

Parliamentary Staff Training Report-
Botswana, September 6-10, 2010

2010



1. Introduction/Background

Critical to the sustainability of the African Poverty Reduction Network Initiative is the development of an expanded training programme for parliamentary staff of partner parliaments. This seeks to enhance critical skill sets of parliamentary staff aimed at ensuring parliamentary committee effectiveness. It is hoped that the skills acquired will ultimately translate into strengthened parliamentary institutions with the singular task of discharging oversight responsibility over the actions of the executive efficiently and effectively.

It is against this background that Parliamentary Centre (PC) in collaboration with the Parliament of Botswana and supported financially by the Austrian Development Agency (ADA) organized a five-day staff training workshop on Professional Development for Parliamentary Staff under the theme ***“Enhancing the Capacity of Parliamentary Committees and Parliamentary Staff to Assure Effective Oversight Function of Parliamentarians”***. The workshop took place in Gaborone, Botswana from September 6-10, 2010. The target audience for this workshop were parliamentary staff from partner parliaments in the Southern African region namely Botswana, Malawi, and Zimbabwe. The object of the training workshop primarily was to strengthen the capacity of parliamentary staff to effectively provide support to parliamentarians to perform their financial oversight functions; to equip participants with tools with which to execute multi-task responsibilities; and to create a platform for participants to share country experiences on the role of parliamentary staff in the budget process.

2. Workshop Summary

Twenty representatives from three Southern African countries of Botswana, Malawi and Zimbabwe participated in the training workshop. Five representatives each came from Malawi and Zimbabwe whilst the host country, Botswana was represented with ten (10) participants. There was equal representation of ten males and ten females, the first of its kind in the training workshop organized under the auspices of Parliamentary Centre. Below is a summary of the modules discussed during the five-day training workshop:

- Understanding National Budgets
- Parliaments and the Revenue Side of the Budget
- Analyzing Government Budget Statements: Gender Equity Issues
- Analyzing Government Budget Statement: How pro-poor should the budget be?
- HIV/AIDS and National Budget
- MDGs and National Budget
- Budget Implementation, Monitoring and Control
- Audit and Evaluation
- Parliamentary Committees
- The Role of Parliamentary Staff
- Introduction to Parliamentary Research
- Introduction to Information Management and Information & Communication Technology (ICT)
- Effective Tools for Budget Planning and Implementation
- The Community Score Card (CSC).

3. Opening Session

The Deputy Clerk of the Parliament of Botswana, Ms Monica A. Tselayakgosi warmly welcomed participants to the workshop. She reminded participants the vital role parliamentary staff play in assuring effective budget oversight. This can be done, she noted, by providing world class support services that facilitate quality legislation and oversight activities. This can only be achieved when staff are adequately capacitated, and are abreast with all the latest development tools of the game. She urged participants to strive to improve efficiency at all times through collaborative partnerships and benchmarking for international best practices. And since Southern Africa is part of the global village, efforts must be made by the regional actors to adopt these international best practices to continually improve on service delivery.

She noted that this training workshop which is being delivered in partnership with the Parliamentary Centre (PC) with the Austrian Development Agency (ADA) offers opportunity for learning and sharing experiences with colleagues, and therefore timely, appropriate and a welcome development. She expressed the hope that participants will be equipped with the latest tools which they are able to use to execute multi-tasks responsibility with efficiency and dispatch. Ultimately, these should enable participants to deliver quality results with fewer resources and be able to engage their communities through the use of the Community Score Card (CSC).

Mr. Adams Fusheini, Senior Governance Advisor, representing the Director of African Programs outlined the *raison d'être* of Parliamentary Centre which is strengthening the institution of parliament with the ultimate objective of reducing endemic poverty in targeted countries. Participants were urged to use the knowledge and skills acquired to facilitate their supportive roles in the budget process.

3.1 Expectations of Participants for the training workshop

Some of the sentiments expressed by the Deputy Clerk in her opening remarks were re-echoed by some of the participants as indicated below:

- ❖ Improve knowledge on the specific country experiences in the budget oversight process
- ❖ Gain knowledge on the implementation of the budget, especially how parliamentary committees monitor the activities of the government
- ❖ How to best coordinate the activities of different parliamentary committees
- ❖ To have a better understanding of the committee system and new techniques used to ensure committee effectiveness
- ❖ Share country experiences of the work of the PAC and other committees
- ❖ Gain a better understanding of **Performance Auditing** and share country experiences
- ❖ Understand how the **Community Score Card (CSC)** is used to monitor service delivery in the community.

4. Presentation of training modules

4.1 An Introduction to the Budget Process

Facilitated by Mr. Fusheini Adams

The following key points were outlined in the presentation:

- A national budget is a primary public finance management instrument reflecting government policy, priority, planning and implementation processes for the delivery of public goods and services;
- Functions of a budget as political, economic and a legal tool;
- Principles of good budgeting-comprehensiveness, predictability, contestability, transparency and periodicity;
- The budget cycle-drafting/preparation, legislation, implementation, auditing and evaluation

Discussion points on the presentation.

