.

The facilitator asked how many of the participants were rearing chicken. Only 3 people were seeing local chicken as business to undertake. One gave an excuse of small land and bringing conflict with neighbors because they attack their crops. He was advised to buy a wire mesh and enclose them, as this would minimize both space and conflicts. Still members complained about money to buy the wire mesh, but one lady gave a very inspiring solution when she shared with members that she begun by using reeds for a fence, sold chicken, got money, and bought the wire mesh. She said that chicken is the most easily sold item and you can't be cash strapped.

Another member said that effective with this financial year, NAADS had started chicken rearing.

6.1 Module objectives

1. Introduce the aspect of business planning using Gross margin analysis (GMA)
2. Enable PWD cadres initiate plans for farming as a business

The facilitator asked members to list the key aspects in business and the following emerged;

- Profit
- Production cost
- Best price possible

The facilitator defined a business as an initiative undertaken for the purpose of earning a profit. Regardless of the type of business, there is need to take into consideration the cost of production

6.2 Profit formula:

Profits = Total sales – Total costs

If you want more profits, one can increase sales but reduce costs, or when costs increase, one must increase sales by the same proportion or quit that business. The most important thing is profit.

The facilitator gave the following key aspects of business

1. Profit
2. Minimum costs
3. Best price
4. Customer satisfaction

Participants were asked why a customer needs to be satisfied and they said once he is satisfied,

- A customer will buy again
- A customer will tell others

Assignment V

Exercise of selecting an enterprise using GMA

Take an example of an enterprise that is undertaken by the participants

- (i) Take an example of an enterprise that is undertaken by the participants
Poultry- start with 10 birds and rear them for 1 year.

Input	Units	Unit cost	Total cost
Birds	10	5000	50,000
Shelter	1	25,000	25,000
Feeds	1 x 365	600	219,000
Water	365	100	36500
Drugs	12	1500	18000
Utensils	2	5000	10,000
Litter	2	2500	5,000
Sub total			358,500
bor	1x12	10,000	120,000
Grand total			478,500

Sales

Eggs: 10birds x 15 eggs x 12 months x 100/- = 180,000/=

Profit = 180,000 – 478,500 = (298,500).

6.3 Analysis:

1. 10 birds are still existing and they are still productive
2. All materials are still in use
3. You are gaining experience and next year you are going to be better.
4. Profits can be increased by increasing on the birds, because this does not imply that the shelter is to be built, utensils etc. Only feeds and drugs may be affected, but more eggs will be got.
5. With experience, the birds will not be falling sick so often, so likely hood of reducing on amount of drugs used.
6. All the 478,500/- is not required at the beginning but a small commitment at a time is sufficient.
7. We can re-invest the money in the same business before the end of the year.
8. Members were asked to undertake the same exercise but using 100 birds and from the presentation, which was done by brainstorming the concept was grasped. The challenge was on feeds because different farmers make different combinations and the estimate figure becomes complicated.

7.0 WAY FORWARD

1. What key lessons have you gained from this training and you have prepared to apply?
2. How do you intend to apply the knowledge acquired from this training
3. What challenges do you anticipate in applying the knowledge and how will you handle them?

	Group 1	Group 2	Group 3
Key lessons learnt and ready to apply	-planning -Project proposal -farming as a business -Saving How to start business without money -Gathering information	-knowledge on poultry breeding -Gross margin analysis -Farming as a business -Stick to planned objectives - entrepreneurship skills -patience in whatever is done.	-Lobbying and advocacy -Participatory needs assessment and planning -proposal development and writing -Data collection and information management -Work plan organization -Entrepreneurship development -Farming as a business

How knowledge acquired is to be applied

- To educate others through community e.g. churches, parishes, radio, etc

- Share the acquired knowledge with constituency members
- To work harder and add on what we already have.
- Write project proposals
- Engaging in every economic activity
- Use of banks for savings.

- Through forming groups to start a project.
- Use the acquired knowledge to use the environment as a way of starting an enterprise.
- Learn to use the small savings for big investments
- To use the knowledge acquired for lobbying as a way of getting benefits
- Always to have a work plan to follow and prioritize needs.
- Communication barrier
- side engagements by participants.
- Mobilization and sensitization is difficult as people expect funds from the mobilizers
- Negative attitude by the community and the local leaders
- Failure to plan for future

Challenges anticipated

- Lack of transport means to mobilize community
- Changes in weather

7.1 Evaluation Results

	Not at all	Fairly	Moderately	Highly	Perfectly	Total
All expectations were met	6.25%	6.25%	18.7%	25	48.7%	16
All objectives were satisfied	12.5%	6.25%	12.5%	43.7%	25	16
Training was efficiently conducted	6.25%	-	12.5%	31.2%	50%	16
Quality of facilitation	12.5%	12.5%	12.5%	31.2%	31.2%	16
General organization	-	-	25%	37.5%	37.5%	16
Total	6	4	13	25	34	

Analysis of the evaluation data

48.7% reported that their expectations were perfectly met, 25% reported that they were highly met, while 18.7% said it was moderate. The three terms, perfectly, highly, and moderately can be combined with one word 'good', so the training met the expectations of the participants.

43.7% had their training objectives highly achieved, while 25% said it was perfect. It is quite difficult to achieve an objective perfectly due to unforeseen obstacles such as a mismatch between organizational and personal objectives. 50% said that the training was efficiently conducted; about 30% measured the quality of facilitation as high, while the other 30% said it was perfect.

8.0 CLOSING CEREMONY

Tophias, one of the participants, gave an opening prayer. The development officer thanked NUDIPU as an organization, for giving the persons with disabilities a chance to train and also gain skills. He also thanked the facilitators for the good work done and everybody for their participation and good conduct throughout the week.

The course leader too thanked the trainers for the work well done. He affirmed that they had learnt data management, project proposal writing, entrepreneurship development, and treating farming as a business. Most of all they had learnt how to plan, because in all

planning is prime. He pledged that when NUDIPU returns, the learnt material will definitely be implemented and all members will be changed.

Mr. Mukaaya, on behalf of the facilitators thanked the participants for the perseverance in a week. They left behind spouses, children and business, but the most important thing was to learn and cause change. He said that determined as they were, he predicted that they were to succeed. Indeed if PWDs in Rukungiri win, even NUDIPU would have won and the facilitator too. He prayed that the knowledge is implemented and requested the guest of honor to effectively represent PWD at the district and see to it that they are also part of the development program.

