

Work Rights, Small Business and Negotiations Training Manual

Uganda – May 2026



Work Rights, Small Business and Negotiations Training Manual

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Cover photo: Bashir Muhumuza/NRC

Description; A woman browsing handmade items at the outdoor market.

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1 Introduction

This training manual provides NRC staff with a structured framework to deliver interactive and participatory sessions for workers and small business owners in Uganda. It aims to equip participants with the knowledge and practical skills to address workplace challenges, navigate business processes, and negotiate effectively.

The training includes two full-day modules:

- **For Workers:** Focused on understanding and applying basic work rights under Ugandan law to advocate for fair treatment and resolve disputes.
- **For Small Business Owners:** Concentrated on business registration and negotiation strategies to enhance business operations.

Purpose

This manual supports practical learning and engagement. Aligned with NRC's ICLA (Information, Counselling, and Legal Assistance) and Cash and Markets programming, the training incorporates Uganda-specific case studies, interactive activities, and group discussions to encourage meaningful participation. Facilitators are encouraged to adapt sessions to the cultural and social contexts of participants including refugee communities in settlements such as Bidi Bidi, Nakivale, and Kyaka II, as well as urban settings such as Kampala and Arua. Special attention should be given to the dynamics of specific groups, such as women-only participants or sector-specific groups like agricultural workers, to ensure relevance and sensitivity.

Key Features

- **Practical Outcomes:** The training delivers tangible benefits, including increased awareness of rights, fairer dispute resolution, improved workplace relationships, and stronger business operations.
- **Gender Sensitivity:** A dedicated section on women's rights addresses the unique challenges faced by women workers in Uganda. Women-specific case studies and activities are integrated throughout the sessions or can be delivered as standalone modules, depending on the context.
- **Cultural Adaptability:** While Uganda's legal framework is consistent nationally, facilitators are encouraged to tailor activities to reflect cultural and social differences across regions and between refugee and host community participants.
- **Support for Facilitators:** The manual provides step-by-step instructions, case studies, and tools such as pre-and post-testing forms to evaluate participant progress.

- **Long-Term Impact:** By enhancing knowledge and skills, the training helps participants improve livelihoods, foster economic stability, and strengthen community cohesion.

Training Approach and Materials

The training is designed for small groups of approximately 20 participants to encourage active participation and meaningful discussions. The format allows facilitators to adapt sessions to the group's specific needs, ensuring inclusive and engaging learning experiences.

To support delivery, the manual is accompanied by a PowerPoint presentation that can be used during sessions or printed as hardcopies, depending on the context. Additionally, annexes provide case studies, handouts, and other resources to enrich the training experience. The annexes also include a script for a follow-up call to evaluate the impact of the training, enabling facilitators to gather feedback and assess how participants are applying the knowledge and skills in their contexts.

Note: Rules, regulations, registration, licensing and permit requirements for workers and small businesses in Uganda can be complex and change regularly. All efforts have been made to ensure the information in the Manual is up to date and accurate as of April 2026. However, workers and small business owners should make their own enquiries about regulations, registration and licensing requirements, check with local authorities or seek independent legal advice to be certain. NRC accepts no liability or responsibility for actions taken or not taken or any losses arising from reliance on this manual or any inaccuracies contained.

2 Basic Work Rights Training Module

Purpose

This module equips participants with knowledge of work rights under Ugandan law, primarily the Employment Act 2006 and related legislation. It aims to raise awareness key legal protections, helping workers safeguard their rights and themselves from exploitation and unfair treatment.

Facilitator Preparation

Before delivering the module, facilitators should thoroughly review the *NRC Guide to Employment Rights for Uganda* to ensure accurate and confident delivery. They should also

- identify relevant case studies to use during the session;
- prepare and print all required resource materials in advance; and
- confirm contact details for relevant local organisations to share (See Annex 7)

Structure

This module consists of four sections totalling 2 hours and 20 minutes, with an additional 55 minutes of optional content. It can be delivered as a standalone module or followed by the Workplace Negotiations Training Module.

Duration	Section
20 minutes	Introduction
60 minutes	Knowing and Protecting Your Work Rights
30 minutes	Termination and Dismissal
30 minutes	Review, Responsibilities, and Closing

Optional Modules

Duration	Section
35 minutes	Women's Work Rights
20 minutes	Agricultural, Seasonal, Casual, and Temporary Workers Rights

1. Introduction (20 minutes)

Time	Session	Details	Materials
10 minutes 9.00-9.10	Welcome and Objectives	<p>Objective: To set the tone and introduce the purpose of the module.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Greet participants and thank them for attending the session. • Introduce yourself and NRC, including your role. • State the purpose of the training (basic work rights according to Ugandan law) and explain the duration of the session (approximately 2.5 hours). • Explain what participants will learn, including understanding their rights and how to apply them in their work situations. • Explain that the session will be interactive, and encourage active participation throughout. • Set the ground rules, such as respecting everyone, listening without interrupting, and keeping mobile phones silent to minimise distractions. • Clarify that general questions will be addressed during the session for everyone's benefit and individual cases can be discussed afterwards to maintain confidentiality. 	PPT slide
10 minutes 9.10-9.20	Workplace Drawing Activity	<p>Objective: To help participants express their feelings and experiences at work in a simple, accessible way.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Distribute a piece of paper and a pen or pencil to each participant. • Ask participants to draw a picture representing their feelings about their workplace, such as a happy face, a hard day, or a safe space. Refer to Annex 1a for ideas. • Invite participants to introduce themselves and briefly explain their drawing. • Summarise the common themes (e.g., challenges, safety, happiness) and link them to the session's topic. <p>Alternative Activity Instruction: Provide or display icons in Annex 1b or PPT. Ask participants to choose an icon that best represents their experience or feeling. This approach allows everyone to participate easily and visually without needing to draw.</p> <p>Facilitator Role: Encourage participation and create a supportive environment by sharing your own example first.</p>	PPT slide (alternative activity) Annex 1a Annex 1b

2. Knowing and Protecting Your Work Rights (60 Minutes)

Time	Session	Details	Materials
5 minutes 9.20-9.25	Introduction to Basic Work Rights	<p>Objective: To introduce participants to basic work rights under Ugandan law and explain their importance.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that work rights are legal protections that help ensure workers are treated fairly. Uganda's Employment Act 2006 outlines the key rights of all workers. • Explain that knowing your work rights helps you recognise when those rights are respected or violated. Even if you are working informally or without a written contract, you still have the right to claim your rights and report abuse, harassment or exploitation. • Explain that workers who know their rights can better negotiate work terms, protect themselves and seek support when needed. 	
15 minutes 9.25 – 9.40	What Are Your Rights? Activity	<p>Objective: To encourage participants to reflect on and share their understanding of their work rights.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that everyone has some ideas or experiences related to their work rights, even if they do not yet know all the legal details. • Ask participants to share what rights they think they have at work and record responses on a whiteboard or flipchart. • Prompt discussion using guiding questions such as: <i>Do you think you should be paid for the hours you work? Should you be safe at work? What happens if you are sick? Should you get a break during the workday?</i> • Review responses and explain that the session will cover the actual rights workers have under Ugandan law. <p>Facilitator Role: Guide discussion, encourage participation, and summarise key points.</p>	
40 minutes 9.40 – 10.20	Knowing your work rights	<p>Objective: To explain key work rights under Ugandan law.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Present each right using simple language and clear examples, one by one. Encourage participants to reflect on what has been shared and relate it to their own experiences. • Link each work right to points raised during the brainstorming activity For example: <i>We mentioned getting paid during the brainstorming. Did anyone talk about how much time you should get for a break? That's part of your right to working hours and breaks.</i> • Clarify any misunderstandings and reinforce correct knowledge. • Encourage participants to ask questions and share examples from their own experiences 	<p>PPT Slide</p> <p>Refer to the Workplace Negotiations Guide Section 6.</p> <p>Refer to the NRC Guide to Employment Rights for Uganda Sections 4 -10.</p>

Your Right to Work

- Every person has the right to work in Uganda. You can choose the job you want, regardless of gender, age, tribe, religion, or nationality.
Example: If you are a refugee in Uganda, whether in a settlement or an urban area, you have the right to work and to choose any job you want. An employer cannot tell you, 'This job is only for Ugandans.'

Fair Pay

- Workers must be paid fairly for the work they do. Employers must pay wages on time for all hours, days, or tasks worked.
- Uganda currently does not have a national minimum wage, but your pay must be agreed with your employer before you start work.
- Workers must be paid according to their agreed payment schedule (e.g. weekly or monthly).
- Workers have the right to receive a pay statement showing how wages are calculated.
- Employers cannot deduct money from your wages unless the deductions are lawful (E.g. tax or authorised contributions).
Example: If you work in a shop in Kampala, your employer must pay you at the agreed time. They cannot delay your salary or deduct money without a valid reason.

Safe Working Conditions

- The Occupational Safety and Health Act 2006 requires employers to ensure workplaces are safe.
- Employers must protect workers from hazards and ensure a safe working environment.
- If a worker is injured, the employer must ensure they receive appropriate medical treatment.
- Employers must provide protective equipment and ensure the safe use of tools and machinery.
Example: If you work on a construction site in Kampala, your employer must provide a helmet and safety boots. If you are injured, your employer must ensure you receive medical treatment.

Working Hours

- Normal working hours are 8 hours a day and 48 hours a week under the Employment Act 2006.
- Workers are entitled to a one hour rest break after every 5 hours of continuous work.
- Overtime must be paid at a higher rate where it is agreed in the contract.
Example: If you work in a supermarket from 8 a.m. to 5 p.m., you should have a rest break. If you work additional hours for example, late on a Friday to prepare stock, those extra hours should be paid as overtime.

Leave and Rest

- **Annual Leave:** Workers are entitled to 21 days of paid annual leave after 12 months of continuous service.
- **Sick Leave:** Workers are entitled to sick leave with full pay for the first month and half pay for the second month, provided a medical certificate submitted.
- **Maternity Leave:** Female workers are entitled to 60 working days of paid maternity leave.
- **Paternity Leave:** Male workers are entitled to 5 working days of paid paternity leave.
- **Public Holidays:** Workers are entitled to paid leave on gazetted public holidays.

Example: If you are sick and can't work, you should be able to stay home and still receive your pay. If you give birth, your employer cannot force you to return to work immediately. You are entitled to maternity leave and continued payment during this period.

Facilitator Role: Encourage participants to ask questions after each right is presented, invite them to share examples from their own experiences, and clarify misunderstandings to reinforce accurate knowledge throughout the session.

BREAK – 15 minutes 10.20- 10.35

4. Termination and Dismissal (30 minutes)

Time	Session	Details	Materials
20 minutes 10.35 – 10.55	Termination and Unfair Dismissal	<p>Objective: To explain workers' rights related to termination and facing dismissal.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that the Employment Act 2006 sets out the legal rules for termination and dismissal. • Highlight that the law provides dismissal rules, and workers have specific rights. If you feel you have been unfairly dismissed, there is a process to follow to challenge it. <p>A contract can be ended without notice if there is:</p> <ul style="list-style-type: none"> • Mutual agreement between the employer and the worker in writing. • Expiry of a fixed term contract. • A court order requiring the termination. <p>Rules for lawful dismissal:</p> <ul style="list-style-type: none"> • Employers must have valid reasons (e.g. poor performance or serious misconduct). • Workers must receive notice (e.g. 1 month for monthly workers or 1 week for weekly workers) • Workers cannot be dismissed while on approved leave. <p>Define unfair dismissal:</p> <ul style="list-style-type: none"> • Dismissal is unfair if it is based on discrimination (E.g. gender, tribe, religion, pregnancy) or if there is no valid reason or due process. <p><i>Example: Being dismissed for joining a trade union, for being pregnant, or for reporting unsafe conditions.</i></p>	<p>PPT Slide</p> <p>Refer to the NRC Guide to Employment Rights for Uganda Section 14.</p>

Define summary dismissal:

- Employers may dismiss a worker without notice in cases of serious misconduct such as theft, physical assault, or ignoring safety rules.