- Budgeting system: the approach where previous budget is adjusted to reflect current expenditure and income estimates; increasingly, countries are encouraged to adopt the medium term expenditure framework approach (MTEEF) as this allows countries to make economic projections for the medium term, budgeting thus become systematic and transparent. South Africa is the only country in Africa that uses this system successfully. Since the adoption of this approach requires technical know-how, some countries in Africa are cautious in adopting this approach because of apparent lack of capacity to implement it successfully.
- The non-usage of funds at the end of the budget calendar year by MDAs was attributed to a number of factors including the following: lack of absorptive capacity, poor budgeting and late release of funds to the relevant ministries, departments and agencies.
- The 2010 budget of the republic of Botswana focuses on poverty reduction and economic diversification, social safety net, while growing the economy. Government is keenly aware of the finite nature of the diamonds, the main source of income for the government and therefore putting in place a policy framework to diversify the economy and also begin the process of industrialization. The Botswana Diamond Processing Plant located at the outskirts of Gaborone is a pointer to this new policy direction.
- The 2010 budget of the republic of Zimbabwe focuses on the stabilization of the national economy, attempts to move away from the dollarization of the economy and revert back to the national currency. Poverty reduction is pivotal to the national economic framework. To this end, combating HIV/AIDS is central to the fight against poverty.
- The central plank of 2010 budget of the republic of Malawi focuses on accelerated economic growth and poverty alleviation through sustained investment in agriculture and other employment generation sectors.
- Apart from Botswana where there is noticeable less dependence on donor aid for budget support (0.89) according to OECD statistic, August 2010, Malawi and Zimbabwe have a high dependence rate on donor aid for their budget support. Almost all the programmes initiated in Zimbabwe aimed at combating HIV/AIDS are donor funded. Given the unpredictability associated with the release of funds promised by donors for budget support, such unhealthy dependence on donor support puts the lives of victims of HIV/AIDS at unnecessary risk.
- On the principle of periodicity, comprehensiveness, and to a limited extent transparency, participants were of the opinion that their countries national budgets meet the criteria. The 2010 budget of the republic of Ghana which was used as a case study in one of the group works was said to fail the test on the principle of contestability which states that no item in the budget should

have automatic claim to funding. The votes to the presidency, according to participants, were not subject to debate and therefore had automatic claim to funding.

- The status of the Auditor General (AG) vis-à-vis Parliament and the Executive engaged the attention of participants. The point was made that in countries like Ghana and Canada, the AG is officer of parliament and therefore submits his/her report to parliament. The practice in Malawi and Botswana is diametrically opposite. The AG reports to the Ministry of Finance not to parliament. The merits of the two systems were debated; however, the bottom line was the need for enforcement of the recommendations of the Public Accounts Committee (PAC), the body that reviews the work of the AG in parliament. Regrettably, in all three countries mentioned above, enforcement of PAC's recommendations is palpably weak.

4.2 Parliament and the Revenue Side of the Budget

Facilitated by Mr. Issifu Lampo

Highlights of the presentations

Review of the current situation in parliaments across Africa led to the following conclusion: the main activity of parliaments in regard to the revenue side is often limited to the passage of new tax legislation or amendments to existing tax; the review of tariffs is often left to the Budget Finance Committee; the complex nature of taxation make parliamentarians shy away from seriously debating various tax options and their implication to the national economy.

Government revenue comes from a variety of sources, taxes, charges, printing of money and borrowing. The principal source of most government revenue comes from taxes.

- **Tax Revenue:**
 - Consumption (Indirect) taxes
 - Value-added tax, sales taxes, excise taxes
 - Trade taxes
 - Income taxes
 - Taxes on personal and business income
 - Social security and payroll taxes
 - Wealth taxes
- **Non-Tax Revenue:**
 - Grants from donors
 - Income from public enterprises
 - Income from natural resource extraction
 - Administrative fees and charges
 - Fines and penalties

The correlation between tax revenue and donor aid dependence was outlined to illustrate the need for African countries in particular to redouble their efforts in improving domestic revenue mobilization through tax revenue.

List of countries by tax revenue as percentage of GDP

Sources: Heritage Foundation 2009 Index of Economic Freedom Heritage.
Accessed on May 2, 2009

Botswana	35.2
Canada	33.4
Equatorial Guinea	1.7
Tanzania	12.0
Ghana	20.8
Sudan	6.3
Malawi	20.7
South Africa	26.7
Zimbabwe	49.3

AID- dependence in selected countries in Africa (2007)

Data extracted on 28th August 2010 from OECD STATISTICS

Botswana	0.89
Burundi	47.88
Congo DRC	13.08

Ghana	7.75
Kenya	4.71
Malawi	20.62
Mozambique	24.43
Rwanda	20.99
Zimbabwe	0.00

Botswana whose tax revenue percentage of her GDP in the first table is 35.2, one of the highest in the African continent with a low donor aid dependency rate (0.89) compared to Malawi with 20.62 or worst still, Burundi with 47.88 donor aid dependencies. The situation in Zimbabwe reveal an interesting dynamic where because of Western economic embargo, the government has redoubled its efforts on domestic revenue mobilization with the resultant effect of increased tax revenue as percentage of GDP, a whopping 49.3.

Given the significance of revenue mobilization to the health of the national economy, it was deemed crucially important for lawmakers to devote more attention to issues of taxation and fashion out innovative ways of generating domestic revenue. The necessity of plugging the gaping leakages associated with tax collection in the various countries was also underlined.

Therefore it is crucially important for lawmakers and parliamentary staff to be conversant with a range of issues one often finds in a national budget in order to adopt an informed position on competing policy options.

4.3 Issues to consider in Budget Approval

Facilitated by Ms Nansata Yakubu

- The Budget and the Millennium Development Goals (MDGs)
- Pro-Poor Budgeting
- Gender Responsive Budgeting
- HIV/AIDS and National Budget

Four themes have been identified under the APRN initiative training programme (the MDGs, Pro-Poor Budgeting, Gender Responsive Budgeting, HIV/AIDS and National Budgets) as key pro-poor issues MPs need to pay attention to when debating national budgets.

Highlights of Presentations

The MDGs

Eight goals of the MDGs were outlined to include the following: eradicate extreme poverty and hunger, achieve universal primary education, promote gender equity and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability, and develop global partnership for development.