The Project Officer of Information - Mr Atwijukire Justus, and representative of NUDIPU, thanked Africa 2000 Network - Uganda for the work well done right from 2006. He said that he has moved in many districts but was specifically happy with Rukungiri for being good people and interested in training.

He emphasized the need for planning, and if one does not plan then does not have hope. A good plan leads to success. It is more important to get skills in planning than get money; therefore they must put in practice what they plan. He also urged members to utilize the legal framework, understand the legal implication, and be able to fight for their rights. For example PWDs were not represented on the district service commission. He encouraged members not to wait for a lot of money to start, but to start small with whatever is locally available at their disposal.



The Guest of Honour making closing remarks to the participants

The guest of honor, Ms. Nyakagenyi Agnes the LC 5 Councilor representing persons with disabilities, thanked NUDIPU, since 1996 for the training and advice extended. She acknowledged that though there were still challenges, but there is some change. She thanked the facilitators that they had done their part. She said that despite their disability they are better than some temporary able bodied persons. She announced the receiving of 35 wheel chairs from the area member of parliament Mr. Muhwezi Jim.

She declared the workshop closed.

9.0 RECOMMENDATIONS

- The training venue was along the road, so the traffic greatly disrupted the participants' attention. It is therefore recommended that the venues selected should be off the road and increase members' attention and reduce risk of accidents.
- The selected training venue should have a nearby toilet, because our clients have mobility problems, hotels are not disability friendly, when the distance is far, the whole problem is compounded.
- The training program was too long and all had to be covered in one week. This resulted in having less time to practice the new concept, yet practice makes perfect.
- More training is needed about writing of business plans to avoid members confusing a business plan with a proposal.
- A follow up of the trainings is needed to confirm that there was value for money through having an impact on the livelihoods of people.

10.0 CONCLUSION

The training was well conducted, the participant turn up was reasonable, and the facilitators expressed interest in training. This restored the esteem of the people because through experience sharing, everybody was challenged and left the hotel convinced that they could make it in life, despite their disability. By coming together for training, a lot of confidence was built and actually those who were shy on the first days had begun to participate by the end of the week.

LIST OF PARTICIPANTS

ANNEX 1

No.	Names		Position	Disability	Sub-County
1	Canon Matsiko	M	Chairperson NUDIPU	Physical	Kebison
2	Asingurahosa	M	Helper	Helper	Kebison
3	Oryoroba James	M	Development worker	Physical	Bugangari
4	Kenyangi Agnes	F	Secretary	Physical	Rukungiri Town Council
5	Ruth Atukunda	F	Helper	Helper	Rukungiri Town Council
6	Kemizengo P	F	Councillor	Physical	Nyakishenyi
7	Tumuhimbise Violet	F	Councilor	Physical	Bwambara
8	Mugisha Dominic	M	Councillor	Physical	Bugangari
9	Bugembe	M	Helper	Helper	Rukungiri
10	Nicholas N	M	Youth Representative	Physical	Rukungiri
11	Turyamuhaki Julius	M	Member Party	Deaf	Bwambara
12	Rubeihira J	M	Councilor	Physical	Buhunga
13	Kakurungu Stanely	M	Councilor	Physical	Rukungiri Town Council
14	Kagondere Paul	M	Chairperson	Physical	Bwambara
15	Kwijuka Frank	M	Chairperson	Physical	Nyakagyeme
16	Kambugiro Flora	F	Woman Rep. Chairperson.	Pyhisical	Bugangari
17	Muhwezi Charles	M	Chairperson	Physical	Kebison
18	Tumusiime Safari	M	Chairperson	Physical	Nyarushanje
19	Busingye Harriet	F	Councilor	Physical	Nyarushanje
20	Bamanya Stephen	M	Treasurer	Physical	District Union Buhunga
21	Alice Tumushabe	F	Chairperson	Physical	Bugangari
22	Mugalura Imelda	F	Councilor	Physical	Bugangari
23	Katabarwa Ignatius	M	Chairperson	Physical	Rukungiri Town Council
24	Katungishi Elias	M	Chairperson	Physical	Buhunga
25	Assimwe E	F	Councillor	Physical	Kebisoni
26	Twesigye Alex	M	Concillor	Physical	Nyakashenyi
27	Kamarembo Tereza	F	Councillor	Physical	Buhunga
28	Komuhangi Lydia	F	Councillor	Physical	Rukungiri Town Council
29	Katakuri Tophias	F	Councillor	Pyhisical	Ruhinda
30	Muhwezi Godfrey	M	Chairperson	Physical	Ruhinda
31	Kinatampira Euristo	M	Councillor	Physical	Nyarushanje
32	Karuhura Tananzo	M	Councillor	Physical	Nyakagyeme
33	Assimwe Peterson	M	Blind Rep.	Blind	Bugangari
34	Asiimwe Mbabazi	F	Helper	Helper	Bugangari
35	Katembeya Dezi	M	Councillor	Physical	Kebisoni
36	Aneimbabazi Ronald	M	Driver		Bugangari
37	Kakuru Essau	M	Interpreter		Nyarushanje
38	Mutungi David	M	Interpreter		Nyarushanje
39	Bavahunkwa W	M	Councillor	Physical	Bwambara
40	Tusiime B	M	Councillor.	Physical	Nyakagyeme
41	Tumwebase B	M	Chairperson	Deaf	Ruhinda
42	Tumusiime P	M	Guide	Physical	Nakagyeme

ANNEX 2

CURRICULUM FOR 5 DAYS TRAINING FOR NUDIPU SUB-COUNTY PWD LEADERS TO SPEARHEAD THE SOCIAL AND ECONOMIC EMPOWERMENT OF PWDs IN GULU DISTRICT

DAY/TIME	TOPIC	SUB-TOPICS	SESSION OBJECTIVES	METHODOLOGY
DAY 1:				
SESSION ONE 8:30 – 10:30 a.m.	Climate setting	<ul style="list-style-type: none"> ▪ Introduction ▪ Opening remarks from organizers ▪ Participants expectations ▪ Workshop purpose and objectives ▪ Review of programme and ground rules ▪ Official opening 	<ul style="list-style-type: none"> ▪ Participants and facilitators know one another ▪ Participants expectations and workshop objectives aligned and harmonized ▪ Code of conduct during training agreed ▪ Participants inspired to fully participate and apply the knowledge acquired from the training 	<ul style="list-style-type: none"> ▪ Name game ▪ Speech ▪ Meta cards brain storm and clustering ▪ Lecture ▪ Question and answer
10:30 – 11:00 a.m.	B	R	E	A
SESSION TWO 11:00 – 1:00 p.m.	Participatory Assessment and Planning.	<ul style="list-style-type: none"> ▪ Types of needs ▪ Sources of information for Needs assessment ▪ Methods and tools for needs assessment and analysis ▪ Terminologies in participatory Planning 	<ul style="list-style-type: none"> ▪ PWD leaders equipped with skills to conduct development needs assessment and design appropriate interventions to address the identified needs. ▪ Participants acquire the basic principles of Participatory Needs Assessment and Planning. ▪ Participants able to apply the acquired skills in assessing the needs of the various disability categories like Blind, Deaf, Physical, Deaf/Blind and others. 	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Question and answer ▪ Lecturelets ▪ Plenary discussion