Explain workers' rights after dismissal, including:

- **Notice Pay:** If proper notice is not given, you must be paid for the notice period.
- **Severance Pay:** You may be entitled to severance pay under your contract or the Employment Act.
- **Certificate of Employment:** Your employer must provide a certificate of service.

Explain how workers can challenge an unfair dismissal:

- There is a process to challenge an unfair dismissal that includes both informal and formal approaches.
Step 1: Attempt internal resolution: Discuss the issue with your employer or supervisor.
Step 2: Report the issue to a Labour Officer: File a complaint with the District Labour Office.
Step 3: Refer the case to the Industrial Court: If mediation fails, refer the case to the Industrial Court.

Facilitator Role: Encourage participants to ask questions after each right is presented, invite them to share examples from their own experiences, and clarify misunderstandings while reinforcing key points throughout the session.

10 minutes **Yes/No Activity
on Dismissal**
10.55 –
11.05

Objective: To support participants understanding the rules around dismissal and assess whether specific scenarios are fair or unfair.

Instructions:

- Explain that you will read out different dismissal scenarios.
- Ask participants to respond 'Yes' if the dismissal is fair or 'No' if it is unfair.
- Read each scenario clearly and allow time for participants to respond.
- Discuss each answer and explain the correct legal position.

Examples of scenarios:

A worker is dismissed for reporting unsafe working conditions. Yes/No? (No, this is an unfair dismissal.)

A worker is dismissed immediately for stealing from the workplace. Yes/No? (Yes, if the accusation is true and it is a serious case.)

A worker is dismissed while they are on sick leave. Yes/No? (No, this is unfair as they cannot be dismissed during leave.) A worker is dismissed for requesting maternity leave Yes/No? (No, this is unfair. Requesting maternity leave is a legal right, and dismissing a worker for this is discriminatory)

Facilitator Role: Guide the discussion, encourage participation from all, and summarise key points.

5. Review, Responsibilities and Closing (30 minutes)

Time	Session	Details	Materials
10 minutes 11.05 – 11.15	Review of Rights	<p>Objective: To reinforce key rights and their practical application.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that this is the final section of the training, and it will summarise key learning points. • Summarise key rights, including fair pay, safe working conditions, working hours, leave and protection from unfair dismissal. • Explain that these rights are protected under the Employment Act 2006, even if employers do not always provide them, and that understanding them helps workers make informed decisions. • Encourage participants to raise concerns if they face issues like delayed payments or unsafe working conditions where appropriate. • Encourage participants to advocate for fair treatment and necessary improvements where possible. • Encourage participants to assess whether job conditions align with legal entitlements by asking questions such as: <i>What are the working hours? What happens if I get sick?</i> • Share these four practical tips for applying work rights: <ul style="list-style-type: none"> Contracts: Request a written employment contract to define your role and conditions clearly. Payment: Confirm payment terms before starting work. Health and Safety: Report unsafe conditions immediately. Disputes: Attempt to resolve issues directly with your employer first; if that fails, seek support. <p>Facilitator Role: Ensure participants understand their rights, and the importance of knowledge, emphasise the importance of applying practical tips, and provide relatable examples for clarity.</p>	PPT Slide
15 minutes 11.15 – 11.30	Introducing workers responsibilities	<p>Objective: To introduce key responsibilities of workers in the workplace.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that workers have responsibilities as well as rights in the workplace. • Ask participants: <i>What do you think are the key responsibilities of a worker, and why do you think they are important?</i> • Summarise responses and present the key responsibilities: <ul style="list-style-type: none"> Perform Assigned Duties: Complete assigned work accurately and carefully as agreed in your contract. Follow Regulations: Respect workplace rules and health and safety guidelines. Honesty: Avoid fraud, false claims, or damage to or misuse of the employers' property and resources. Respect Work Hours: Arrive on time and minimise unnecessary absences. Report Issues: Notify your employer of unsafe or harmful conditions. 	PPT Slide

Facilitator Role: After each point is presented, encourage participants to ask questions and reinforce the link between rights and responsibilities.

10 minutes	Closing	Objective: To encourage reflection and consolidate learning.	PPT Slide
11.30-11.40	<i>Note: If the Work Negotiations Module will be facilitated after this session, modify the closing session and make the connection by explaining how the current session ties into negotiating at work. Remind participants of the starting time for the next session to ensure they are prepared.</i>	Instructions: <ul style="list-style-type: none"> • Ask each participant to share one key takeaway from the session. (E.g. something learned or an idea they will apply). • Facilitate sharing either as a full group or in pairs, depending on group size. • Thank participants for their contributions and participation and remind them that they can speak with facilitators after the session for individual support. • Close the session in a positive and supportive manner. 	Leaflet: Your Work Rights in Uganda? Leaflet: Your Rights if You Have Been Dismissed.

3a. Women's Work Rights (35 minutes) OPTIONAL MODULE

Time	Details	Materials
15 minutes	<p>Knowing women's work rights</p> <p>Objective: To introduce specific rights of women under Ugandan law.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that Ugandan law (including the Employment Act 2006 and the Equal Opportunities Commission Act), provides women with equal rights to men and includes specific protections. • Ask participants to identify some challenges women might face at work. • Present each right using simple language and clear examples, one by one. • Encourage participants to reflect on what has been shared and relate it to their own experiences. <p>Equal Rights</p> <ul style="list-style-type: none"> • Women have equal rights to employment, promotion, wages, training, and social security benefits. <p>Maternity Leave</p> <ul style="list-style-type: none"> • Female workers are entitled to 60 working days of paid maternity leave. • Employers cannot require women to work during maternity leave. • Encourage women to discuss maternity arrangements with their employer in advance where possible. <p>Paternity Leave</p> <ul style="list-style-type: none"> • Male workers are entitled to four working days of paid paternity leave. <p>Prohibited Work</p> <ul style="list-style-type: none"> • Employers cannot require women to perform work that is hazardous to their health or safety. Advise participants to check with the District Labour Office for sector-specific restrictions. 	<p>PPT Slides</p> <p>Refer to the NRC Guide to Employment Rights for Uganda Section 16.2.</p>

Night Work

- Women's participation in night work must comply with applicable regulations. Advise participants to check with their local labour office for guidance.

Example: If you are pregnant and your doctor advises against night work, your employer must consider this and should not require you to work night shifts.

Facilitator Role: After each right is presented, encourage participants to ask questions and give examples from their experiences.

15 minutes	Sharing Circles Activity	Objective: To provide women participants with an opportunity to share ideas, experiences and discuss support for women at work.	
		Instructions:	
		<ul style="list-style-type: none">• Explain that this activity focuses on sharing experiences and identifying ways to support women in the workplace.• Facilitate discussion using the following prompts:	
		<i>As a woman, what challenges have you faced in your work, and how did you manage them? Or, if you prefer, you can also share challenges you have observed women facing.</i>	
		<i>What kinds of support have you received that helped you, or other women, feel more stable or safe at work?</i>	
		<i>What changes or support would help women balance work with family or other responsibilities?</i>	
		<i>How can your workplace or community help women to access and maintain keep stable and safe jobs?</i>	
		Facilitator Role: Guide discussion, encourage participation from all participants, ensure a respectful and safe environment for sharing, and summarise key themes and lessons.	

5 min	Support and Advice	Objective: To provide participants with information on support services related to women's work rights.	Leaflet: Women's Work Rights in Uganda
		Instructions:	
		<ul style="list-style-type: none">• Explain that organisations including NRC and the Ministry of Gender, Labour and Social Development (MGLSD) can provide support to women on their work rights.• Provide relevant contact details for local organisations and explain how participants can access support services.	
		Facilitator Role: Ensure participants understand available support options, encourage them to seek advice where needed, and clarify how to access appropriate services.	

3b. Agricultural, Seasonal, Casual, and Temporary Workers Rights (20 minutes) OPTIONAL MODULE

Time	Details	Materials
20 minutes	<p>Knowing additional work rights</p> <p>Objective: To introduce the specific rights of agricultural, seasonal, casual, and temporary workers under Ugandan law.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that the Employment Act 2006 and related regulations provide protections for all workers, including agricultural, seasonal, casual, and temporary workers. • Present each category of workers and their rights using simple language and clear examples, one by one. <p>Agricultural Workers</p> <ul style="list-style-type: none"> • Agricultural workers are protected under Ugandan law. • Employers must provide safe working conditions, especially where there are risks such as chemicals or extreme heat. • Employers must provide protective equipment, safe drinking water, and rest areas. <p><i>Example: If you work on a flower farm in Entebbe, your employer must provide protective equipment such as gloves and masks when handling pesticides and chemicals.</i></p> <p>Seasonal Workers</p> <ul style="list-style-type: none"> • Seasonal workers are protected under Ugandan law. • Seasonal workers are entitled to leave based on the time worked. <p><i>Example: If you work for four months during a harvest season, you are entitled to a proportion of annual leave (approximately 7 days based on an annual entitlement of 21 days).</i></p> <p>Casual and Temporary Workers</p> <ul style="list-style-type: none"> • Casual and daily workers are protected under Ugandan law. • They are entitled to fair pay, safe conditions, and basic protections regardless of the nature of their contract. • These rights even apply when working for multiple employers. • Workers should not be employed as casual workers for more than four months continuously. If employment continues beyond four months, the worker should be provided with a written contract and treated as a permanent employee with full rights and benefits. <p><i>Example: If you work continuously as a casual worker for more than four months, your employer must give you a contract and extend full employment protections.</i></p> <p>Facilitator Role: Encourage participants to ask questions after each section, invite them to share examples from their experiences, and clarify misunderstandings while reinforcing key points throughout the session.</p>	<p>PPT Slides</p> <p>Refer to the NRC Guide to Employment Rights for Uganda Section 4.6.</p>

3 Workplace Negotiations Training Module

Purpose

This module equips workers with essential communication and negotiation skills to address workplace disputes. It is based on the *Workplace Negotiations Guide*¹ and *Train the Trainers (ToT) Materials*² developed by NRC for the MENA region. This training adapts their principles for the Ugandan context, including urban areas and refugee settlements. It supports participants in raising concerns effectively, navigating employer interactions, and developing practical solutions while minimising risks such as strained relationships or job loss. This module is designed to follow the Workplace Rights module but can also be delivered as a standalone session.

Facilitator Preparation

Before delivering the module, facilitators should thoroughly review the NRC Workplace Negotiations Guide and ToT materials to ensure accurate and confident delivery. They should also

- identify relevant case studies to use during the session;
- prepare and print all required resource materials in advance; and
- confirm contact details for relevant local organisations to share (See Annex 7)

Structure

This module consists of five sections with a total duration of 2 hours and 35 minutes.

Duration	Section
20 minutes	Introduction
30 minutes	Common Workplace Challenges and Disputes
30 minutes	Self-Assessment and Deciding to Act
70 minutes	Communication and Negotiation Skills
10 minutes	Review and Closing

¹The NRC Workplace Negotiations Guide can be downloaded in Arabic and English [here](#).

²The NRC Workplace Negotiations Train the Trainers (ToT) Materials can be downloaded in English [here](#).