Discussions on the MDGs focused on the status of the three countries taking part in the training; Botswana was said to be on track with respect to eradicating extreme poverty and hunger by 2015 as well as achieving universal primary education. Malawi and Zimbabwe are however struggling to achieve MDG 1&2 before 2015. Child mortality and maternal mortality are not likely to be significantly reduced by any of the countries before the target date of 2015.

Achieving gender equity and empowering women seem a distant prospect in all three countries. For instance, out of sixty-three (63) MPs in the parliament of Botswana, there are only four female MPs. The good news however, is that at political leadership level, Botswana is doing fairly well. The Clerk of parliament and the deputy clerk are both female. Similarly, the speaker of the national assembly of Botswana is also female. The representation of women in the parliament of Zimbabwe is no less disappointing. There are 25 women MPs in the House of Assembly, i.e 16% and 24 women in the Senate, i.e. 36 %. The average is 22% female representatives in parliament. "The National Gender Policy recognises that women constitute more than 52% of the population of Zimbabwe. It is therefore important that their representation and participation in the development process be commensurate with this numerical reality" reads part of the document.

Malawi paints a fairly sanguine picture in terms of women representation in parliament. The current Parliament of 193 members has 42 female candidates, translating into 22 percent women representation, with four Members retaining their seats from the previous legislative body, which initially had 27 female MPs but two passed away, meaning the representation was 13 percent.

Participants were mindful of the fact that women's participation in politics goes beyond their numbers. It is also about the extent to which women ensure decision-making takes into account women's perspectives on issues so that legislation, policies and other facets of national agenda become gender responsive. It is also about interrogating the political environment in which the women are operating and the values and principles that they uphold as they practice their policies.

Pro-poor Budgeting:

Poverty was described as not having food to eat, lacking basic needs such as shelter and clothes. People living on less than a dollar a day can be considered as poor. Equally, people lacking access to basic services such as education, health, good sanitation were also classified as poor. Absence of opportunities can lead one inexorably into poverty.

Growth is described as pro-poor if use is made of:

- The assets the poor own
- Favours the sectors where the poor work, i.e. agriculture
- Occurs in areas where the poor live

Initial inequality and changing income distribution makes it necessary to emphasize pro-poor growth. The 2010 budget of Botswana focuses more on economic growth and diversification of the national economy. Poverty eradication is within the general economic framework but not a typical PRSP country like Malawi where poverty alleviation is the lynchpin of the national economic framework. A key pro-poor social policy of Botswana is free education from primary to tertiary level. The resultant effect of this policy is a staggering 90% literacy rate in Botswana. This is far beyond achieving the MDG target of universal primary education by 2015.

The national economic framework of Malawi and Zimbabwe are underpinned by poverty reduction and growth strategies. For instance the 2010 national budget of Zimbabwe devotes a sizeable portion of resources to combating HIV/AIDS and promoting gender equity, key pro-poor policies. Land redistribution is still ongoing in Zimbabwe; this is aimed at reverting assets to the poor and less privileged and correcting past injustices. In Malawi, the government has invested heavily in the agricultural sector not only for the obvious reasons of comparative advantage but also because it is the sector which has the potential to generate more jobs, boost food production, and banish hunger. Subsidy on agricultural inputs is one of the government's policies that has helped boost food production and enhanced the livelihood of farmers.

Gender responsive budgeting

The explanation of key gender terminologies such as gender equity (fairness), gender equality (absence of discrimination, equal value, equal opportunity) gender blind (failing to recognise existing reality), gender analysis(who does what? who has what? who decides?) gender mainstreaming (process of integrating equal opportunity principles etc), preceded the substantive presentation.

A brief exercise on who does (man/woman) the most demanding job in the household elicited interesting responses from participants. Those making the case in favour of men pointed out that as head of the household and decision-makers, men have the onerous task of taking key decisions that have a bearing on the welfare of the household. Those making the case in favour of women contended that as gatekeepers, women bear most of the responsibility in the household which ranges from providing care, nurturing to running the home economy, and in most cases they bear the brunt of consequences of poor decision made by men at the household level.

Country situation in respect to gender initiatives: Even though Botswana has no deliberate gender policy, there are specific initiatives that tend to promote gender equality and equity. The department of women affairs have been instituted with the mandate to promote gender equity. A programme dubbed "stand up women" has been initiated through local language medium educating women about their rights, highlighting the abuse of women in homes and encouraging victims to report abuses to the relevant authorities. At the macro level, the government's efforts aimed at alleviating poverty through economic growth impacts positively on the plight of the poor, especially women who constitute majority of the poor in Botswana. For the first time in the history of independent Botswana, women have been recruited in the military, thus giving equal opportunity to men and women.

In Malawi a Ministry for Women has been set up, and it is designed to promote issues of gender equality and gender equity. The flip side is that, the women's ministry is the least funded among all the sector ministries. In pursuance of gender parity in education, the government of Malawi has instituted a positive discrimination policy aimed at favouring women in specific instances. Even though entry into the University of Malawi for boys and girls is on 50/50 basis, the entry requirement for boys and girls are

remarkably different where girls with lower grades 65% are taken compared to boys who are required to obtain a high grade of 100% to gain entry into the university. By this policy the government hopes to bring about parity between male and female in tertiary education.

Zimbabwe has a Ministry for gender affairs with a mandate to promote fairness and equality among the sexes, especially with regards to resource allocations. The government has a deliberate policy with regards to entry requirements in the Universities for female and male where female candidates with lower grades especially in the sciences are given priority consideration. The Government has also ratified a myriad of international protocols that tend to promote gender equity and equality issues. It is worthy of note that most of the gender related initiatives in the country are donor funded.