DAY/TIME	TOPIC	SUB-TOPICS	SESSION OBJECTIVES	METHODOLOGY
1:00 – 2:00 p.m.	L U	N C H		
SESSION THREE 2:00 – 4:00 p.m.	Participatory Needs Assessment and Planning. Continued	<ul style="list-style-type: none"> Steps in Participatory Planning Process. Methods and tools for Participatory Planning Pre-requisites for Participatory planning 	<ul style="list-style-type: none"> Participants are able to facilitate the evolution of development plans for integration in the Local Government Planning system following the Participatory Planning Process. 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Plenary discussion
4:00 – 4:30 p.m.	B R	E A K		
SESSION FOUR 4:30 – 5:30 p.m.	Participatory Needs Assessment and Planning. Continued	<ul style="list-style-type: none"> Application of the Participatory Planning Process. Exercise on Needs Assessment and Participatory Planning. 	<ul style="list-style-type: none"> Trainee PWDs leaders have confidence and capacity to initiate, monitor and evaluate development Programs in their respective localities. PWDs leaders utilise opportunities to benefit from national development programs in Agriculture, Health, and the Education sector among others 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Plenary discussion

DAY/TIME	TOPIC	SUB-TOPICS	SESSION OBJECTIVES	METHODOLOGY
DAY 2:				
SESSION ONE 8:30 – 10:30 a.m.	Data Collection and Information Management.	<ul style="list-style-type: none"> ▪ Recap of day one ▪ Integration of the PWD plans into Local Government Plans. ▪ Data and information ▪ Differences and Similarities among Monitoring and Evaluation. ▪ Data collection methods and tools 	<ul style="list-style-type: none"> ▪ Participants acquire skills in generating action based on information on the status of the different categories of disability to initiate appropriate development projects, undertake advocacy for the rights of PWDs and establish an information systems that can be used in monitoring their development programs and projects. ▪ Participants are able to develop user friendly tools and instruments for data collection, analysis and documentation. 	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Question and answer ▪ Lecturelets ▪ Case studies ▪ Plenary discussion
10:30 – 11:00 a.m.	B R E A K			
SESSION TWO 11:00 – 1:00 p.m.	Data Collection and Information Management. Continued	<ul style="list-style-type: none"> ▪ Data analysis ▪ Documentation, storage and retrieval of information ▪ Records keeping ▪ Information management 	<ul style="list-style-type: none"> ▪ PWD Leaders capture critical data for advocacy and designing development projects and programmes. ▪ Appropriate measures for documentation storage and retrieval of development information on PWDs issues devised. 	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Question and answer ▪ Lecturelets ▪ Case studies ▪ Group discussion ▪ Plenary discussion

1:00 – 2:00 p.m.	L	U	N	C	H
DAY/TIME	TOPIC	SUB-TOPICS		SESSION OBJECTIVES	METHODOLOGY
SESSION THREE 2:00 – 4:00 p.m.	Data Collection and Information Management. Continued	<ul style="list-style-type: none">Information sources for planning, advocacy, monitoring and evaluation exercises.Monitoring and evaluation tools		<ul style="list-style-type: none">Participants recognize the importance of factual information and data in planning, advocacy, monitoring and evaluation of development programs.	<ul style="list-style-type: none">BrainstormingQuestion and answerLectureletsPlenary discussion
4:00 – 4:30 p.m.	B	R	E	A	K
SESSION FOUR 4:30 – 5:30 p.m.	Data Collection and Information Management. Continued	<ul style="list-style-type: none">Information disseminationChallenges in Data gathering for Management, Monitoring and Evaluation.		<ul style="list-style-type: none">Participants utilise captured data to evolve and design PWD friendly programs	<ul style="list-style-type: none">BrainstormingQuestion and answerLectureletsCase studiesPlenary discussion
DAY 3:					
SESSION ONE 8:30 – 10:30 a.m.	Proposal Development and writing.	<ul style="list-style-type: none">Introduction and Problem StatementEnvironment scanning applying SWOT and PEST Analysis.Work allocation		<ul style="list-style-type: none">Equip selected PWD leaders with skills in proposal development and writing in order to articulate their development needs and mobilize resources to address them.Participants distinguish between a programme and a project	<ul style="list-style-type: none">BrainstormingQuestion and answerLectureletsPlenary discussion
10:30 – 11:00 a.m.	B	R	E	A	K
SESSION TWO 11:00 – 1:00 p.m.	Proposal Development and writing. Continued	<ul style="list-style-type: none">Resources identificationProject implementation and construction of the Logical Frame.Budgeting.		<ul style="list-style-type: none">PWD leaders able to put development ideas in a chronological order for resource mobilization.Participants able to evolve and constitute viable projectsParticipants able to write winning proposals	<ul style="list-style-type: none">BrainstormingQuestion and answerLectureletsGroup discussionPlenary discussion

1:00 – 2:00 p.m.	L U N C H			
DAY/TIME	TOPIC	SUB-TOPICS	SESSION OBJECTIVES	METHODOLOGY
SESSION THREE 2:00 – 4:00 p.m.	Work Plans – organizing of activities	<ul style="list-style-type: none"> Planning the use of available time – Time budget Organizing the work of the groups and associations Activity scheduling with an activity chart and bar graphs Organizing the running and management of the groups and associations 	<ul style="list-style-type: none"> Participating PWD leaders have skills in organizing the work of their groups and associations for systematic implementation of development activities. Trainee PWD Leaders are able to develop realistic work plans for implementation of their groups and associations development projects and programmes. Trainees attain skills for effective utilization of time and allocation of duties. 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Plenary discussion
4:00 – 4:30 p.m.	B R E A K			
SESSION FOUR 4:30 – 5:30 p.m.	Work Plans – organizing of activities Continued	<ul style="list-style-type: none"> Project follow up, monitoring and evaluation The work plans as a tool for resource mobilizations, monitoring evaluation and control. Practical Exercises on work plans. 	<ul style="list-style-type: none"> Participants are able to use their work plans as a tool for resource mobilization, monitoring, evaluation and control of development projects and programmes. PWD leaders are able to appraise their development projects and performance of their members. 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Plenary discussion
DAY 4:				
SESSION ONE 8:30 – 10:30 a.m.	Farming as a Business.	<ul style="list-style-type: none"> Farming as a business Farm Enterprise Viability Analysis 	<ul style="list-style-type: none"> To introduce the aspects of business in agriculture and the aspects of access to the markets for purposes of household income generation as provided in the National Poverty Eradication Framework, PEAP and the Plan for the Modernization of Agriculture (PMA). Participants and their groups take up farming as a business for realization of PWDs household food and income security. 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Plenary discussion