1. Introduction (15 minutes)

Time	Session	Details	Materials
10 minutes	Welcome and Objectives	<p>Objective: To set the tone and introduce the purpose of the session.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Greet participants and thank them for attending. • Introduce yourself and NRC, including your role. • State the purpose of the training (common workplace disputes and tools and techniques to navigate them effectively) and explain the duration of the session (approximately 2.5 hours). • Explain what participants will learn, including understanding workplace risks and developing negotiation skills. • Explain that the session will be interactive, encouraging active participation. • Set ground rules, such as respecting everyone, listening without interrupting, and keeping mobile phones silent to minimise distractions. • Clarify that general questions will be addressed during the session for everyone's benefit. Individual cases can be discussed afterwards to maintain confidentiality and explore referral options where appropriate. 	PPT Slide
13.00 – 13.10	<i>Note: If this module is delivered after the basic work rights training module, the introduction does not need to be repeated.</i>		
5 minutes	Workplace Snapshot Activity	<p>Objective: To help participants express their feelings and experiences at work in a simple, accessible way.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask participants to think of one word or phrase that describes their workplace (e.g., challenging). • Go around the room and have each participant share their name and word or phrase. If the group is large, ask for a few volunteers instead. • Summarise the range of responses, noting any common themes (e.g., positive or negative experiences) related to the session topic. <p>Facilitator Role: Encourage participants to share openly by being supportive and non-judgmental. Begin with your own one-word or phrase example to guide participants (e.g., collaborative or challenging), and summarise key themes that emerge.</p>	
13.10 – 13.15			

2. Common Workplace Challenges and Disputes (30 Minutes)

Time	Session	Details	Materials
10 minutes	Overview of Challenges and Disputes	<p>Objective: To familiarise participants with common workplace disputes and share experiences.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Begin by explaining that workplace challenges and disputes are common in Uganda. Outline issues such as unpaid wages, unsafe conditions, and discrimination. • Go around the room and have each participant describe any workplace disputes they have experienced or that friends or colleagues have experienced. 	PPT Slide
13.15 – 13.25			Refer to the Workplace Negotiations Guide Section 4.

Facilitator Role: Encourage participants to share openly by being supportive and non-judgmental. Begin with your own example to guide participants (E.g. too much work to finish in the working hours).

20 Minutes 13.25 – 13.45	Dealing with Risks Group Discussions or Story Circles	<p>Objective: To encourage participants to identify, discuss, and reflect on the risks of raising workplace disputes, and explore strategies to address these risks effectively.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Begin by explaining that raising workplace disputes can pose significant risks to workers' jobs, relationships, and well-being. Highlight common risks, such as losing your job, being labelled a troublemaker, retaliation, reduced hours, or hostile treatment, etc. • Divide participants into small groups and introduce the session as a chance for them to share their own or others' experiences with workplace disputes, the risks involved, and how they were resolved—or ideas on how they could have been resolved. • Provide discussion prompts to guide their conversations, such as: <i>What workplace challenges have you faced or observed?</i> <i>What risks did workers face in addressing these challenges?</i> <i>How were these challenges resolved—or what could have been done differently?</i> • Ask each group to summarise their discussion and select a spokesperson to share their insights and tips with the larger group. Provide prompts if necessary, such as: <i>Did you hear something that you think could be useful in your workplace?</i> • Reinforce the importance of addressing disputes early, where possible, to safeguard workers' rights and address issues before they escalate. • Facilitator Role: Circulate to ensure discussions stay focused, encourage participation from all group members, and validate shared experiences by summarising common themes. 	<p>PPT Slide</p> <p>Refer to the Workplace Negotiations Guide Section 5.</p> <p>Refer to the Workplace Negotiations Guide Train the Trainers (TOT) Materials Handout 1.</p>
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3. Self-Assessment and Deciding to Act (30 Minutes)

Time	Session	Details	Materials
10 Minutes 13.45 – 13.55	Self-Evaluation of Risks	<p>Objective: To equip participants with tools to self-evaluate risks and benefits of acting on workplace issues.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that when faced with a challenge or dispute at work, a worker needs to decide whether to take action. This means thinking about the pros and cons. If the issue is important and likely to have a good result, it may be worth acting. To help with this, a worker can ask themselves these questions: How important is this issue for me? <i>If the issue is significant, such as loss of employment or unpaid wages, it may be worth addressing. For minor or isolated incidents, it might be best left alone unless it's part of a recurring pattern.</i> 	<p>PPT Slide</p> <p>Refer to the Workplace Negotiations Guide Section 7.</p> <p>Refer to the Workplace Negotiations Guide Train the Trainers (TOT) Materials Handout 2.</p>

What are the possible risks if I raise this issue?

Consider potential risks such as job loss, retaliation, harassment, or being reported to authorities. Understand the possible consequences and whether there's support available if things escalate.

What is my employer's general attitude?

Is your employer reasonable, open to compromises, or hostile? Knowing this can help you prepare and decide the best way to approach the issue.

Do I know my rights and entitlements?

Ensure you understand your work rights and whether your request is based on legal or contractual obligations. Seek trusted advice if you need clarification on your rights.

- Emphasise the importance of evaluating both short-term and long-term consequences when deciding whether to act.
- Highlight the importance of carefully considering risks, benefits, and timing before deciding how to proceed. Reinforce that choosing not to act can also be a valid decision if the potential risks are greater than the benefits.

Facilitator Role: After each point is presented, encourage participants to ask questions and give examples from their experiences.

20 Minutes

13.55 –
14.15

Self-Evaluation of Risks – Case Study Activity

Group Discussions or Story Circles

The activity can be facilitated as one group or a number of small groups, depending on the context.

Objective: Help participants apply self-assessment questions to a realistic workplace scenario and develop practical skills for evaluating risks, benefits, and actions.

Instructions:

- Divide participants into small groups and explain that they will use the self-assessment questions to help a worker decide if they should take action or not.
- Present a simple case study from Annex 2 and ask groups to think about the worker's situation and consider the following question: *What are the pros and cons of taking action?*
- Provide discussion prompts to guide their conversations, such as
How important is the issue to the worker, and why?
What are the risks and benefits of taking action?
How could the employer respond?
What preparation might the worker need to take if they decide to act?
Would they advise the worker to act, and why or why not?
- Ask each group to summarise their discussion and highlight the different possible actions based on the group's responses.
- Highlight the importance of understanding risks, benefits, and timing when deciding how to act and reinforce that even deciding not to act can be a valid choice if the risks outweigh the benefits.

Facilitator Role: Circulate to ensure discussions stay focused, encourage participation from all group members, and validate shared experiences by summarising common themes.

PPT Slide

Annex 2

BREAK – 15 minutes 14.15- 14.30

4. Communication and Negotiation Skills (65 Minutes)

Time	Session	Details	Materials
5 Minutes 14.30- 14.35	Introduction to Communication and negotiation	<p>Objective: To introduce effective communication and negotiation strategies for workplace disputes.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that preparation is key when deciding to raise a workplace dispute. • Disputes should be raised respectfully to minimise risks and maintain positive relationships. • Introduce negotiation as a process that involves advocating for your rights, finding common ground, and seeking mutually beneficial solutions. While power imbalances may limit outcomes, especially for informal or refugee workers, negotiation can still improve their position and advance their rights. • Discuss that workers can negotiate directly or involve a third party (e.g., a trade union representative or district labour officer). 	<p>Refer to the Workplace Negotiations Guide Section 8.</p> <p>Refer to the Workplace Negotiations Guide Train the Trainers (TOT) Materials Handout 3.</p>
10 minutes 14.35- 14.45	Communication Techniques	<p>Objective: To equip participants with key communication skills for effective negotiation.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Highlight the importance of effective communication in negotiations, explaining how strategies like preparation, respect, focus, timing, and flexibility can help workers address workplace issues constructively and achieve better outcomes. • Share these five approaches to effective negotiation: <ul style="list-style-type: none"> Plan and Prepare: Emphasise the importance of preparing how to raise the issue clearly and confidently. Practising in advance can improve clarity and self-assurance. Be Respectful and Diplomatic: Encourage calm, non-confrontational communication. Avoid challenging or provoking the employer, even if they become defensive. Focus on Key Points: Identify the most important issues and stay focused on them. Prioritise requests and be ready to compromise on less critical points. Choose the Right Timing and Setting: Raise concerns in private and at a suitable time when the employer is more likely to be receptive. Demonstrate Understanding and Flexibility: Show appreciation for the employers' perspective and be open to collaborative solutions. • Encourage participants to share any additional tips or suggestions they have for effective communication during negotiations, drawing from their own experiences or insights. <p>Facilitator Role: After each point is presented, encourage participants to ask questions and give examples from their experiences.</p>	PPT Slide

<p>15 minutes 14.45- 15.00</p>	<p>Negotiation Techniques - Case Study Activity</p>	<p>Objective: To learn and discuss negotiation techniques by analysing a case study.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Introduce the activity by explaining that participants will use a case study to identify negotiation techniques and reflect on what worked well and what could have been done better in a workplace context. • Present a case study from Annex 3 to participants (e.g., the story of 'Aisha, an agricultural worker). • Facilitate a group discussion using the prompt questions for the case study and invite participants to share their thoughts. • Encourage participants to identify the five key negotiation strategies and how they were applied. • Summarise key takeaways and connect them to participants' own workplace situations. <p>Facilitator Role: Ensure all participants engage in the discussion, validate contributions, encourage participants to reflect on their own workplace experiences, and summarise lessons that can be applied to real-life employer-employee negotiations.</p>	<p>PPT slides Annex 3</p>
<p>10 minutes 15.00 – 15.10</p>	<p>Introduction to Employer Profiles</p> <p><i>The activity can be facilitated as one group or a number of small groups, depending on the context.</i></p>	<p>Objective: To help participants understand different employer profiles and develop strategies for handling disputes.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that understanding your employer's behaviour helps you communicate more effectively. How you approach them depends on their behaviour and attitude. What works with one employer might not work with another. By identifying what type of employer you are negotiating with, you can communicate more clearly, avoid unnecessary arguments, and increase your chances of achieving a better outcome with less risk. • Introduce three main employer profiles to participants. <ul style="list-style-type: none"> Aggressive Employers: Tend to escalate disputes, avoid accountability, and focus on pushing their agenda. <i>Tips: Stay calm, focus on facts, avoid escalation, and maintain professionalism.</i> Avoidant Employers: Deflect issues, delay action and often minimise the importance of disputes. <i>Tips: Be concise and clear, set practical deadlines, follow up persistently, document all communication and stay patient.</i> Powerful Employers: Use authority or influence to create imbalances, and may intimidate workers to discourage raising disputes. <i>Tips: Stay professional, present clear concerns, propose practical compromises, involve a mediator if needed and document all agreements.</i> <p>Facilitator Role: Guide participants in recognising these profiles and connect their experiences to the tips provided. Summarise key strategies and encourage participants to think about how they can apply them in their own workplace.</p>	<p>PPT Slide Refer to the Workplace Negotiations Guide Section 9.2.</p>

20 minutes 15.10 – 15.30	Crafting Tailored Negotiation Responses for Employer Profiles	<p>Objective: To help participants practise tailoring negotiation responses to different employer profiles.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Present the following case study: <i>A worker in a Kampala market stall has not received their wages for two months and wants to approach their employer to resolve the issue. The worker is worried about losing their job.</i> • Divide participants into small groups, each assigned one employer profile: <ul style="list-style-type: none"> Aggressive Employer: Likely to escalate and dismiss concerns. <i>Stay calm and respectful. Focus on facts, not emotions, Avoid arguing or escalating the situation</i> Avoidant Employer: Likely to delay or ignore the issue. <i>Be clear and concise, Set specific timelines for action Follow up consistently</i> Powerful Employer: Likely to assert authority or intimidate. <i>Remain professional and confident, Assess risks before raising concerns, Seek support if needed and document agreements</i> • Ask each group to present their response and facilitate a discussion using the prompt questions: <i>How do the responses differ? What aspects align well with the employer's profile? Could any strategies be improved?</i> <p>Facilitator Role: Guide participants in understanding how negotiation techniques vary based on the employer's behaviour. Encourage them to reflect on how these strategies apply to their own workplace contexts, and summarise key lessons and good practices.</p>
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Depending on the group dynamics, this activity can also be conducted as a role-play exercise, with groups deciding who will play the roles of employer and employee.