HIV/AIDS and National Budgets

The spread of HIV is caused by a number of factors including the following: issues related to poverty, labour migration, low understanding of HIV transmission, inadequate access to health care services, stigma and discrimination, untreated sexually transmitted diseases, sexual abuse, and rape as a weapon of war.

Overview of HIV/AIDS situation in Botswana, Malawi and Zimbabwe

Botswana: prevalence rate is 10%. Measures taken to reduce infection rate include ABC education – Abstain, Be faithful and “Condomise”, prevention of mother to child transmission, provision of antiretroviral drugs to HIV patients with 90% coverage (free ARV treatment), free checks for HIV status, free and safe male circumcision. Challenges: As people with HIV/AIDS live longer, they become complacent and tend to re-infect others through sex.

Malawi: prevalence rate 11%. Initiatives taken to curb the pandemic include free ARV, free condom distribution, setting up of a parliamentary committee on HIV/AIDS, sanitizing parliament on HIV/AIDS and providing condoms to MPs and staff of parliament. Even though government does not provide condoms to prisons, local and international non-governmental organizations provide prisoners with condoms. (There is a pathological loathing of homosexuals and lesbians by the government of Malawi and that probably informs the government's position on condoms to prisons). The government does not as matter of principle provide condoms to second cycle institutions, universities are however provided with free condoms by the government.

Zimbabwe: prevalence rate 11.4%. educational programmes have been instituted aimed at influencing behavioural change such as increase use of condoms, free counselling and testing, ARV for first and second line treatment, free circumcision, use of prophylaxes for pregnant women. Churches are involved in raising HIV/AIDS awareness campaign.

Way forward in dealing with the HIV/AIDS pandemic

- Conventional approach in dealing with the HIV/AIDS pandemic should take into account cultural practices and synchronise them for effective and sustainable results
- Recognise the interrelatedness of way of life and politics and eschew cultural practices that undermine efforts aimed at addressing the problem.

4.4 Effective Tools for Budget Planning and Implementation

Facilitated by Mr. Elvis Otoo

Participants' expectations: learn how to align the application of project management into government activities, understand how the LFA is used in project management, able to use the tools to monitor the implementation of budgeted activities, learn more about indicators and project management, better understand how the tools are used for budget planning and implementation, better understand results-based management

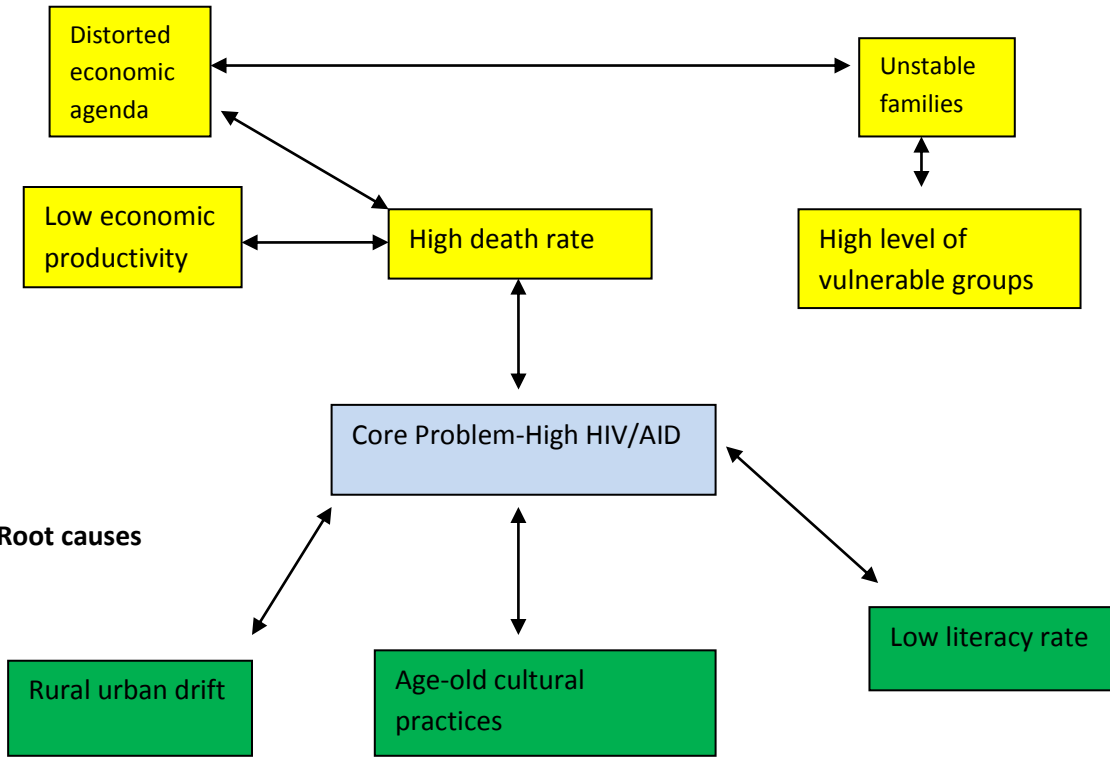
The presentation was structured in three main parts, the logical framework analysis, problem analysis and results-based management. The LFA is based on a systematic analysis of the development situation, particularly key development problems, and options for addressing these problems. It is used to analyse cause and effect model of project intervention. Its strength lies in its collaborative approach to problem solving where the views of all stakeholders are elicited thus resulting in better ownership. By its very collaborative approach, it is a suitable tool for conflict resolution. It is also flexible, can be easily adapted to suit changing conditions; it is process based.