DAY/TIME	TOPIC	SUB-TOPICS	SESSION OBJECTIVES	METHODOLOGY
10:30 – 11:00 a.m.	B R	E A K		
SESSION TWO 11:00 – 1:00 p.m.	Farming as a Business. Continued	<ul style="list-style-type: none"> An economically viable household. 	<ul style="list-style-type: none"> Participants understand and apply the concept of Gross Margin Analysis (GMA) in identification of potential agricultural enterprises. 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Case studies Plenary discussion
1:00 – 2:00 p.m.	L U	N C H		
SESSION THREE 2:00 – 4:00 p.m.	Farming as a Business. Continued	<ul style="list-style-type: none"> Savings mobilization and Investment. 	<ul style="list-style-type: none"> Build a cadre of PWD leaders to advocate for fair terms and inclusion in the farming business. Selected PWD leaders acquire skills to guide other PWD farmers to undertake agriculture as a business. 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Case studies Plenary discussion
4:00 – 4:30 p.m.	B R	E A K		
SESSION FOUR 4:30 – 5:30 p.m.	Farming as a Business. Continued	<ul style="list-style-type: none"> Farm planning and budgeting the Project Income Statements 	<ul style="list-style-type: none"> Participants apply the basic marketing concepts to facilitate farmers' access to the markets and develop production plans to take advantage of available niche markets. 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Plenary discussion
DAY 5:				
SESSION ONE 8:30 – 10:30 a.m.	Entrepreneurship Development	<ul style="list-style-type: none"> Entrepreneurship and Development. Environmental scanning for business opportunities. The vicious cycle of poverty 	<ul style="list-style-type: none"> To introduce and promote entrepreneurial skills among the PWD leaders so that they can help other PWDs to initiate business venture starting from their homes and tap opportunities around them to attain qualitative improvement in their living standards. A cadre of PWD leaders to 	<ul style="list-style-type: none"> Brainstorming Question and answer Lecturelets Group discussion Case studies

PARTICIPATORY NEEDS ASSESSMENT AND PLANNING

What is a need?

An imperative desire, a necessity (Must).

What is a want?

Something desired but not necessarily imperative for life, can wait.

Types of needs

- Social needs
- Economic needs (improvement of our welfare)
- Political needs (Development is politics because it deals with management and leadership of resources)
- Technological needs (like wheelchairs, hearing devices, callipers for PWDs to access information)
- Technical needs i.e. an interpreter is a technical person
- Gender needs

Sources of information in Needs Assessment

- From the community; this could be from people with in the locality i.e. men, women, youth, children, elders etc.
- Media; news papers, TVs, radio drama and internet
- Parties

Sources of information are classified into two: -

- i. **Primary sources** - are direct interactive sources where information is directly from people concerned and facing the problem for example with maternal risks women are the ones to provide information not men
- ii. **Secondary sources** - are indirect sources of information which could be derived from documentaries or second and third parties which include; internet, news papers among others.

Methods and tools for Needs Assessment and Analysis

- **Survey:** This is done through observation and interaction using all senses to capture information. The following tools can be used:
 - **Interview:** Seeking information from people face to face through questions and answer. It is interactive and free flowing
 - **Questionnaire:** This is a sheet of paper with structured questions for a person to fill in and send back to sender.
 - **Interview schedule:** This is a guided interview whereby questions are predetermined and followed in particular sequence.

- **Focus Group Discussion (FGD):** Is interaction with a targeted group of people from whom specific information is desired. e.g. information about children from children themselves.

Research is all about the information you want and asking questions that lead to exactly what you want.

- **Analysis:** Entails further detailing of raw data to become meaningful information for decision making. Analysis is either;
 - Qualitative analysis: based on impressions by the researcher without empirical figures.
 - Quantitative analysis: whereby information is in factual figures presented in numbers or statistically.

Terminologies in participatory planning

- Needs Assessment Survey (NAS)
- Design; this is action
- Work-break down schedule i.e. table of how work is split in sub-units time and accountabilities e.g. Training entails the following activities that may have to be scheduled (when they will happen and who is responsible?):
 - Training Needs Assessment
 - Mobilisation
 - Training materials design
 - Conducting training sessions
- Budgeting: This includes time and financial budget
- Critical path analysis: this helps to find out which particular option is most feasible to address a particular need within the available resources and other variables. e.g. if the community needs safe clean water what can be done to attain that need? This could be done by digging wells, providing piped water, protecting the existing wells and roof catchments rain water harvesting among other options. Each of these has to be analysed what it takes and the most affordable and appropriate is chosen.

Planning

Planning was defined as a organising. It is a calculated sequence of decisions and actions which are designed to ensure that particular results are achieved. It is forecasting of what? why? How much? Where? When? By who and for who? for a particular intervention.

Planning is detailed by the **5W-H** and these are:

- Why?(must have a purpose and objectives)
- What?(what should be done)
- Who? (your target i.e. the elderly, youth, women etc.)
- Where? (where should the intervention? Is it in the parish, village sub-county etc.)

- When? (this deals with the timing i.e. the lifespan that we have at hand to make the change we want)
- How? (the way we are to translate our means into action)

A plan should clearly articulate the following things: -

- Purpose
- Objectives
- Beneficiaries
- Scope
- Timing
- Means or strategy

All these issues should be decided by the community. For the community to be involved we have to devise ways of engaging them in the planning process and these include the following;

- Mobilisation by;
 - Sending letters
 - Word of mouth
 - Using media-radio announcements
 - Announcements at funerals, churches, markets
 - Posters
 - Local Council (LC) Chairpersons
- Village/Community meetings
- Community Action Planning; where the community determines what they want (Vision) defines and recognise where they are (Current situation) and identify the development gap between where they are and what they want in order to generate momentum for action.
- Field force analysis: This involved analysing the current situation i.e. reasons why we are poor, what are the causes of poverty etc.
- Priority setting: starting small with the available resources and budgeting with in available means and capacities.
- Accountability charting: (who will do what?)
- Monitoring and Evaluation: This means reviewing what is done, appreciating the lessons and making corrective actions to move forward with the plan.