10 minutes 15.30 – 15.40	Enforcing an Agreement	<p>Objective: To help participants understand how to enforce a negotiated agreement.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that once an agreement is reached, it's important to make sure both the worker and the employer fully understand the terms to ensure fairness and build trust. To do this, workers should: <ul style="list-style-type: none"> Ensure Clarity: Make sure the agreement includes all necessary details. Set Specific Time Frames: Confirm a timeline for actions, such as payment dates or time off for extra hours. Evaluate the Outcome: Reflect on whether the outcome is the best possible. Plan Implementation: Include practical steps for implementing the agreement to avoid future confusion. Document Agreements: Write down complex agreements and, if possible, have the employer sign them. Express Gratitude: Thank the employer for reaching an agreement. <p>Facilitator Role: Ensure participants understand the steps for enforcing agreements, reflect on their application in the case study, and consider how to use them in their own business contexts.</p>
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PPT Slide

5 minutes	Getting Help	<p>Objective: To encourage participants to identify alternative sources of support and assistance if they cannot negotiate successfully with the other party.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that if disputes cannot be resolved workers need to know who they can ask for help to get advice or support • Ask participants to think about individuals, organisations, or institutions they could turn to for assistance. • Mention the assistance that NRC ICLA can offer in Uganda including referrals to the District Labour Office or Industrial Court.
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5. Review and Closing (10 minutes)

Time	Session	Details	Materials
10 minutes	Closing	<p>Objective: To allow participants to reflect and share one key takeaway.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask each participant to share one key takeaway from the session. (E.g. something learned or an idea they will apply). • Go around the group, asking each participant to share their takeaway briefly. If the group is large, participants can share in pairs or small groups. • Thank participants for their contributions and reflect on common themes. • Reiterate the importance of applying what they've learned in real workplace situations. • Remind participants to speak with facilitators after the session for advice on referral options for individual support. 	PPT Slide

4 Small Business Registration Training Module

Purpose

This module equips small business owners, including self-employed freelancers, with the knowledge and practical steps needed to register their businesses in Uganda. It highlights the types of businesses, the registration process, and key obligations, including sector-specific licences and compliance requirements. The module aims to provide participants with actionable knowledge to operate legally and efficiently.

Facilitator Preparation

Before delivering the module, facilitators should thoroughly familiarise themselves with the NRC Self-Employment and Small Business Guide for Uganda and with Ugandan business registration processes and requirements, including sector-specific licences.

They should also

- identify relevant case studies to use during the session;
- prepare and print all required resource materials in advance; and
- confirm contact details for relevant local organisations to share (See Annex 7) including the Uganda Registration Services Bureau (URSB) and local council offices.

Structure

This training module consists of **5 sections** with a total duration of **3 hours**.

Duration	Section
20 minutes	Introduction
40 minutes	Benefits of Business Registration
30 minutes	Types of Business
75 minutes	Business Registration Process and Obligations
10 minutes	Review and Closing

1. Introduction (20 minutes)

Time	Session	Details	Materials
10 minutes 9.00-9.10	Welcome and Objectives	<p>Objective: To set the tone and share the purpose of the module.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Greet participants and thank them for attending the session. • Introduce yourself and NRC, including your role. • State the purpose of the training (the essentials of business registration in Uganda) and duration of the session (approximately 3 hours). • Explain what participants will learn, including understanding business types, registration steps with URSB, and compliance obligations. • Explain that the session will be interactive, encouraging active participation throughout. • Set ground rules, such as respecting everyone, listening without interrupting, and keeping mobile phones silent to minimise distractions. • Clarify that general questions will be addressed during the session for everyone's benefit. Individual cases will not be discussed to ensure confidentiality, but participants can speak with facilitators afterwards for advice on referral options. 	PPT slide
10 minutes 9.10-9.20	Business Aspiration Drawing Activity	<p>Objective: To help participants express their business goals in a simple, accessible way.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Distribute a piece of paper and a pen or pencil to each participant • Ask participants to draw a picture representing their feelings about their business aspiration/idea, such as a happy face or the product they want to sell. See Annex 4a for ideas. • Invite participants to introduce themselves and briefly explain their drawing. • Summarise the common themes (e.g. types of businesses, goals, or interests) and link them to the session topic. <p>Alternative Activity Instruction: Provide or display icons from Annex 4b. Ask participants to choose one icon that best represents their experience or feeling. This approach allows everyone to participate easily and visually without needing to draw.</p> <p>Facilitator Role: Encourage participation and create a supportive environment by sharing your own example first. Annex 4a provides ideas.</p>	<p>PPT slide (alternative activity)</p> <p>Annex 4a Annex 4b</p>

2. Benefits of Business Registration (40 Minutes)

Time	Session	Details	Materials
5 minutes 9.20-9.25	Introduction to Business Registration	<p>Objective: Familiarise participants with the benefits of business registration and the importance of formalisation in Uganda.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that business registration in Uganda provides legal protections and enables businesses to operate formally. • Highlight that formalisation helps owners understand their rights and responsibilities. 	
15 minutes 9.25-9.40	Why Register? Activity	<p>Objective: To encourage participants to think about and share their understanding of why business registration is important.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that everyone has some ideas or experiences related to business registration, even if they do not know all the details yet. • Ask participants why they think registration might be important and write responses on a flipchart. • Encourage participation by asking prompting questions such as: <i>Why do you think some businesses choose to register in Uganda? What benefits do you think registration might provide? What challenges might you face if your business is not registered?</i> • Review the responses and quickly summarise what was shared, explaining that the session will explore the benefits of registration and how it addresses these points. <p>Facilitator Role: Guide discussion, encourage participation from all, and summarise key points.</p>	
20 minutes 9.40-10.00	Benefits of Business Registration	<p>Objective: To introduce participants to the benefits of formalising a business in Uganda.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Present each benefit of formalisation using simple language and clear examples, one by one. <p>Legal Protection and Recognition: Formalising your business under the Companies Act 2012 or as a sole trader ensures you operate legally and have protections under the law. This helps resolve disputes and safeguards you from liabilities.</p> <p><i>Example: If a customer in Owino Market refuses to pay for your goods, you can take legal action if your business is registered. Without registration, this may be more difficult.</i></p> <p>Access to Financial Services: Registration enables businesses to open a business bank account with banks like Stanbic, Centenary Bank, or DFCU, or access microfinance products from FINCA or PRIDE Microfinance.</p> <p><i>Example: If you want to buy a second boda boda to expand your business, a registered business can apply for a microloan from FINCA Uganda.</i></p>	PPT Slide

Building Trust and Credibility: Being registered enhances trust with customers, suppliers, and community leaders.

Example: Customers in Kampala are more likely to hire a registered roofing contractor because it gives confidence in the quality and reliability of services.

Eligibility for Support: Registered businesses can benefit from NGO programmes or government initiatives.

Example: If the Uganda Small Scale Industries Association (USSIA) offers a grant for small manufacturers, only registered businesses may be eligible.

Avoiding Penalties: Operating informally can lead to fines, closure by Kampala Capital City Authority (KCCA) or district authorities, or confiscation of goods. Formalisation reduces these risks.

Example: Market vendors without a trading licence may have their goods confiscated by KCCA enforcement officers.

Access to Larger Markets: Registration allows businesses to work with NGOs, government agencies, and larger companies that require formal documentation to secure partnerships or contracts.

Example: A registered catering business in Gulu can bid for a catering contract with an NGO running a field office, while an unregistered one may not qualify.

Compliance with Sectoral Standards: Registration ensures your business meets health, safety, and sector-specific standards protecting both you and your customers.

Example: A registered food kiosk in Nakasero Market can obtain a health permit from KCCA, reassuring customers that their food is safe.

Improved Record Keeping: Formalisation encourages businesses to adopt better record-keeping practices, which can help in managing finances and planning for growth.

Example: A registered tailoring business in Arua that keeps proper records can better track income and expenses when applying for Uganda Revenue Authority (URA) exemptions.

Facilitator Role: After presenting each benefit, encourage participants to ask questions for clarification. Use their questions to highlight the importance of formalisation and clarify any doubts.

3. Types of Businesses (30 Minutes)

Time	Session	Details	Materials
15 minutes 10.00- 10.15	Introduction to Business Types	<p>Objective: To introduce participants to the main types of businesses in Uganda and their characteristics.</p> <p>Instructions:</p> <ul style="list-style-type: none">Explain that businesses in Uganda can operate at different levels depending on their size, number of owners, activities, and future goals. Some small traders may start with a trading licence from the local authority, while others may choose to register a business name, partnership, or company through URSB as the business grows.	PPT Slide

Sole Proprietorship (Sole Trader): Suitable for individuals running small businesses alone, such as small shop owners, boda boda operators, market vendors, tailors, mobile money agents, salon operators, and freelancers. This is often the simplest structure for small traders.

Advantages: Simple to set up, full control over decisions, and lower start-up costs.

Challenges: The owner is personally liable for debts; limited resources for expansion.

Partnerships: Suitable for businesses shared by two or more individuals, such as family-run enterprises or small cooperatives.

Advantages: Shared responsibility, combined skills and resources.

Challenges: Potential for conflicts among partners and shared liabilities. A written agreement is important to clarify roles, contributions, profit-sharing, and decision-making.

Limited Liability Companies (LLCs) / Private Limited Companies: Suitable for businesses that are growing, seeking investors, entering formal contracts, or needing liability protection. Companies are registered through URSB under the Companies Act.

Advantages: Separate legal identity protects personal assets; enhances credibility; attracts investors.

Challenges: Higher registration costs; ongoing compliance requirements.

Facilitator Role: Encourage participants to share examples of businesses from their own communities and discuss why those businesses might have chosen their specific structure. Reinforce that many businesses start small and formalise further as they grow.

15 minutes
10.15 -
10.30

Match the Business Type Activity

The activity can be facilitated as one group or a number of small groups, depending on the context.

Objective: To help participants identify the appropriate business types for different small business scenarios.

Instructions:

- Divide participants into small groups and remind them of the main business types: sole trader, partnership, and limited company.
- Read out each scenario and ask groups to decide the most suitable business type.

Boda Boda Operator (Sole Trader): An individual running a boda boda taxi service in Jinja. Reasoning: Small-scale, simple management, and usually operated by one person.

Restaurant Owner (Partnership): A family managing a small restaurant in Gulu, sharing cooking, serving, and managing finances. Reasoning: Shared responsibility and skill sets.

Online Freelancer (Sole Trader): An individual offering graphic design services remotely from Kampala. Reasoning: Small-scale, lower operational costs.

Grocery Shop (Partnership): Two friends co-owning a neighbourhood grocery store in Mbarara. Reasoning: They share work and costs; a written agreement is important.

Small Tech Start-up (Limited Company): A group of graduates who built a mobile money app and need investors to expand. Reasoning: The LLC structure protects personal assets and enhances credibility.

PPT Slide

Home-Based Tailor (Sole Trader): A person making and selling clothes from their home in Masaka. Reasoning: Small-scale, lower operational costs.

Facilitator Role: After each scenario, ask groups to share their answers and explain their reasoning, and summarise key learning points. Clarify that the best structure may change as the business grows or takes on more risk, partners, or investment.

BREAK – 15 minutes 10.30 – 10.45

4. Business Registration Process and Obligations (75 Minutes)

Time	Session	Details	Materials
30 minutes 10.45-11.15	Step by Step Guide to Business Registration	<p>Objective: To explain the main legal pathways for operating a business in Uganda, including trading licences, URSB registration where needed, sector-specific permits, taxation, and key exceptions.</p> <p>Instructions:</p> <ul style="list-style-type: none"> Explain that not all businesses in Uganda begin in the same way. Some small traders or sole proprietors may begin by obtaining a trading licence from their local authority, while others may choose or need to formally register through URSB depending on the size, structure, or goals of the business. Emphasise that participants should choose the legal pathway that best fits their business. <p>Step 1: Decide Your Business Pathway</p> <ul style="list-style-type: none"> Explain that participants should first decide whether they are operating as: <ul style="list-style-type: none"> A small sole trader/self-employed trader: Often starts with a local trading licence and may later formalise further. A partnership or company: May require earlier URSB registration. Explain that this choice affects registration requirements, costs, responsibilities, and future growth opportunities. <p>Step 2: Obtain a Trading Licence (Local Council Licence)</p> <ul style="list-style-type: none"> Explain that most businesses selling goods or services require a trading licence from the relevant local authority (City, Municipal, Town Council, Sub-County, or KCCA in Kampala). This is often a key first legal step for many small businesses. <ul style="list-style-type: none"> Fees vary by location and type of business, typically ranging from UGX 50,000–300,000 per year. Advise participants to check with their local council for current requirements. <p>Step 3: Register with URSB (if required)</p> <ul style="list-style-type: none"> Explain that participants who want to formally register a business name, partnership, or company should complete registration through the Uganda Registration Services Bureau (URSB), which manages the Online Business Registration System (OBRS/BRS). <p>Choose a Business Name: Participants should select a business name and search the URSB online registry (www.ursb.go.ug) to confirm that the name is available.</p>	<p>PPT Slide</p> <p>Refer to the NRC Self-Employment and Small Business Guide For Uganda Section 8.</p>

Explain that duplicate or unavailable names may delay registration.