“The Problem Tree” scenario was illustrated with “**spate of accidents**” as the core problem in a given country. The root causes of the accidents were identified and discussed as well as the effects resulting thereof. Participants then broke into three groups (on the basis of country representation) to brainstorm and come out with a “problem tree” reflecting a particular problem in their various countries. Below is a graphic representation of “Problem tree” on country by country basis.

Malawi

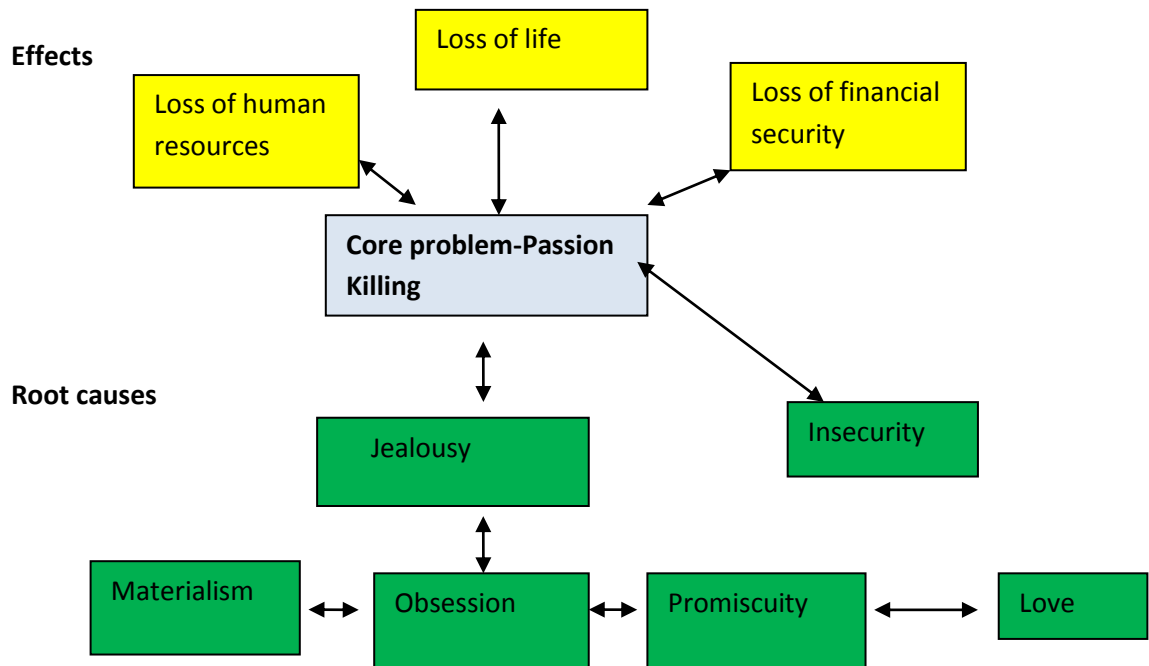
Problem Tree

Effects



Botswana

Effects



Zimbabwe

Effects

Death

Pressure on health delivery system

Reduced production in industry

Reduction in tourist receipts

Core problem-Cholera outbreak

Root causes

Sabotage due to change in administration

Lack of financial resources to replace and repair old system

Shortage of houses and corruption in issuance of stands

Shortage of houses due to operation *Muranbatsvina*

Overcrowding

Ageing sewage reticulation system

Lack of resources for solid waste disposal

Shortage of water treatment chemicals

Each country group made a presentation of their “problem tree” as depicted above. They then transformed the problem tree into “objective tree” where the problems listed were transformed into positive, “objective tree”. The objective of the exercise was to demonstrate how the LFA is used to convert problems or constraints into specific project objectives by substituting cause-effect relationships with means-end relationships.

Results-Based Management (RBM), like the LFA, is team based, employs participatory approach to project management. The RBM management strategy focuses on performance and achievement of outputs, outcomes and impacts. Its management strategy focuses on using performance information to improve decision making. Key principles are internal logical flow from inputs-activities-outputs-outcomes-impacts otherwise known as the results chain.

It is a broad management strategy aimed at achieving important changes in the way institutions operate, with improving performance and achieving results as the central orientation by defining realistic expected results, monitoring and evaluating progress towards the achievement of expected results, integrating lessons learned into management decisions and reporting on performance.

The system provides institutions with means of:

- Learning from past experiences
- Improving service delivery
- Planning and allocation of resources
- Demonstrating results to key stakeholders.

It provides transparency and accountability across all facets of an organization's operation. Without a proper process monitoring, performance management and evaluation, it would be difficult to judge if your institution is heading in the right direction, future success needs to be determined against the background of lessons learned through applying best practices

During the preparation and planning stage it is important to address and define such fundamental issues as objective(s), focus, level, timing and approach related to a monitoring, performance measurement and evaluation activity.

Essential issues of an assessment include:

- (1) The evaluation assesses to what extent the objectives are/were relevant to the evolving needs and priorities of the target beneficiaries (relevance).
- (2) The evaluation assesses how resources (input)s were turned into outputs or results (efficiency)
- (3) The evaluation assesses if the project/program did have an impact on the target groups in relation to their needs (effectiveness)
- (4) The evaluation assesses to what extent the changes (or benefits) can be expected to last after completion of all activities (sustainability).

4.5 Introduction to Information Management and ICT

Facilitated by Ms Valentina Tetteh

Participants were introduced the use of information technology to effectively serve the needs of committees. Knowledge about the internet with different associated tools - e-mail, World Wide Web, uploading/downloading files, and accessing information is critical to the work of parliamentary committees. Additionally, Microsoft Office applications such as MS Word, MS Excel, and Power Point were elaborated. The relevance and use of mail-merge in MSWord were explained; for instance a document/letter can be personalized and sent to more than one recipient, without having to create the document for each recipient by using mail merge. The use and functions of Excel were elaborated, the

spreadsheet program displays in a worksheet consisting of rows (numbered 1, 2, 3...) and columns (labelled A, B, C ...). The intersection of a row and a column is called a cell.