Why plan?

To give direction to the activity

To define the scope of the intervention

To guide the implementation

To provide a logical basis for determining what activities will achieve the stated objectives or needs.

To provide a basis for monitoring and evaluation

Methods and tools for participatory planning

- Participatory Rural Appraisal (PRA): for quick capture of planning information in the community. Some of the tools used include: -

- **Transect walks:** As you walk in villages this tool enables you identify important features or resources which can be used to develop an area. After the walks sketch maps can be drawn to allocate all the resources to help in the planning process.
 - **Daily activity charts:** this is used to check how people spend their day and how their activities can bring about a change in the community.
 - **Resource maps:** they show endowments within the community.
- Rapid Rural Appraisal (RRA) – this is similar to PRA
 - Methods for Active Participation (MAP); includes participatory tools for generating a community action plan.
 - SWOT Analysis: These are Strengths, Weaknesses, Opportunities and Threats
 - PEST Analysis (Political, Economic, Social, Technology)

Planning format

Planning:

Objectives	Outputs/outcome	Verifiable indicator	Means of verification	activity	Time frame	Who?	cost

ANNEX 4

DATA COLLECTION AND INFORMATION MANAGEMENT

Integration of PWD plans into Local Government Plans

Once the workplans designed using the format provided in the previous session is properly documented, it should be shared with the critical others and the lobbying process starts. The workplan forms the basis of a proposal which can be shared with others for support and or integration in local government development plan.

Data and Information

Data is raw facts e.g. 13,000 PWD in Soroti District this is a fact but it does not tell a lot for decision making.

Information is analysed data for decision making e.g. the above data can be detailed as follows to cause action; 155 blind children, 140 physically handicapped children and 45 deaf children not going to school. 250 physically handicapped persons without wheel chairs and callipers etc... such details can then be used to determine what intervention is required.

Information management refers to:

- Acquisition/collection
- Utilisation i.e. how to make use of it
- Storage
- Retrieval
- Dissemination; how to pass information on to other people.

Planning is part and parcel of information management.

Data collection

This is collecting raw facts either in figures or narrative using various methods and tools. Major things to consider are: -

- Source (primary or secondary)
- Frequency of collection
- Methodology
- Verification
- Validation

The collected information must be well documented and disseminated to others to ensure that the desired results are achieved by the end of the day and put into action.

Monitoring and Evaluation

Monitoring

Monitoring was defined as a follow-up of activities i.e. to ensure what is done is in line with what was planned. It is being in touch with the progress of the planned activities and taking remedies when required. It entails continuous data collection and analysis to assess a project, programme or policy and compare with the expected performance.

What is monitored: Activities, outputs, resource disbursement i.e. are they progressing according to plan? For example if one has a poultry farm of layers, one needs to monitor feeding, number of eggs laid in a day, stress level, number of birds etc. The nature of the project determines how often to monitor.

Who monitors? - Stakeholder including beneficiaries or project participants, policy makers, funders/donors and local leaders among others.

Why monitor?

- For accountability
- Provide basis for corrective action
- Ensure coherence and relevance
- Derive lessons
- Correct mistakes
- Celebrate successes and derive motivation to continue
- Capture and document processes and best practices

Evaluation

Evaluation is an assessment of the effectiveness of the project or business. This entails checking at the tail end to find out whether you have been able to achieve the purpose. It is a systematic and objective measurement of the results achieved by a project, a program or policy in order to determine its relevance, coherence, effectiveness and sustainability.

Why evaluate?

- Determine outcomes (results) of the intervention
- Foster accountability
- Enhance learning – what could be done better next time or what to replicate.

Differences between monitoring and Evaluation

Monitoring	Evaluation
It is continuous (on-going) it goes on throughout the lifetime of the project	It is intermittent can either come at the beginning (baseline), midway (formative) or at the end (summative) of the project
It focuses more on efficiency i.e. deals	It focuses more on effectiveness

with accuracy while transacting something.	
Deals with process	Deals with results

Similarities between monitoring and evaluation

- Focus on a project
- Entails data collection
- Entail data analysis for information generation to take decisions.
- Management tools
- Undertaken by the same people
- Result oriented.

Data collection tools and methods

The tools used in data collection are given below:

- Interviews
- Observation
- Questionnaires
- Focus group discussions
- Interview schedules
- Key informants: This targets people who may have extra information about an issue like the technical staff, opinion leaders and others depending on the subject matter.
- Documentary study: Literature which has been written on the subject matter to determine what has been covered and to address the gaps when designing the intervention
- Informal conversation: This involves free interaction with people in the community through casual conversation to obtain detailed information which is useful for your intervention.

The method and tool s to be used depend on good understanding of the advantages and disadvantages of each of the tools to enable one to choose the most appropriate ones to use in a particular situation.

Data Analysis

Here facts are further broken down to generate details for action. Details are found out by probing i.e. asking more questions and the answers you get will provide more details for good understanding. This is aimed at arriving at the root causes of a given situation and avoids acting on symptoms.

Data Presentation

There are various forms of presenting data which include:

- Reports
- Pictures
- Graphs such as bar graphs, pie charts and line graphs which help to show trends of a phenomenon over a period of time e.g. rain graphs

- Resource maps
- Tables

The different presentation methods help to improve and back-up one's argument to justify the issue at hand for support.

Documentation

The starting point in advocacy is documentation because it backs up issues and provides evidence or proof. Documentation is facts and information on paper or evidence/proof in tangible form. It includes: -

- Reports
- Audio cassettes
- Video tapes
- Photographs

Data is storage

This is done using the following devices and facilities:

- Computers
- Files
- Tapes/diskettes/discs
- Cell phones
- Cup boards
- Libraries

Data retrieval is a system of accessing stored information when it's needed. It should be easy and efficient which means that the information must be stored in safe places and organised manner so that at anytime when is needed it can easily be accessed without difficulty and wasting time.

Records keeping

Examples of basic records kept include: -

- Agreements
- Minutes
- Reports
- Visitors books
- Birth certificates
- Letters
- Performance records
- Financial records; incomes and expenditure
- Assets
- Medical records
- Marriage certificates
- Academic certificates and testimonials

ANNEX 5

PROPOSAL DEVELOPMENT AND WRITING

Participatory need assessment and planning, data collection and information management are basics in proposal development. This is where requisite information for proposal inception and finally writing is generated.