Prepare Required Documents:

- National ID or Refugee ID for all owners
- Passport-size photographs of owners/directors
- Physical address or postal address of the business
- Memorandum and Articles of Association (for limited companies)

Submit Application: Applications can be submitted online through the URSB Business Registration System or in person at URSB offices, including Kampala, Jinja, Mbarara, Gulu, Arua, or Fort Portal.

Registration Fees: Explain that costs vary depending on business type and structure.

- Business name registration is approximately UGX 70,000–200,000, while partnership and limited company registration fees are generally higher depending on structure and compliance needs.
- Advise participants to check current fees directly with URSB at www.ursb.go.ug, as costs may change.

Clarify: URSB registration may not always be the first legal step for very small traders, but it can provide important advantages such as legal recognition, business name protection, and easier access to formal growth opportunities.

Step 4: Obtain a Tax Identification Number (TIN):

- Explain that businesses intending formal operations, tax compliance, or growth should register for a TIN through the Uganda Revenue Authority (URA).
 - TIN registration is free.
 - TIN may be necessary for tax compliance, some licences, formal contracts, or business banking.

Step 5: Obtain Sector-Specific Permits (if applicable)

- **Health Permit:** Food-related businesses such as restaurants, catering businesses, and food stalls require health permits. Health permits are typically issued by the District Health Department, Municipal Authority, or Kampala Capital City Authority (KCCA) depending on location.
- **Professional Practice Certificate:** Certain regulated professions require certification, licensing, or registration from relevant professional or sector bodies before operating legally. Examples include:
 - Medical practitioners (e.g. Uganda Medical and Dental Practitioners Council or related authority)
 - Engineers (Engineers Registration Board)
 - Lawyers (Uganda Law Council / Uganda Law Society pathways)

Additional permits may include sector-specific approvals depending on business activity, e.g. vehicle permit (UNRA), environmental approvals for certain manufacturing or waste-related businesses, or product certification from relevant authorities such as UNBS for some goods.

Exceptions: Explain that very small informal traders or subsistence operators may have different requirements depending on scale, location, and activity. Advise participants to confirm with local authorities.

Facilitator Role: Present each step clearly, encourage participants to ask questions throughout the process, clarify differences between registration requirements and sector-specific licences, and help participants relate the registration process to their own business goals and circumstances.

15 minutes

Business Licensing Match-up Activity

11.15 - 11.30

The activity can be facilitated as one group or a number of small groups, depending on the context.

Objective: To help participants identify the appropriate licences and permits required for different businesses in Uganda.

Instructions:

- Divide participants into small groups. Remind them of the licence types:
 - Trading Licence (Local Council)
 - URSB Business Registration Certificate
 - Health Permit
 - Professional Practice Certificate
 - Other permits
- Read out each scenario, and ask each group to decide the relevant licences and permits required.

Boda Boda Operator: Trading Licence, Vehicle Permit (from UNRA).

Restaurant Owner in Kampala: Trading Licence, Health Permit URSB Business Registration if formally structured or branded business.

Online Freelancer (Graphic Designer): Trading Licence, possible URSB Business Registration depending on scale.

Grocery Shop (Partnership): Trading Licence, URSB Business Registration, Health Permit (if selling perishables).

Small Tech Start-up: Trading Licence, URSB Business Registration (limited company).

Home-Based Tailor: Trading Licence, URSB Business Registration depending on scale and growth, (check with local council).

- Once the groups have completed the activity, go over the answers together, discuss why specific licences are required for each type of business and clarify any doubts. Reinforce that business owners should always check with the relevant authorities to ensure they meet their obligations.

Facilitator Role: Clarify that not all businesses begin with identical legal obligations and that legal formalisation often increases with business growth

PPT Slide

10 minutes

Non-compliance

11.30-11.40

Objective: To help participants understand the risks and penalties of failing to meet legal business requirements in Uganda.

Instructions:

- Explain that businesses operating without required licences, permits, tax compliance, or registration where legally necessary may face penalties.

Penalties for Not Registering a Business:

- Businesses operating without URSB registration may be fined.
- Authorities (KCCA or district officials) may close businesses operating without necessary licences.

PPT Slide

- Unregistered businesses cannot take legal action or enforce contracts in court.

Penalties Based on Business Type:

- **Food Vendors:** Operating without a health permit can result in fines, closure, or confiscation of goods by KCCA or district health officers.
- **Regulated Professionals:** Operating without a professional practice certificate (e.g., unlicensed medical practitioners) can lead to fines, suspension, or criminal prosecution.
- Encourage participants to ensure their business meets all requirements. Always check with local authorities for updates.

Facilitator role: Explain penalties clearly, encourage questions. Reinforce that compliance protects businesses, builds credibility, and reduces risk.

10 minutes
11.40-
11.50

**Business
Taxation
Obligations**

PPT Slide

Objective: To inform participants about basic tax registration and taxation responsibilities for businesses operating formally in Uganda.

Instructions:

- Explain that all businesses, regardless of size, must register for a Tax Identification Number (TIN) with the Uganda Revenue Authority (URA).
 - TIN registration is free and can be done online at www.ura.go.ug or at any URA office.
 - Required documents may include identification, address, and business details.

Steps to Obtain a TIN:

- Register online via the URA web portal www.ura.go.ug or visit a URA office.
- Prepare required documents, which may include: National ID or Refugee ID, Business details and physical address, URSB registration documents where applicable, Contact details and any additional supporting information requested by URA

Key Tax Obligations:

- File tax returns as required by URA
- Register for VAT if turnover exceeds the legal threshold
- Deduct PAYE if employing eligible workers
- Keep basic business records
- Pay taxes on time to avoid penalties

Important Reminder:

- Tax requirements may vary depending on business size and type.
- Encourage participants to check URA for updated guidance or seek advice if unsure.

Facilitator Role: Keep explanations simple and practical. Focus on basic awareness, encourage participants to understand that tax obligations often increase as businesses formalise and grow, and remind them to check current URA requirements.

5. Review and Closing (10 minutes)

Time	Session	Details	Materials
10 minutes	Closing	Objective: To allow participants to reflect on key learning, reinforce practical next steps and share one key takeaway.	PPT Slide
11.50-12.00		Instructions: <ul style="list-style-type: none">• Ask each participant to share one key takeaway from the session. (E.g. something learned or an idea they will apply).• Go around the group and invite each participant to share briefly. If the group is large, participants can share in pairs or small groups.• Reinforce that businesses may begin small and formalise further over time, and that understanding the correct legal requirements for their specific business can help reduce risks and support growth.• Encourage participants to check with relevant authorities such as local councils, URSB, URA, or sector regulators when making business decisions.• Thank participants for their contributions and participation.• Remind participants that they can speak with facilitators afterwards for individual guidance or referral options where appropriate. Facilitator Role: Summarise common themes, reinforce the importance of informed and practical decision-making, encourage participants to apply what they have learned based on their business goals, and close the session in a supportive and encouraging manner.	Leaflet: Business Taxation Obligations in Uganda.

5 Small Business Negotiations Training Module

Purpose

This module equips small business owners with essential communication and negotiation skills to address business disputes effectively and maintain strong relationships with employees, suppliers, and customers. It is based on the *Workplace Negotiations Guide*³ and *Train the Trainers (ToT) Materials*⁴ developed by NRC for the MENA region. This training adapts their principles for the Ugandan context, including urban areas and refugee settlements. It supports participants to resolve disputes, navigate interactions with key parties (suppliers, customers, partners), and develop practical solutions while minimising risks such as strained relationships, reputational damage, or financial loss. This module is designed to follow the Small Business Registration module but can also be delivered as a standalone session.

Facilitator Preparation

Before delivering the module, facilitators should thoroughly review the NRC Workplace Negotiations Guide and ToT materials to ensure accurate and confident delivery.

They should also

- identify relevant case studies to use during the session
- prepare and print all required resource materials in advance; and
- confirm contact details for relevant local organisations to share (See Annex 7)

³The NRC Workplace Negotiations Guide can be downloaded in Arabic and English [here](#).

⁴The NRC Workplace Negotiations Train the Trainers (ToT) Materials can be downloaded in English [here](#).

Structure

This training module consists of **5 sections** with a total duration of **2 hours and 40 minutes**.

Duration	Section
20 minutes	Introduction
30 minutes	Common Small Business Challenges and Disputes
30 minutes	Self-Assessment and Deciding to Act
70 minutes	Communication and Negotiation Skills
10 minutes	Review and Closing

1. Introduction (15 minutes)

Time	Session	Details	Materials
10 minutes	Welcome and Objectives	<p>Objective: To set the tone and share the purpose of the session.</p> <p>Instructions:</p>	PPT Slide
13.00 – 13.10	<p><i>Note: If this module is delivered after the small business registration training module, the introduction does not need to be included, and point 3 does not need to be repeated.</i></p>	<ul style="list-style-type: none"> Greet participants and thank them for attending. Introduce yourself and NRC. State the purpose of the training (common small business disputes and tools and techniques to navigate them effectively) and explain the duration of the session (approximately 2.5 hours). Explain what participants will learn, including understanding business risks and developing negotiation skills. Explain that the session will be interactive, encouraging active participation. Set ground rules, such as respecting everyone, listening without interrupting, and keeping mobile phones silent to minimise distractions. Clarify that general questions will be addressed during the session for everyone's benefit. Individual cases can be discussed afterwards to maintain confidentiality and explore referral options where appropriate. 	
5 minutes 13.10 – 13.15	Business Snapshot Activity	<p>Objective: To help participants express their feelings and experiences in business in a simple and accessible way.</p> <p>Instructions:</p> <ul style="list-style-type: none"> Ask participants to think of one word or phrase that describes their business (e.g., challenging). Go around the room and have each participant share their name and word or phrase. If the group is large, ask for a few volunteers instead. Summarise the range of responses, noting any common themes (e.g., positive or negative experiences) that relate to the session topic. <p>Facilitator Role: Encourage participants to share openly by being supportive and non-judgmental. Begin with your own one-word or phrase example to guide participants (e.g., rewarding or challenging, and summarise key themes that emerge).</p>	

2. Common Small Business Challenges and Disputes (30 Minutes)

Time	Session	Details	Materials
10 minutes 13.15 – 13.25	Overview of Challenges and Disputes	<p>Objective: To familiarise participants with common disputes and share experiences.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Begin by explaining that challenges and disputes as a business owner are common in Uganda. Outline issues such as delayed unreliable suppliers, employee theft, landlord disputes, and pressure from community members. • Go around the room and have each participant describe any disputes they've experienced or that friends or other business owners have experienced. <p>Facilitator Role: Encourage participants to share openly by being supportive and non-judgmental. Begin with your own example to guide participants (e.g. managing conflicts with a supplier over delayed deliveries).</p>	<p>PPT Slide</p> <p>Refer to the Workplace Negotiations Guide Section 4.</p>
20 Minutes 13.25 – 13.45	<p>Dealing with Risks</p> <p>Group Discussions or Story Circles</p> <p><i>The activity can be facilitated as one group or a number of small groups, depending on the context.</i></p>	<p>Objective: To encourage participants to identify, discuss, and reflect on the risks of addressing disputes as a business owner, and explore practical strategies to manage these risks effectively.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Begin by explaining that raising disputes as a business owner can pose significant risks to your business relationships, reputation, operations and financial stability. Highlight common risks such as losing key customers or suppliers, damaging your business reputation, or creating tensions with employees that may lead to turnover or reduced productivity. • Divide participants into small groups and introduce the session as a chance for participants to share their or others' experiences with business disputes, the risks involved, and how they were resolved—or ideas on how they could have been resolved. • Provide discussion prompts to guide their conversations, such as: <ul style="list-style-type: none"> <i>What business challenges have you faced or observed?</i> <i>What risks did you face when addressing these challenges?</i> <i>How were these challenges resolved—or what could have been done differently?</i> • Ask each group to summarise and select a spokesperson to share their insights and tips with the larger group. Provide prompts if necessary, such as: <i>Did you hear something that you think can be useful for managing disputes in your business?</i> • Reinforce the importance of addressing disputes early, where possible, to safeguard business relationships, maintain reputation, and prevent challenges from escalating. 	<p>PPT Slide</p> <p>Refer to the Workplace Negotiations Guide Train the Trainers (TOT) Materials Handout 1.</p>

Facilitator Role: Circulate to ensure discussions stay focused, encourage participation from all group members, and validate shared experiences by summarising common themes.