During group exercises, participants were coached on how to use the MS Excel to create charts and graphs. They also used the MSWord to create tables, produced documents and mail-merged them. Participants found the hands-on approach very refreshing and interesting.

4.6 Effective Tools for Budget Planning and Implementation-the Community Score Card (CSC)

Facilitated by Issifu Lampo

The Community Score Card (CSC) is a participatory and qualitative monitoring tool that is used for local level monitoring and performance evaluation of services, projects and even government administrative units by communities themselves. The CSC process is a hybrid of the techniques of social audit, community monitoring and citizen report card. The Community Score Card process uses the “community” as its unit of analysis, and is focused on monitoring at the local level.

The score card process allows for:

- ❖ Monitoring the quality of services/projects
- ❖ Generation of benchmark performance criteria that can be used in resource allocation and budget decisions,
- ❖ Comparison of performance across facilities/districts
- ❖ Building local capacity ; and
- ❖ Strengthening citizen voice and community empowerment.

The CSC is used as an instrument to exact social and public accountability and responsiveness from service providers. During CSC process, citizens at the community level come into direct contact with service providers at an interface meeting where concerns about the provision of particular public services or the implementation of a specific project are ventilated.

At the interface meeting, all key stakeholders are invited including service providers, service users, non-users, local political leaders and non-governmental organizations operating within the local community. The object of the interface, among other things is to fashion out a way forward to address the concerns raised by service users and community people as a whole. Similarly, service providers take the opportunity to highlight challenges they may be faced with.

The process of how communities generate their indicators and score them was discussed; following that, with the guidance of the facilitator, the whole group generated a sample indicator and scored it as shown in table 1 below.

Table 1

Community generated criteria	Scores							Remarks
	1 Very bad	2 Bad	3 Ok	4 Good	5 Very good	Total	Average	
Attitude of medical staff	5 5x1 5	6 6x2 12	4 4x3 12	29	2	

In the example above the indicator for assessment is the attitude of medical staff. The scoring criteria is 1 to 5 where 1 is the lowest score and 5 the highest score. In this scenario, five people scored the indicator (attitude of medical staff as very bad; 6 people scored it as bad and 4 people scored it as ok. None of the 15 votes cast scored the indicator with a high score that is 4 or 5.

In order to get the average score for the indicator, the total score is 29 divided by the number of people who actually voted which is 15, so the average =2.

Given that the average score of this indicator (attitude of staff) is two (2), the perception about the attitude of medical staff in this scenario is bad.

The key stakeholders will be presented these results at an interface meeting where representatives of the medical staff (service providers), service users etc will be present to find ways to address the problem of attitude of medical staff.

The exercise proved very useful; participants who initially were sceptical about how the community score card could be used in a less endowed resource environment in a largely illiterate setting were now convinced and confident of the applicability and efficacy of the community score card.

5. Evaluation of the Training Programme

Participants expressed their satisfaction with the training programme. They were especially impressed with the content and delivery of the presentations. Key indicators such as relevance of the subject matter, new information gained by participants, usefulness of the issues discussed in relation to the work they do in parliament were all rated highly. For instance, out of the total of 19 participants who took part in the evaluation, 50% of them rated relevance of the modules **very highly**, 45% rated it **high** and the remaining 5% rated it **averagely**. A similar pattern can be observed with usefulness of the training in relation to the work they do as committee staff and researchers in parliament. Again, 60% rated it **very highly**, 35% rate it **high** and 5% rated average. (See Appendix B for detailed evaluation results.)

6. Unintended Results

The presence of Parliamentary Centre Staff in Botswana for Parliamentary Staff training of three southern African countries generated a great deal of interest in the media as well as among academic staff from the University of Botswana. The Budget and Governance Advisor of the Parliamentary Centre granted an extensive radio interview to a journalist from the state radio of Botswana. This interview provided publicity

for the training activity PC conducted in Botswana as well as providing insightful information to the citizens of Botswana about the work of Parliamentary Centre. Additionally, a Professor from the Political and Administration Studies Department of University of Botswana, Dr. Botlhale Emmanuel invited PC staff to his faculty to make a presentation on the “Budget Process” to final year students of the faculty. Following the presentation the University staff expressed the desire to collaborate with PC in information sharing and build more sustainable relations between the university and PC.

7. Challenges and lessons learned

The training programme designed for Parliamentary staff is intended to cover eight (8) working days instead of the normal 5 days designed for “Budget Oversight” training workshops for MPs and Parliamentary staff. The 8 days in this instance, was to allow for in-depth analysis and provide ample time for group work exercises. Unfortunately, the host for this workshop, the Parliament of Botswana could only oblige five (5) working days. This posed tremendous challenge with respect to how to fit the modules into a five-day training programme. This resulted in less time for group exercises and in some instances less time for presentation of some of the modules. Crucially, the community engagement (field visit) component of the training programme did not come off because the local coordinators advised against it. In their view the political environment at the time of the workshop was not conducive to undertaking citizen assessment of public services.

A crucial lesson learned from this workshop is not to locate the venue of the training workshop in the same city or town where parliament of the host country is located. In the case of Botswana it was highly disruptive as most of the participants from Botswana turned in late to the training workshop because they had to pass through parliament each morning before coming to the training venue. Additionally, strenuous efforts should be made to resist attempts to compromise on time for reasons of exigencies.