What is a Project?

A project is a set of activities which are undertaken to convert inputs into outputs to fulfil a particular development goal. Projects are short term in nature i.e. take 6 months, 1 year to 3 years.

Programme

Is a set of projects aimed at achieving the objectives of the association/organisation. Programmes are long term and have a series of projects that come on board and go in pursuit of the objectives of the organisation.

Programme components

- **Purpose:** Reason why engage in the intervention. This should be shared by everybody in the organisation or participating in the programme.
- **Objectives:** What are the deliverables (as results)? Objectives are usually presented as activities but they must be stated in a result form as end products.
- **Resources:** What are inputs for the programme to be executed? These may include time, human, physical, material and information.
- **Implementation plan:** How do you tend to execute your programme? In other words **strategy**.
- **Budget:** Finances (costs), time (work plan) what are we going to do and when?

Project components

- **Title:** what is the project about?
- **Purpose /Goal:** why this project? For everything you do there must be a reason.
- **Justification:** what is driving motive and capacity to implement the project?
- **Project details/description**
 - Objectives; what do you want to deliver
 - Outputs: short term result
 - Activities: what is going to be done to attain the programme
 - Timing: what will be done when?
- **Scope:** coverage i.e. how far your project stretches.
- **Beneficiaries/target group:** are they children, PWDs, women and what is the age bracket?

- Cost of the project (budget): most project budgets are understated because some hidden costs like the community contribution are never reflected. All contributions including in-kind must be costed and reflected in the project cost. This way the negotiation position changes from total dependence to partnership.

SWOT Analysis

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Strength • Weaknesses • Opportunities | } | These are internal within/inside the group/community or organisation |
| <ul style="list-style-type: none"> • Threats | } | These are external within the operating environment |

Operating environment

The operating environment includes:

- **Political sphere**; political programmes that have come up, and what opportunities and threats they have on the project
- **Economic policies** like the rural development strategy.
- **Social sphere** i.e. how many NGOs or group are there? What opportunities or threats do they offer? Do you demand services from them and who are the players?
- **Technology sphere** like mobility devices, telecommunication facilities, media and computer software for the blind.
- **Physical environment** and its endowments or limitations.

Proposal Writing

Different organisations may have different formats so it's upon the writer to choose what format suits a particular target. However, the key components are: -

Basic information and project summary, this includes;

- Project title
- Address and location of the project/organisation that is applying; e.g. where is your group or organisation found.
- The organisation or people responsible for the project i.e.
 - Name
 - Address
 - Telephone number
 - E-mail
 - Contact person
- Brief statement of the purpose of the project. (problems, benefits from the intervention) Why do you want to undertake the project? What are the benefits? What are you trying to address?

Project description

- Why is the project necessary (justification) strengths and opportunities in the operating environment. Why should the project be supported? What are the social, cultural, political and economic benefits?
- What are the objectives of the project?
- Who are the beneficiaries?
- What will be the effects of the project on the target group (outcomes and impacts) one would like to invest where there are returns.

Work plan

- What activities to be done to achieve the objectives. Activities you propose must have a direct relationship with the results
- What is the time required to implement the project (time frame i.e. 2yrs, 4yrs etc.)
- How will monitoring take place? Who is responsible, how will it be done and how often?

Constraints/threats/risks

What constraints are you likely to face during the project implementation (**threats and weaknesses**) what threats are already there?

Sustainability

Will the organisation continue activities without external support? No body would want to make an investment and when they pull out it collapses. If yes what strategies do you have in place to continue with or without external support?

Budget

- Give complete financial breakdown of the project, including the local contribution. The cost must relate to the activities and objectives
- How will the community contribute to the project and the value of their contribution
- Are there any other sources of funding? There must be transparency to avoid double funding and loss of trust. Handling public funds requires a high degree of accountability.

Activity Bar Chart

It is important to present your work in graphic form to ease following the sequence. The activity bar chart shows each particular activity and when it's to take place. It is a very good monitoring tool.

Activities	Time frame											
	J	F	M	A	M	J	J	A	S	O	N	D
Community mobilisation												
Training in Agricultural skills												
Expose project participants to best practices												
Monitoring												
Reporting												

The importance of using activity bar charts includes the following:

- It tells you the moments the project will be most busy (bottlenecks) and the less crowded periods (slack period)
- It is an important tool for Monitoring and Evaluation
- It visually shows you what is possible and what is not
- It can also help you make important decisions

ENTREPRENEURSHIP DEVELOPMENT:

An entrepreneur is a person who starts or organizes a commercial enterprise especially one involving a financial risk. An Entrepreneur is an initiator of a venture and he/she is therefore a risk taker. Entrepreneurship has nothing to do with gender, disability, tribe or size. It is basically from ones creativity and innovativeness that society advances. Refer to explorers, economic giants. World over fundamental changes and developments originate from thinking and venturing into the impossible.

It is all about:

- i. Having a positive Attitude towards Life.(Your Attitude determines your Altitude)
- ii. Making the Impossible Possible (With God every thing is Possible).
- iii. Making informed choices.(Information is Power and Power is not given but acquired)

Characteristics of Entrepreneurs:

- i. Self confidence/Determination/Courage
- ii. Goal Setting
- iii. Leadership
- iv. Long –term / Futuristic

An enterprise is the initiative undertaken by the entrepreneur. It is the outcome of ones creativity and innovation (Result). Entrepreneurship is the act of initiating and management of an enterprise/ initiative to realize the benefit.

Being entrepreneurial therefore means:

- i. Having ability to scan the environment and identify an opportunity.
- ii. Taking calculated moderate risks and face the challenge
- iii. Believing in yourself and ability to take decisions
- iv. Decision making based on good planning.
- v. Managing resources in the best way possible.

Environmental Scanning

As mentioned above, an Entrepreneur has to analyze the operating environment and this is referred to as Environmental Scanning. As seen in the previous topic, the environment consist of the following factors that impact on the business.

Political, Social, Economic etc. which are external. There are also internal factors that ought to be analyzed. The following table illustrates the aspects.

It is for this reason that entrepreneurs undertake Market Research through Rapid Market Appraisal (RMA) which serves the following:

- i. Provides Information about the product.

- ii. Seek out customers and their preferences rather than waiting for them.
- iii. Identify new and greater sales & profits.
- iv. Identify business contacts i.e. buyers, suppliers etc.

Analyze the operating Environment applying the SWOT Analysis Tool.