3. Self-Assessment and Deciding to Act (30 Minutes)

Time	Session	Details	Materials
10 Minutes 13.45 – 13.55	Self-Evaluation of Risks	<p>Objective: To equip participants with tools to self-evaluate risks and benefits of acting on workplace issues.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that when faced with a challenge or dispute in their business, small business owners need to decide whether to take action. This means weighing the pros and cons. If the issue is important and likely to have a good outcome, it may be worth acting. To help with this, a business owner can ask themselves these questions: • How important is this issue for my business? <i>If the issue is significant, such as a major payment delay or a breach of contract, it may be worth addressing. For minor or isolated incidents, it might be better to monitor the situation unless it becomes a pattern.</i> • What are the possible risks if I address this issue? <i>Consider potential risks such as losing a key customer, damaging a supplier relationship, or affecting your business reputation. Understand the possible consequences and whether you have support to manage escalation if needed.</i> • What is the other party's general attitude? <i>Are they cooperative, open to compromise, or difficult to engage with? Knowing this can help you plan the best approach to address the issue.</i> • Do I know the contractual terms or agreements involved? <i>Ensure you understand the relevant terms and whether your request aligns with the agreements. Seek trusted advice if you need clarification on your rights or obligations.</i> • Emphasise the importance of evaluating both short-term and long-term consequences when deciding whether to act. • Highlight the importance of carefully considering risks, benefits, and timing before deciding how to proceed. Reinforce that choosing not to act can also be a valid decision if the potential risks are greater than the benefits. <p>Facilitator Role: After each point is presented, encourage participants to ask questions and give examples from their experiences.</p>	<p>PPT slide</p> <p>Refer to the Workplace Negotiations Guide Section 7.</p> <p>Refer to the Workplace Negotiations Guide Train the Trainers (TOT) Materials Handout 2.</p>
20 Minutes 13.55 – 14.15	<p>Group Discussions or Story Circles</p> <p><i>The activity can be facilitated as one group or a number of small groups, depending on the context.</i></p>	<p>Objective: To help participants apply self-assessment questions to a realistic business scenario and develop practical skills for evaluating risks, benefits, and actions.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Divide participants into small groups and explain that they will use the self-assessment questions to help a business owner decide if they should take action or not. • Present a simple, relatable scenario from Annex 5 and ask groups to think about the workers situation and consider 	<p>PPT Slide</p> <p>Annex 5</p>

the following question: *What are the pros and cons of taking action?*

- Provide discussion prompts to guide their conversations, such as
How important is the issue to the business owner, and why?
What are the risks and benefits of taking action?
How could the customer, supplier, or employee respond?
What preparation might the business owner need to take if they decide to act?
Would they advise the business owner to act, and why or why not?
- Ask each group to summarise their discussion and highlight the different possible actions based on the group's responses.
- Highlight the importance of understanding risks, benefits, and timing when deciding how to act and reinforce that even deciding not to act can be a valid choice if the risks outweigh the benefits.

Facilitator Role: Circulate to ensure discussions stay focused, encourage participation from all group members, and validate shared experiences by summarising common themes.

BREAK – 15 minutes 14.15- 14.30

4. Communication and Negotiation Skills (70 Minutes)

Time	Session	Details	Materials
5 Minutes 14.30- 14.35	Introduction to communication and negotiation	<p>Objective: Introduce effective communication and negotiation strategies for taking action on business disputes.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Explain that preparation is key if a business owner decides to take action after assessing the pros and cons of a dispute. • Disputes should be raised respectfully to minimise risks and maintain positive relationships with employees, suppliers, customers, or business partners. Introduce negotiation as a process that involves advocating for your interests, finding common ground, and seeking mutually beneficial solutions. While power imbalances (e.g., dealing with larger suppliers or influential community members) may limit outcomes, negotiation can still improve your position and protect your business interests. • Discuss that business owners can negotiate directly or involve a third party (e.g., a local council elder, a trade association, or the Uganda Arbitration Centre). 	<p>Refer to the Workplace Negotiations Guide Section 8.</p> <p>Refer to the Workplace Negotiations Guide Train the Trainers (TOT) Materials Handout 3.</p>
10 minutes 14.35- 14.45	Communication Techniques	<p>Objective: To equip participants with key communication skills for effective negotiation and reinforce their understanding through a practical activity.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Highlight the importance of effective communication in negotiations, explaining how strategies like preparation, respect, focus, timing, and flexibility can help business 	PPT Slide

owners address workplace issues constructively and achieve better outcomes.

- Share these five approaches to effective negotiation:
 - Plan and Prepare:** Emphasise the importance of preparing how to raise the issue clearly and confidently. Practising in advance can improve clarity and self-assurance.
 - Be Respectful and Diplomatic:** Encourage calm, non-confrontational communication. Avoid challenging or provoking the other party, even if they become defensive.
 - Focus on Key Points:** Identify the most important issues and stay focused on them. Prioritise requests and be ready to compromise on less critical points.
 - Choose the Right Timing and Setting:** Raise concerns in private and at a suitable time when the other party is more likely to be receptive.
 - Demonstrate Understanding and Flexibility:** Show appreciation for the other party's perspective and be open to collaborative solutions.
- Encourage participants to share any additional tips or suggestions they have for effective communication during negotiations, drawing from their own experiences or insights.
 - Facilitator Role:** After each point is presented, encourage participants to ask questions and give examples from their experiences.

15 minutes 14.45- 15.00	Case Study Activity	<p>Objective: To learn and discuss negotiation techniques by looking at a case study and thinking about what worked well and what could be improved.</p> <p>Instructions:</p> <ul style="list-style-type: none">• Introduce the activity by explaining the purpose: Participants will use a case study to identify negotiation techniques and reflect on what worked well and what could have been done better.• Present a case study from Annex 6 (E.g., the story of Grace's Tailoring Shop)• Facilitate a group discussion using the prompt questions for the case study and invite participants to share their thoughts.• Encourage participants to identify the five key negotiation strategies and how they were applied.• Summarise the insights and highlight key takeaways about effective negotiation strategies. <p>Facilitator Role: Ensure all participants engage in the discussion, validate contributions, encourage participants to reflect on their own business experiences, and summarise lessons that can be applied to real-life business negotiations.</p>	<p>PPT Slide Annex 6</p>
10 minutes 15.00 – 15.10	Introduction to individual Profiles <i>The activity can be facilitated as one group or a number of small groups,</i>	<p>Objective: To help participants understand different customer, supplier, and partner profiles and develop strategies to handle disputes effectively, including dealing with aggressive, avoidant, and powerful individuals.</p> <p>Instructions:</p> <ul style="list-style-type: none">• Explain that understanding who you are negotiating with helps you communicate more effectively. How you	<p>PPT Slide Refer to the Workplace Negotiations Guide Section 9.2.</p>

depending on the context.

approach a customer, supplier, or partner depends on their behaviour and attitude. What works with one person might not work with another. By identifying the type of person you are dealing with, you can communicate more clearly, avoid unnecessary conflicts, and improve your chances of reaching a good outcome with less risk.

- Introduce three main profiles to participants:

Aggressive Individuals: Tend to escalate disputes, avoid accountability, and focus on pushing their agenda.

Tips: Stay calm and composed, avoid escalation, focus on facts, conclude discussions positively, and maintain professionalism to de-escalate tensions.

Avoidant Individuals: Deflect issues, delay action, and often minimise the importance of disputes.

Tips: Be concise and clear, set practical deadlines, follow up persistently, document all communication, and stay patient to ensure progress.

Powerful Individuals: Use authority or influence to create imbalances, and may intimidate others to discourage disputes.

Tips: Stay calm and professional, focus on presenting clear concerns, propose practical compromises, involve a mediator if needed, and document all agreements to secure commitments.

Facilitator Role: Guide participants in recognising these profiles and connect their experiences to the tips provided. Summarise key strategies and encourage participants to think about how they can apply these in their own business interactions.

20 minutes

Crafting Tailored Negotiation Responses for Profiles

15.10 – 15.30

Depending on the group dynamics, this activity can also be conducted as a role-play exercise, with groups deciding who will play the roles of employer and employee.

Objective: To help participants practice tailoring negotiation responses to different profiles using a shared case study.

Instructions:

- Present the following case study:
Nakato owns a small salon in Jinja. Her main supplier of hair products has been delivering items late or incomplete for two months, causing delays and customer complaints. The supplier is well-known locally and Nakato worries that raising the issue could damage their relationship.
 - Divide participants into small groups and explain that each group will draft a negotiation response tailored to a specific profile of the supplier.
Aggressive Supplier: Likely to escalate and dismiss concerns. Likely to escalate and dismiss concerns.
Stay calm and respectful, Focus on facts, not emotions, Avoid arguing or escalating the situation
Avoidant Supplier: Likely to delay or ignore the issue. Likely to delay or ignore the issue.
Be clear and concise, Set specific timelines for action, Follow up consistently
Powerful Supplier: Likely to assert authority or intimidate. Likely to assert authority or intimidate.
Remain professional and confident, o Assess risks before raising concerns, Seek support if needed and document agreements.
 - Ask each group to present their response and facilitate a discussion using the following prompts:
How do the responses differ based on the supplier's profile?
-

*What aspects of the response align well with the assigned profile?
Could any strategies be improved or adapted for better results?*

Facilitator Role: Guide participants in understanding how negotiation techniques vary based on the other party's behaviour. Encourage them to reflect on how these strategies apply to their own business contexts. Summarise key lessons and good practices.

10 minutes 15.30 – 15.40	Enforcing an Agreement	Objective: To help participants understand the practical steps in enforcing an agreement with their employer after a negotiation. Instructions: <ul style="list-style-type: none">• Explain that once an agreement is reached, it is important to make sure both parties fully understand the terms to ensure fairness and build trust. To do this, the business owner should: Ensure Clarity: Make sure the agreement is clear and includes all necessary details. Set Specific Time Frames: Confirm a timeline for actions, such as payment dates, delivery schedules, or service expectations. Evaluate the Outcome: Reflect on whether the agreement represents the best possible outcome. Plan Implementation: Include practical steps for implementing the agreement to avoid future confusion. Document Agreements: Write down complex agreements or timelines, and, if possible, have the other party sign them. Express Gratitude: Thank the other party for reaching an agreement. Facilitator Role: Ensure participants understand the steps for enforcing agreements, reflect on their application in the case study, and consider how to use them in their own business contexts.	PPT Slide
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5 minutes 11.40 – 11.45	Getting Help	Objective: To encourage participants to identify alternative sources of support and assistance if they cannot negotiate successfully with the other party. Instructions: <ul style="list-style-type: none">• Explain that if disputes cannot be resolved, business owners need to know who they can ask for help to get advice or support.• Ask participants to think about individuals, organisations, or institutions they could turn to for assistance.• Discuss the advantages and limitations of different support options, such as NRC ICLA, local councils, Uganda Arbitration Centre, trade associations, or community leaders.• Mention the assistance that NRC ICLA can offer, including referrals where appropriate.	
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5. Closing (10 minutes)

Time	Session	Details	Materials
10 minutes	Closing	Objective: To allow participants to reflect and share one key takeaway.	PPT Slide
15.45-15.55		Instructions: <ul style="list-style-type: none">• Ask each participant to share one key takeaway from the session. Highlight that this could be something they learned, a strategy they found helpful, or an idea they plan to use in their business.• Go around the group, asking each participant to share their takeaway briefly. If the group is large, participants can share in pairs or small groups.• Thank participants for their contributions and reflect on common themes.• Reiterate the importance of applying what they have learned in real business situations. Remind participants to speak with facilitators after the session for advice on referral options for individual support.	