8. Conclusion

Representatives from the three southern African countries who participated in the training workshop contributed enormously to its astounding success by sharing invaluable insights and perspectives with their colleagues on a myriad of issues. These ranged from the role of parliamentary staff in the budget process to the applicability of planning and monitoring tools in project/programme management. By their active participation they gained new knowledge and acquired valuable skills, especially on how to use the community score card to engage citizens at the community level. Participants also took the unique opportunity the training platform offered to share country experiences, and on a personal level bonded with colleagues, and this could lead to the prospects of creating networks among parliamentary staff of member countries.

On the whole, participants were satisfied with the content and delivery of the presentations even though it was acknowledged there is room for improvement in both content and delivery of presentations, especially improving on time management.

The few challenges experienced with regards to time constraints even though significant did not seriously undermine the quality of the presentations and group exercises conducted.

9. Recommendations

- Set up a network of parliamentary staff among member countries for regular consultations and experience sharing.
- Provide time for special training on the community score card.

- Design follow-up programmes after training workshops to monitor how knowledge gained is being applied
- Training workshops should be designed to target specific parliamentary committees
- Establish an active line of communication between facilitators and participants to ensure constant dialogue on critical issues
- Provide refresher training programmes for beneficiaries of this workshop, especially on monitoring and evaluation tools
- Develop a mechanism to ascertain the impact the workshop has made on beneficiaries and how they have been able to bring about change
- Facilitate exchange programmes in order for other countries to appreciate different practices

Appendix A

LIST OF PARTICIPANTS

PARLIAMENT OF BOTSWANA

1. Ms Rinah Mugabe - Acting Assistant Clerk – practices, policies and procedures)
2. Mr. Christopher Lebekwe -Deputy Manager Corporate Services
3. Mr. Potlako Matshaba -Assistant Manager Corporate Services
4. Mr. Christopher Nfila -Principal Clerk Assistant – Committees
5. Mr. Philip Mutambarah -Assistant Auditor General
6. Ms Babui Saubi - Research Officer
7. Ms Thegofatso K. G. Agisanang - PAO. Accounts
8. Mr. Peter Motlhamme - Assistant Administration Officer - Finance
9. Ms Wangu. N. Mbakile -Senior Clerk Assistant
10. Ms Chandapiwe Thebe -Information Officer

PARLIAMENT OF MALAWI

11. Ms. Sunganani Kalemba -Committee Clerk
12. Mr. Harold Kwalimba -Committee Clerk
13. Mr. Longani Kabitchi -Committee Clerk
14. Mr. Johnstone M'dala -Principal Planning and Policy Officer
15. Mr. Chikondi Kachijika -Financial Controller

PARLIAMENT OF ZIMBABWE

16. Mrs. Lucia Nyawo -Committee Clerk
17. Mr. John Mazanhi -Clerk of Committees
18. Ms. Chioniso Mudavanhu -Committee Clerk
19. Ms Precious Sigau ke -Research Officer
20. Mr. Johannes Chiminya -Research Officer

RESOURCE PERSONS - PARLIAMENTARY CENTRE

21. Mr. Adams Fusheini - Senior Governance Advisor
22. Mr. Issifu Lampo - Governance & Budget Advisor
23. Mr. Elvis Otoo - Governance Advisor, Monitoring & Evaluation
24. Ms. Nansata Yakubu - Parliaments & Conflicts Expert
25. Ms. Valentina Tetteh - Programme Assistant, Information & Monitoring

Appendix B

EVALUATION

Total Number of Respondents - 20

Questions

1. Are you Male or Female
2. Relevance of this activity to your current work or functions
3. Extent to which you have acquired information that is new to you
4. Usefulness for you of the information that you have obtained
5. Focus of this activity on what you specifically needed to know
6. Extent to which the content of this activity matched the announced objectives
7. Overall usefulness of this activity

8. To what extent were you able to achieve new knowledge on Introduction to the Budget Process?

9. To what extent were you able to achieve new knowledge on Parliament and the Revenue side of the Budget?

10. To what extent were you able to achieve new knowledge on
 - (i) Parliamentary committees
 - (ii) Role of Parliamentary Staff in Ensuring Committee Effectiveness.

11. To what extent were you able to achieve new knowledge on Introduction to Parliamentary Research?

12. To what extent were you able to achieve new knowledge on
 - (i) Monitoring and Control
 - (ii) (ii) Audit and Evaluation?

13. To what extent were you able to achieve new knowledge on
- (i) Effective Tools for Planning, Monitoring and Evaluation of Budget
 - (ii) Understanding the Logical Framework Approach, Results based management RBM
 - (iii) Participatory Tools for community Monitoring and Evaluation (Community Score Card)?
14. To what Extent were you able to achieve knowledge on Information Management and ICT for Committee Effectiveness?

EVALUATION RESPONSES

Specifically – Additional Comments

Que. 8- To what extent were you able to achieve new knowledge on Introduction to the Budget Process?

- I am unable to rate introduction to budget introduction because I was not present at the time
- I had no previous experience or that much knowledge regarding budgets. I had done it some 8 years ago; this was a very good refresher, given the changes and evolution of the budget.
- I have learned a lot even though I could state that issues were economics and accounts related which they were a bit advanced for me
- It was a bit too advanced for somebody without the required background. However, it was useful.
- There were aspects about budgeting I was not aware of. I learnt a lot
- More detail required to give a national budgetary understanding
- I have had information on the topic from my undergraduate courses and have had several on the job training workshops

Que. 9 To what extent were you able to achieve new knowledge on Parliament and the Revenue side of the Budget?