Strengths	Action	Opportunities	Action
Weaknesses	Action	Threats	Action

Some of the critical steps involved in starting up your business as follows;

Step 1: Gain Personal Focus

Starting a business is tough. Whenever we have an idea, others may provoke our self-doubt by asking, "Where will you get the start-up money? How will you market it?"

Your best strategy for redirecting this energy is to create a personal focus that's rooted in your passion. Start by defining your intent, your goal and your purpose. This is the underlying emotional foundation of your business.

Step 2: Create an Instant Impact Message

When most people hear about a new product or service, they immediately ask themselves "How will I or someone I know benefit from this idea?" Creating a winning message that clarifies your purpose and maintains a specific focus is really quite simple.

First, write down how your business helps your customers. Circle any key descriptive words that resonate with your heart. Then use the most exciting words to form a single statement that focuses on the key benefit your business provides. For example, if you own a restaurant, you can use "Healthy food that satisfies any appetite." Use your instant impact message everywhere--at business functions and other functions. The more people hear about your business, the more business and ideas you'll generate.

Step 3: Discover What Works

Companies pay millions of dollars to professional market researchers to find out what people really want and how they want it. You can uncover a wealth of information by taking field trips to discover how your product or service will satisfy people's desires.

Visit business owners in your neighborhood and in other cities. Ask them how

you can succeed faster and what mistakes you should avoid. Simply ask them to brainstorm with you and share any ideas and strategies that come to mind, without censoring or judging.

Step 4: Protect Your Idea and Yourself

Great ideas need protection. You don't have to register your business name, logo or slogan to obtain copyright and trademark protection. Protective laws work under the first-use rule; whoever uses an item first owns it. Trail--tracking all meeting dates, attendees and discussions. If necessary, this information can someday serve as evidence in court.

Step 5: Convince Others

Inspire them by speaking positively about your business, it inspires others to help you succeed rather than question your abilities. Generate trust by showing key supporters the value you offer and how you will successfully deliver on your promises.

1. **Define your personal financial goals.** Your goals impact your pricing strategy. Some people want to make a million dollars on one idea. Others want to make shs.50,000 to help fund their business development activities.
2. **Investigate market trends.** Pricing is subject to market forces and consumer demands. Obtain information to help you predict your market in terms of sales potential, growth prospects and trends.
3. **Obtain competitive information.** Consumers price shop. Walk into stores, and use the internet to uncover your competitors' pricing strategies. Unless you provide special features for which consumers are willing to pay more, your price has to be competitive.
4. **Cover your cost of doing business.** At first, you will be using your "best guess" cost estimates. As your business grows, track your real costs of doing business, and reflect them in your pricing structure.

Step 6: Stay Motivated With a Business Action Plan

.Most startup plans ask you to begin with a business plan. Instead, we've had you take real-world action to create a business that works.

To a successful entrepreneur, you need to have a business plan.

A business plan is a formal document that describes a business and its operating environment, the short and long – term objectives and the intended means of achieving those objectives.

A business plan is important for the generation of income for self-reliance, self-employment to supply goods and services etc.

The goal of farming as a business is to increase income, through profits and not just some profit but as much profit as possible. Therefore a farmer needs to be concerned with using the limited resources to realize the highest profits possible.

CASH BUDGET FOR A CO-OPERATIVE SOCIETY FOR THE SIX MONTHS 1 JANUARY TO 30 JUNE

RECEIPTS	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Donor							
	5,000	5,000	5,000	5,000	5,000	5,000	
Miscellaneous income	900	500	900	900	1,000	1,000	
Sales	10,000	20,000	20,000	20,000	20,000	20,000	
Savings.							
<u>Total receipts</u>							
Payments							
	8,000	8,000	12,000	12,000	15,000	15,000	
Purchases	5,000	5,000	5,000	5,000	5,000	8,000	
Salaries	1,000	1,000	1,000	1,000	1,000	1,000	
Vehicle expenses	1,200	1,200	1,200	300	200	500	
Loan Interest	10,000	-	10,000	-	-	-	
Total Payments	25,200	15,200	29,200	18,300	21,200	24,500	
Opening balance	2,200	7,100	3,200	100	17,500	27,300	
Plus receipts	15,900	25,500	25,900	35,900	26,000	26,000	
Less payments							
	25,200	15,200	29,200	18,300	16,200	24,850	
Closing balance	7,100	3,200	100	17,500	27,300	28,450	

What lessons do you learn from the exercise?

Interpretation of the Cash Budget

Examining the information in the above example, it seems that:

- A shortage of funds is likely to occur in the first three months of the year.
- If the Department of Agriculture could be persuaded to pay their \$ 10,000 in January.
- It may be possible to make the purchase on credit (if this is not already happening), and pay for each month's purchase, for example a month later. If sales customers are being allowed credit terms, is it possible for this to be reduced, or some incentive given (for example a discount) to encourage earlier payment.
- The machinery could possibly be bought, or paid for, later. Alternatively some forms of leasing or hire purchase may be an alternative.

From a cash flow, even this one with little supporting information, we can gain a good picture of potential cash and bank shortages, and potential solutions.

ANNEX 7

FARMING AS A BUSINESS

Farm Business emphasizes transformation of farming from subsistence to farming for profit. Farmers must learn to critically examine the costs related to production and marketing as well as profits that accrue through improved efficiencies from making informed management decisions.

A business is an initiative undertaken for the purpose of earning **profit**. Business is an activity operated for the purpose of earning a profit by providing a service or a product. A person who starts business is known as an Entrepreneur. An entrepreneur is a person who makes money by starting or running businesses, especially when this involves taking financial risks. Entrepreneurs or Association of Entrepreneurs put their money at risk. The risk is associated with an activity or venture for the purpose of earning a profit.

Regardless of the type of Business, there is a need to take into consideration the costs of production and marketing of the output of the commodity or service. In order to improve the livelihoods of rural people, there is a critical need to view agriculture as a business. Farm Business Education therefore emphasizes transformation of farming for subsistence to farming for profit. Farmers must learn to critically examine the costs related to production and marketing as well as profits that accrue through improved efficiencies from making informed management decisions.

Principles of Business:

- i. Maximization of profits.
- ii. Minimum possible costs.
- iii. Get best possible price.
- iv. Satisfaction to the customer/consumers



Determination of An Economically Viable Household using Gross Margin Analysis (GMA).

This introduces the application of figures in the selection of an Enterprise starting from all the costs involved as follows: -

Input costs	Units	Unit Cost	Value (Shs.)
Materials and Equipment			
<i>Sub-total</i>			
Labor costs			
<i>Sub-total</i>			
Post Harvest Costs			
TOTAL			

NB: The costs should include the interest paid for the loan from the bank.
After completion of the table, compute the following:
Total Costs, Total Sales, Gross Profit etc.