6 Tips for Facilitators

Tips for Facilitators

1. **Prepare Thoroughly:**
 - Familiarise yourself with the session content and activities.
 - Have all materials and equipment ready before the session begins.
2. **Create a Welcoming Environment:**
 - Greet participants warmly and introduce yourself.
 - Establish ground rules to foster respect and engagement.
3. **Encourage Participation:**
 - Use open-ended questions to prompt discussion.
 - Ensure everyone has an opportunity to speak, especially quieter participants.
4. **Validate Contributions:**
 - Acknowledge participants' inputs positively.
 - Summarise key points to show their contributions are valued.
5. **Be Flexible:**
 - Adapt to participants' needs and adjust the pace if necessary.
 - Allow extra time for meaningful discussions or activities that resonate with the group.
6. **Keep It Simple:**
 - Use precise language and relatable examples, especially for complex topics.
 - Avoid overloading participants with too much information at once.
7. **Use Visual Aids Effectively:**
 - Ensure visuals are culturally appropriate and easy to understand.
 - Refer to them during discussions to reinforce learning.
8. **Manage Time Wisely:**
 - Stick to the agenda, but remain flexible if deeper discussions are beneficial.
 - Keep activities focused to avoid running over time.
9. **Foster Inclusivity:**
 - Ensure all participants feel included and respected.
 - Address any disruptive behaviour calmly and constructively.
10. **Engage Actively:**
 - Show enthusiasm for the topic to keep participants motivated.
 - Maintain eye contact and use positive body language.
11. **Handle Questions Thoughtfully:**
 - Answer general questions for the group's benefit.
 - Address sensitive or individual queries privately after the session.
12. **Summarise Key Points:**
 - Recap important takeaways after each section and at the end of the session.
 - Connect discussions to the session's objectives to reinforce learning.
13. **Seek Feedback:**
 - Encourage participants to share feedback on the session.
 - Use feedback to improve future facilitation.



Annex 1a - Workplace Drawing Activity

Module: Basic Work Rights Training

Section: Introduction

Session: **Workplace Drawing Activity**

Easy Drawing Ideas

Description	Example	Meaning
Smiley face		Feeling happy or positive at work.
Sad face		Feeling unhappy or stressed at work.
Sun		A positive or good day at work.
Cloud		A difficult or bad day at work.
Shaking Hands		Cooperation or teamwork.
Tool		A manual or physical job.
Clock		Long working hours or time pressure.
House		Going home after work or work
Heart		Feeling cared for or safe at work.
Exclamation mark		Challenges or issues at work.

Annex 1b - Workplace Drawing Activity





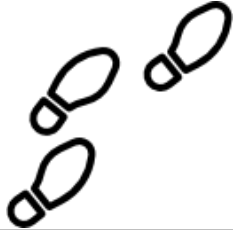









Alternative Activity: Icon Grid

Module: Basic Work Rights Training

Section: Introduction

Session: Workplace Drawing Activity – Alternative Activity: Icon Grid

Workplace Icons

Annex 2 - Self-Evaluation of Risks Case Studies

Module: Workplace Negotiations

Section: Self-Assessment and Deciding to Act

Session: **Self-Evaluation of Risks – Case Study Activity**

Case Studies Workers

Group 1: Refugee Worker – Fear of Dismissal

Okello is a South Sudanese refugee working at a petrol station in Arua. The pay is low, but he needs the job to support his family. Recently, his boss hired a relative and is paying them significantly more than Okello, despite Okello having worked there for four years. His boss is rude and difficult to deal with. Okello wants equal pay but is afraid of losing his job, as finding work in the area is very hard, especially for refugees.

What are the pros and cons of taking action?

Group 2: Female worker in supermarket – Harassment

Amina works in a supermarket in Kampala. She enjoys the work, but her male supervisor makes her feel uncomfortable. He asks her to stay behind with him after hours and makes inappropriate comments. Once or twice, he has invited her to dinner, which she has declined. She wants to keep her job but wants her supervisor to stop the harassment.

What are the pros and cons of taking action?

Group 3: Young mechanic– Unpaid Probation

Patrick is a trainee mechanic in a garage in Jinja. This is his first job, and he really wants to become a qualified mechanic. His employer took him on 'on probation' for 3 months without pay so he could learn skills. The three months ended, and now his employer wants to extend the probation for another six months – still without pay. His employer is friendly but very careful with money.

What are the pros and cons of taking action?

Group 4: Farm worker– Delayed payment

Moses is a casual farm worker in Masaka who has not been paid for two months, despite working long hours during the coffee harvest season. He knows his employer is under financial pressure due to poor crop prices, but Moses urgently needs his wages. His employer keeps saying, 'I'll pay you next week.' The employer is influential in the community, and Moses is worried about being seen as a troublemaker.

What are the pros and cons of taking action?

Group 5: Domestic worker – Confiscation of documents

Grace is a domestic worker from Eastern Uganda who recently started working for a family in Kampala. Her new employer has taken her national ID card and phone, saying it is for 'safekeeping.' While the employer seems friendly, Grace feels restricted by these rules and the withholding of her documents. She wants to keep working but also wants her belongings returned.

What are the pros and cons of taking action?

Group 6: Bakery worker – Unfair Pay

A group of workers at a bakery in Mbarara are struggling with long hours and low pay. They work 10 hours per day. New workers, hired through personal connections of the owner, are paid more and work fewer hours than the experienced staff. The older workers feel frustrated. They want to raise the issue but fear losing their jobs, as the employer has dismissed complaints before.

What are the pros and cons of taking action?

Group 7: Gardener – Lack of job security

Richard works as a gardener for a wealthy household in Kampala. His employer has threatened to cut his pay, and there is no formal contract. Richard wants to discuss the situation but is afraid he could be replaced easily. 'There is nothing in writing. My employer can fire me any time. I need this job, but a pay cut will hurt me and my family.'

What are the pros and cons of taking action?

Group 8: Construction work – Dangerous working conditions

Samuel is a skilled construction worker in Gulu who has been working for a contractor for two years. The job is risky because there is no safety equipment or insurance. The current project involves working at height without proper safety measures. Samuel is also worried because the contractor refused to pay for medical treatment after a colleague was injured last year. Despite this, Samuel wants to raise the issue of safety with the contractor.

What are the pros and cons of taking action?

Group 9: Pregnant Worker – Overtime Issues

Fatuma is 7 months pregnant and works in a garment factory in Kampala. Her employer has not reduced her working hours or offered lighter duties, and she is regularly asked to work overtime to meet export deadlines. Fatuma feels exhausted and is worried about her health and her baby. She wants to speak to her employer about reducing her hours but fears that doing so might jeopardise her job and income, especially with a baby due soon.

What are the pros and cons of taking action?

Annex 3 - Negotiation Techniques Case Studies

Module: Workplace Negotiations

Section: Communication and Negotiation Skills

Session: **Negotiation Techniques - Case Study Activity**

Case Studies Negotiations - Workers

Story 1: Aisha, an Agricultural Worker

Aisha works on a large tea plantation near Fort Portal in western Uganda. During the harvest season, she has been working seven days a week with no days off, as the plantation manager insists that everyone must work to meet demand. Aisha feels exhausted and wants to negotiate rest days after the harvest.

Preparation

Before approaching the manager, Aisha prepared by

- Reviewing her work schedule and noting how many days she had worked without a break.
- Speaking with other workers to understand their schedules and see if they faced the same issue.
- Deciding her priorities: she wanted to remain employed but needed time to rest.

The Negotiation

Aisha approached the manager during a quieter moment on the farm. She started by thanking him for providing steady work and recognising the importance of the harvest season. She then explained how working without a day off had exhausted her and others, affecting their productivity. The manager initially dismissed the concern, stating that everyone was in the same situation and that the busy season required sacrifices. Aisha stayed calm and respectful. She acknowledged the challenges of the harvest but pointed out that overworked staff might make more mistakes or even fall sick, which would slow down the work.

Aisha proposed a compromise:

- She and her team would continue working seven days a week until the harvest ended.
- After the harvest, workers would have two guaranteed days off each week to recover.

The Outcome

The manager agreed to Aisha's proposal. While Aisha and her colleagues didn't get immediate days off, she considered the negotiation a success because:

- She secured a long-term solution to prevent overwork after the harvest.
- She demonstrated her value as a thoughtful and constructive worker.
- She felt confident in raising concerns respectfully in the future.

Discussion Questions

- What did Aisha do well in preparing for and conducting the negotiation?
- What challenges did Aisha face, and how did she address them?
- What could Aisha have done differently to improve the negotiation?
- How can this example help you in your workplace?

Story 2: David, a Factory Worker in Kampala

David works in a small factory in the Nalukolongo industrial area of Kampala, assembling electronics. He noticed that he and several colleagues were not paid for overtime hours they had worked. David wanted to address this with the factory manager, but was nervous about speaking up for fear of losing his job.

Preparation

Before speaking with the manager, David prepared by:

- Reviewing his pay slips and comparing them to his hours worked, noting the unpaid overtime.
- Talking to colleagues who faced the same issue to gather evidence.
- Deciding his priorities: full payment for the overtime hours and a commitment to fair overtime pay moving forward.

The Negotiation

David asked to meet with the manager privately to avoid embarrassing him in front of others. He began by thanking Farid for providing the opportunity to work overtime, which allowed him to earn more. David then calmly explained that the overtime hours he and his colleagues worked had not been reflected in their pay and provided evidence to support his claim.

The manager initially dismissed the issue, saying the payroll system might take time to catch up. David stayed respectful and factual, pointing out the consistent pattern of missed payments. He proposed practical solutions:

- Immediate payment for the missing overtime hours.
- A clear system for tracking overtime moving forward to avoid future misunderstandings.

The Outcome

The manager agreed to pay David and his colleagues the missing overtime by the next pay period and promised to review the payroll system to ensure it reflected overtime more accurately. While it took some follow-up to get the payment, David considered the negotiation a success because:

- He received the missing overtime pay without damaging his relationship with the manager.
- He ensured fairer systems for future overtime payments.
- He gained the confidence to raise similar issues in the future.

Discussion Questions

- What steps did David take to prepare for the negotiation?
- How did David handle the manager's initial dismissal of the issue?
- What strategies worked well, and what could David have done better?
- How can you use David's approach to resolve issues at your workplace?

Story 3: Hawa, a Tailor in a Refugee Settlement

Hawa is a skilled tailor living in the Nakivale refugee settlement in south-western Uganda. She works using sewing machines donated by an NGO to help refugees generate income. The settlement committee asked Hawa to sew uniforms for community workers without payment, insisting it was her duty to the community. Hawa values her role in the settlement but believes it is unfair to work without compensation. She is worried that objecting might affect her access to the machines or other resources from the committee.

Preparation

Before approaching the camp committee, Hawa prepared by:

- Reviewing the original the agreement with the NGO, which clearly stated that the sewing machines were provided to support income-generating activities for refugees.
- Talking with other refugees in the settlement who also faced similar requests from the committee, confirming it was a broader issue.
- Deciding her priorities maintaining access to the sewing machines while ensuring she received fair compensation for her work.

The Negotiation

Hawa requested a meeting with the settlement committee. She expressed appreciation for the committee's efforts to support the community and recognised the importance of the uniforms. She then explained that the machines were specifically provided for income generation and that working without compensation would undermine her ability to support her family. Hawa proposed a compromise:

- She would sew the uniforms at a discounted rate to reflect her commitment to the community.
- She requested that any future projects involving her skills include appropriate compensation to sustain her livelihood.

The Outcome

The committee agreed to pay Hawa a reduced but reasonable rate for the uniforms and committed to discussing fair terms for future projects.

Hawa considered the negotiation a success because:

- She was able to maintain her access to the sewing machines and received payment for her work.
- She strengthened relationships by approaching the situation respectfully and constructively, avoiding conflict and building trust with the committee.
- She gained confidence and felt more empowered to advocate for herself and others in the future.

Discussion Questions

- What did Hawa do well in preparing for and conducting the negotiation?
- What key negotiation strategies did Hawa use effectively?
- What lessons can you take from Hawa's approach to apply in your workplace or community?

Annex 4a - Business Aspiration Drawing Activity

Module: Small Business Registration Training

Section: Introduction

Session: **Business Aspiration Drawing Activity**

Easy Drawing Ideas

Description	Example	Meaning
Small market stall		Owning and operating a small shop.
Boda Boda		Running a boda boda business
Bag of money		Earning income
Handshake		Building trust and partnerships.
Upward arrow		Growing the business.
Coffee cup		Agricultural product for sale
Smiling face		Feeling proud and happy.
Light bulb		Having good ideas and creativity.
Tree		Aiming higher and improving.
Toolbox		Using skills and tools effectively.

Annex 4b - Business Aspiration Drawing Activity

Module: Basic Work Rights Training

Section: Introduction

Session: **Business Aspiration Drawing Activity**– Alternative Activity: Icon Grid

Workplace Icons



Annex 5 - Self-Evaluation of Risks Case Studies

Module: Small Business Negotiations

Section: Self-Assessment and Deciding to Act

Session: **Self-Evaluation of Risks – Case Study Activity**

Case Studies – Small Business Owners (Uganda)

Group 1: Restaurant Owner – Delayed Payments from a Customer

Prossy runs a small restaurant in Gulu. One of her regular customers, who owns a nearby shop, has built up a tab of unpaid bills over the past three months. While Prossy appreciates the customer's loyalty, the unpaid amount is starting to affect her ability to restock supplies. In Uganda, many small business owners face delayed payments due to cash flow challenges and the high cost of living.

What are the pros and cons of taking action?

Group 2: Mobile Phone Repair Shop – Unreliable Supplier

James owns a mobile phone repair shop in Kampala. His main supplier of spare parts has been delivering orders late or incomplete for several weeks, causing delays and customer complaints. The supplier is well-known in the Kisekka Market area, and James worries that raising the issue might damage their relationship or lead to further delays.

What are the pros and cons of taking action?

Group 3: Grocery Store Owner – Suspected Theft by an Employee

Esther runs a small grocery store in Mbale. She has recently noticed that cash is going missing from the till and suspects one of her part-time employees. The employee has been working for her for over a year, and Esther does not want to make a false accusation or cause conflict within the community. However, the losses are affecting her business.

What are the pros and cons of taking action?

Group 4: Tailor – Increasing Rental Costs

Ronald is a tailor who rents a small shop in Arua. His landlord has just told him that the rent will increase by 40% starting next month. Business has been slow recently, and Ronald is unsure whether he can afford the increase. He wants to negotiate but is worried the landlord might rent to someone else if he raises concerns.

What are the pros and cons of taking action?

Group 5: Baker – Family Pressure to Hire a Relative

Beatrice runs a small bakery in Fort Portal. Her brother has asked her to hire his son, who recently finished school. Beatrice knows her nephew lacks the skills needed for the bakery, but she does not want to upset her family. She already has a small team, and hiring someone unqualified could disrupt the workflow. High unemployment rates in Uganda mean family members often look to relatives for work.

What are the pros and cons of taking action?

Group 6: Mechanic Shop Owner – Verbal Abuse by a Customer

Hassan owns a small auto repair garage in Mbarara. A customer became angry over the cost of a repair and started shouting at Hassan and his team. The customer is well-connected in the community. Hassan is afraid that confronting the customer might damage his reputation, but he also wants to stand up for his staff.

What are the pros and cons of taking action?

Group 7: Farmer – Conflict with a Market Middleman

Godfrey is a small-scale maize farmer in the Luwero district. He sells his maize through a middleman at the local market, but the middleman has recently started taking a larger percentage of the profits. Godfrey wants to negotiate fairer terms, but he worries the middleman might refuse to buy his produce, leaving him with no market access.

What are the pros and cons of taking action?

Group 8: Small Shop Owner – Conflict with an Influential Local Leader

Sandra runs a small general store in a trading centre near Masindi. A local LC1 chairperson often takes goods on credit without paying. While Sandra respects the chairperson's community influence, the unpaid credit is affecting her ability to restock. She is considering raising the issue but is worried about the social consequences.

What are the pros and cons of taking action?

Group 9: Refugee Business Owner – Hostility from the Host Community

Amara is a Congolese refugee who runs a small clothing stall in the Kyaka II settlement market in western Uganda. Her stall has become popular because of her affordable prices and quality. However, some host community traders have started spreading rumours that her business is taking customers from local traders. A few have confronted her directly. Amara is worried that the growing hostility could escalate and harm her business.

What are the pros and cons of taking action?

Annex 6 - Negotiation Techniques Case Studies

Module: Workplace Negotiations

Section: Communication and Negotiation Skills

Session: **Negotiation Techniques - Case Study Activity**

Case Studies Negotiations – Small Business Owners

Story 1: Grace's Tailoring Shop

Grace owns a tailoring shop in Gulu. She has been running her business for three years and relies on fabric from a supplier based in Kampala. Recently, the supplier has been inconsistent with deliveries – often arriving late or with insufficient stock. This has caused Grace to disappoint customers and lose business during peak periods such as Christmas and school term time. Grace decided to address the issue with her supplier.

Before the meeting, Grace prepared by:

- Checking her order records to identify specific dates and quantities of delivery problems.
- Calculating the financial impact of the delivery delays on her sales.
- Deciding what she wanted: reliable deliveries, better communication, and compensation for missed orders.

The Negotiation

Grace scheduled a meeting with the supplier during a quiet time when both could speak without interruptions. She thanked the supplier for three years of business and acknowledged the challenges of transporting goods from Kampala to Gulu. She then calmly outlined the delivery problems with specific examples, explaining how this had affected her sales and customer relationships.

The supplier initially became defensive, blaming transport delays on the Kampala–Gulu highway. Grace remained calm and diplomatic, avoiding confrontation. Instead, she acknowledged the transport challenges and suggested practical solutions:

- A new delivery schedule that allowed for travel delays.
- A written agreement on minimum delivery quantities.
- A 10% discount on her next three orders as compensation for past disruptions.

The Outcome

The supplier agreed to a new delivery schedule and to provide a discount on the next two orders. He also committed to communicating proactively if delays were likely. While Grace did not get the full compensation she had requested, she considered the negotiation a success because she secured more reliable deliveries, maintained a positive supplier relationship, and gained confidence in advocating for her business.

Discussion Questions

- What did Grace do well in preparing for and conducting the negotiation?
- What challenges did she face during the negotiation, and how did she handle them?

- What could she have done differently to improve the outcome?
- How can this example apply to your own negotiations as a small business owner?

Story 2: James's Mobile Phone Repair Shop

James owns a mobile phone repair shop near Kisekka Market in Kampala and relies on Semakula, a parts supplier, for components imported from abroad. Recently, Semakula raised his prices by 20%, citing the depreciation of the Ugandan shilling against the dollar and increased import costs. This made it difficult for James to maintain his profit margin and offer competitive prices to his customers.

Before talking to Semakula, James prepared by:

- Reviewing his records to calculate the financial impact of the price increase.
- Checking other suppliers but concluding that Semakula's parts were of better quality.
- Deciding his priorities: continue working with Semakula but reduce the financial impact of the price increase.

The Negotiation

James met with Semakula and began by praising the quality of his products and the value of their long-term business relationship. He then explained how the price increase was affecting his profit margin and causing customer complaints. James asked Semakula to either return to the previous pricing or reduce the increase. Semakula explained that he could not lower prices because his import costs had increased. James listened and suggested alternatives:

- Gradually phasing in the price increase over six months rather than applying it all at once.
- Offering a discount on bulk orders to help offset the impact.
- Semakula agreed to a gradual increase and offered a 5% discount on bulk orders. He could not return to the original prices, and James accepted this compromise in order to maintain access to quality parts.

The Outcome

James did not achieve everything he had hoped for, but the negotiation was a success because he reduced the financial impact through a phased increase and a bulk discount, he maintained a strong relationship with Semakula, and he developed his negotiation skills for future business discussions.

Discussion Questions

- What compromises did James make, and how did they help his business?
- What strategies did James use to maintain a good relationship with Semakula?
- What could James have done better in the negotiation?
- How can being flexible and focusing on priorities help you in your own business negotiations?

Annex 7 – Useful Contacts

Useful contacts to prepare prior to facilitation based on location and context.

Authority/Organisation	Purpose	Information to Include
Uganda Registration Services Bureau (URSB)	Register businesses, file company documents, and manage intellectual property.	URSB Head Office, Kampala www.ursb.go.ug Tel: +256 414 233 219 Regional offices in Jinja, Mbarara, Gulu, Arua, Fort Portal
Uganda Revenue Authority (URA)	TIN registration, tax filing, VAT, PAYE, and tax compliance.	URA Head Office, Kampala www.ura.go.ug Taxpayer Helpline: 0800 117 000 (toll free)
Local Government Councils (LC3/Town Council/Municipality)	Provide trading licences, local permits, and business compliance information.	Office address for local council in relevant district Contact phone number Key departments: permits, local revenues
Ministry of Gender, Labour and Social Development (MGLSD) / District Labour Office	Support workers in understanding their rights, resolving disputes, and reporting violations.	MGLSD headquarters, Kampala District Labour Officer contacts per region www.mglsd.go.ug
Legal Aid Service Providers (e.g., FIDA Uganda, Legal Aid Project)	Provide free or low-cost legal advice and representation on employment and business disputes.	FIDA Uganda: Plot 13, Clement Hill Road, Kampala Tel: +256 414 255 166 www.fidauganda.org
NRC ICLA Services	Information, counselling, and legal assistance on civil documentation, employment rights, and business disputes.	NRC Uganda office contacts per region Email: nrc.uganda@nrc.no Specific ICLA services and referral pathways
FINCA Uganda / PRIDE Microfinance	Microloans, savings, and business development services for small businesses.	FINCA Uganda: www.finca.org/places/uganda PRIDE Microfinance: www.pridemicrofinance.co.ug Branch offices nationwide

Annex 8 – Participant Follow Up

Trainee Follow Up

It will be useful to call the trainees about a month after the training to see if they've been able to use the information from the workshop in any way. You can use the following script.

Hello, I am X from NRC and am inquiring about a workplace/small business training you attended with NRC on X date. If you have 10 minutes, I have got a couple of questions to ask you about the training. There's no need to answer the questions if you don't want to, and it won't affect your services from NRC in any way. All the information is confidential, and no names or personal information will be recorded.

1. Do you remember receiving the training?
2. If yes, what do you remember about it?
3. Was the training relevant to you, highly relevant, partly relevant, or not relevant?
4. The training focused on good communication and negotiation skills in the workplace. Can you remember any of those skills?
5. Have you been able to use any of the communication and negotiation skills in the workplace or, more generally, with other disputes?
6. Do you remember the role play between employer and employee or business owner and other party? Was it relevant to you?
7. Is there any way we could make the training more relevant to you? If yes, what topics would be most relevant to you?
8. Would you be interested in attending future training by NRC on other topics?