Questions:

- How can you raise the Investment cost?
- How do you maximize the Profits?
- What lessons do you generate from the exercise?

Ways of maximizing profits/ reducing costs:

- Making bulk purchases can reduce the costs.
- Using own money equally reduces the costs
- Collective action will enable the farmer get higher margins.
- Using of improved breeds gives more returns.

CASE STUDY

Peter and Alex were once members of the same village in Kamuda Sub county of Soroti district. Peter was able to succeed in the farming business because he was supported by the Politicians at time, while Alex was working it on his own way. Peter used his money for enjoyment, clothing, drinks and luxuries.

When there was a political change, Peter's business reduced slowly and consequently lost out. He had not saved any money, he didn't have assets, money to buy inputs, and he did not even have anybody to extend him a loan.

His life was really miserable

Alex on the other hand, had started saving slowly with a village bank after being trained by an NGO. He saved sufficient amount of money which enabled him to attract more support from other NGOs and MFIs.

After some time he acquired more land invested big.

He made big sales and later managed to invest in processing equipment from World Bank. Alex now is a prosperous man and is respected in the whole District and Country.

QUESTIONS;

1. What factors made Alex succeed in life while Peter failed?
2. What form of saving did Alex practice?
3. Where did Alex keep most of his savings?
4. What undesirable habits did Peter have that could not enable him to save?
5. What does the case study tell us about the importance of savings?
6. What other lessons do you derive from the case study?

SAVINGS AND CREDIT

Savings means withholding something valuable for future use. It can be in form of cash or material goods whose value appreciates over time.

Internal resources mobilization [saving] is one of the cardinal steps for self reliance and overall sustainability for individuals can gradually build up capital to enable them to invest in profitable economic activities. This is the basis of a savings first approach to enterprise development. When individuals save in groups they can rapidly build up capital that can be profitably invested in individual or group enterprises.

Many organizations working with rural communities have tended to pursue "a savings first" approach to enterprise development. This is based on the fact that even poor people understand the importance of savings and actually save in one way or the other even though in small amounts .some times these savings are not in cash but in other forms for example livestock, produce or any other items that have monetary value.

Pooling resources as a group is one of the methods of savings .It is based on the fact that it is more efficient as members build a large pool of resources in a shorter time than if they saved individually. This approach to enterprise development is therefore being widely promoted.

Only when groups have shown strong signs of growth and group or group enterprises have been fully developed, should groups be encouraged to borrow from other sources, hence a need for group savings and credit activities.

People save for a variety of reasons which include

- Future emergencies or risks i.e. natural disaster, sickness, accidents and deaths
- Meet future obligations such as school, fees, marriages, purchase of land and funerals.
- Invest in profitable business opportunities such as buying produce, input supply, retail business etc.
- Build up a fund from which members can borrow to fund.

“Remember saving is a sacrifice and needs Discipline”

Characteristics of Credit Sources before current Microfinance

ROSCAS

- Informal associations with limited legal status
- There is usually no collateral on loans
- Inadequate credit administration and monitoring skills
- Social benefits outweigh the economic benefits
- Resources are locally mobilized and limited
- Loans are character based.

Private Money lenders:

- Highly exploitative loan terms e.g. Interest, loan period and security.
- Appraisal is more on security than project viability
- Very high recovery rates
- Outreach is limited
- Provide timely and emergency loans.

Commercial Banks:

- Highly formalized financial systems.
- Operations are motivated by Profits.
- Straight credit terms and complicated procedures
- Penetration and financing to the poor is limited by the focus on increased profits and reduced risks
- There is big cultural gap between the officials and the poor.
- Loans are easily accessed by the rich.

Co-operatives:

- Most accessible formal financial Institutions than to the poor.
- Many originated from the rural areas.
- In Uganda many lack experienced and supporting infrastructure.
- In Uganda the co-operative spirit is very low due to past experience.
- The multiplicity of activities has led to poor performance.

- Effective participation of the rural farmers was limited because of the low levels of retraining credit institutions.

Limitations and lessons learnt

Roscas:

- Self selection of clients and self managed programmes.
- Ability to mobilize and manage resources
- Character and peer pressure are key pillars of loan management.

Private money lenders:

- Easy and quick loan processes and procedures
- High recovery based on security
- Reasonable number of clients hence less costs of administration.
- High interest rates

Commercial banks:

- Profits ensure sustainability of the programme
- Complicated formalities limit their access by the poor.
- Difficult to adapt to the local setting due to their urban origin.

Co-operatives:

- Despite their potential advantages building effective credit delivery systems has been difficult
- Co-operatives have a feel of local needs due to their origins in rural areas.
- High potential to mobilize local resource

Characteristics and Principles of lending Methodologies of MFIs

Characteristics			
Type	Individuals	Solidarity Group	SLAs/Village Banking
Loan size	Usually big loans tailored to the needs of the business Increase with good repayments	Small loans limited to the capacity of guarantors	Tailored to the amount saved by client
Loan Term	Can be tailored to the needs of the business but usually not exceeding 12 months	Short term loans of 3-6 months although may extend to 12 months	Can be tailored to the needs of the business
Security	Collateral (Assets, usually movable) and or guarantors	Peer pressure, savings and/or collateral to groups	Collateral, savings and guarantors
Interest Rate	Greatly higher than commercial bank rates	Slightly higher than commercial bank rates for cost covering	Rates set by members are usually higher than commercial bank rates.
Repayment	Directly linked to success of business	High repayments due to peer pressure and attachment of savings	High repayment due to peer pressure
Operating Costs	High operating costs per client	Low operating costs per client	Low operating cost per client
Loan Officer Caseload	50 –150	250 – 400	250 – 400

Comparison of lending Methodologies	
Individual	Peer Lending
Loans are guaranteed by collateral and / or co-signers	Loans are mutually guaranteed with other borrowers
Potential clients are screened by credit checks and character references	Potential clients are screened by their peers
Loan amount is based on thorough viability	Little or no analysis is made of Business analysis
Loan size and term can be tailored to the needs of business	Loan size and term closely follows Predetermined growth curve.
Loans can reach large sizes and lengthy terms	If loans become too large or terms Are too long, repayment incentives can break down.
Programme staff work to develop close long term relationships with clients	Programme staff have distant Relationship with large number of Clients.
Cash client represents a significant investment of staff time and energy.	Group of peers are used to reduce staff workload.