- Have not been involved in the exercise
- I learnt a lot of new things, projects, budgets, IT. I had some knowledge already on committees
- I learnt a lot from this because I do not usually work on budget
- I did not know what other means Government used to gain revenue like printing more money. It was interesting.
- This is very relevant, given that most parliamentarians and people in general are used to focusing mainly on the expenditure side, thus it will assist in understanding of the revenue aspects and hence will use it in capacitating MPs in my committees for more informal budgeting work.
- Revenue can be from tax mines
- The topic is very much related to the above topic so the comments above are also relevant

Que. 10 To what extent were you able to achieve new knowledge on issues to consider in Budget approval:

- (i) Pro-poor Budgeting
- (ii) National Budgets and MDGs
- (iii) Gender responsive Budgeting
- (iv) Parliamentary Oversight and HIV/AIDs?

- I achieved new knowledge on some things that I have not been involved in and that means that from now on I will be in position to know what to do when the budget is released –checking whether it has covered certain areas
- I had some little basic on budgets, but as the process evolves with the times, I had the opportunity to learn new things concerning the budget, MDGs and oversight and how I could use them in my work.
- I learned a lot especially when it comes to national budgets and MDGs and Gender responsive budgeting
- Listening to a professional's elaboration on these points gave me a lot of insight and a new perspective on the role of parliament on oversight.
- Very interesting topic, will be able to analyse the budget what and how it will affect other groups eg youth, people with disability etc. and eye opener

Que. 11 To what extent were you able to achieve new knowledge on

- (i) Parliamentary committees
- (ii) Role of Parliamentary Staff in Ensuring Committee Effectiveness.

- I have gained a lot of experience and thought on what the expectations is for we as members of staff for parliament. The kind of information ought to have been obtained as part of my orientation/induction
- As stated earlier I already had some basic knowledge on Parliamentary Committees, but it was interesting to learn/experiences of other countries and other perspective
- Here I acquired extra information on how Parliamentary Committees work in other Parliaments.
- Because I work in the committees division I already know most of the things on the presentation
- Parliamentary committees can play a critical role of oversight

Que. 12 To what extent were you able to achieve new knowledge on Introduction to Parliamentary Research?

- Very informative
- This was good given that I did not have any research background; I learnt a lot and further learnt how to research using I.T. This will assist me greatly in executing my functions as a committee clerk.
- I achieved new knowledge and if it was for me this could be done again and focus obe only on Parliamentary research.
- I have studied basic research at the university so I was not completely in the dark
- I enjoyed this session because it addressed my inadequacies in delivering services to MPs effectively.
- Research can be done using internet, books, using questionnaire
- Research can be very critical few parliaments

Que. 13 To what extent were you able to achieve new knowledge on

(i) Monitoring and Control

(ii) Audit and Evaluation?

- It needed a bit of time to even go into exercise to practice the tool. Otherwise was comprehensive
- Budget implementation was also new to me, I learnt how to implement, monitor and control budgets, I found it useful as it will assist me do budget for committees
- I did though the concepts were a bit difficult to grasp
- Very informative
- Very useful only that it needed, more time for conceptualization especially due to unfamiliarity.
- The subject was bit high in its level but I managed to understand the basics
- If budget is not monitored and controlled it cannot be used effectively and efficiently. Audit and evaluation must be carried out to find the cause of any problem encountered and how to resolve the problem
- PACs should play a critical role

Que. 14 To what extent were you able to achieve new knowledge on

(i) Effective Tools for Planning, Monitoring and Evaluation of Budget

(ii) Understanding the Logical Framework Approach, Results based management RBM

(iii) Participatory Tools for community Monitoring and Evaluation (Community Score Card)?

- This needed more on this as well as well as get more
- This was also a new topic, which I expect will assist me greatly
- Here I enjoyed community score card and wish our parliaments could take us for training on it at your centre.
- I enjoyed the session as it refreshed my undergraduate studies
- The topic was very good but time was the limiting factor. This requires more time for everyone to understand especially the RBM which we use in our country
- More time was needed for practice but very useful all the same
- A bit sophisticated but a welcome lesson to a growing or developing country
- That parliamentary committee can use this community score card to play their oversight role

Que. 15 To what Extent were you able to achieve knowledge on Information Management and ICT for Committee Effectiveness?

- At least gave me an opportunity to know the terminology use in ICT
- We discussed new sites that we could research on and how to effectively us IT to research, we went further to refresh our skills on power point and excel
- Not much because most of the things I already know
- I recently participated in a ICT workshop at my parliament sponsored by INASP and UNDP
- I already knew most of the work on this presentation.
- I learnt a lot from this session, it was a welcome exercise
- ICT is very important for typing and calculations
- The time was very short
- More time was needed to use ICT few research
- I have done an information literacy course offered by INASP

State ONE way in which you will apply the knowledge acquired to your work

- Since I work under corporate services department, where there is human resource division, I will influence detailed orientation programmes to incoming staff as well as in-service refresher courses.
- This information will be particularly used in servicing committee meeting, conducting research writing reports and advisory members in general
- My research skills have been much enhanced and I shall be able to research effectively for committees and get much more information
- I will indeed apply it to my work and study the community score card and see if it can be increased in our committee work
- As a committee clerk, having done theory in research in my undergraduate studies and doing little research as my work is administrative and procedural, I see myself writing research papers as learnt from the session
- Exchange programme of staff from Parliaments within the region as stating point
- As a researcher, I will be able to write good reports taking into accounts what I manage to learn on Research and ICT skills
- I will apply knowledge acquired when dealing with budgeting.
- I learnt a lot especially on the CSC and I will use this on oversight tours of committees.
- I will advise the management on the best practices I have learnt in order to improve service delivery in my department
- This will assist me in implementing effective ways to deal with committee work especially when advising MPs on how to monitor projects and carry out their role of oversight
- Impart the knowledge I get here to MPs in committees I serve so that they may be effective in the budgetary process.
- Use Microsoft excel programme when dealing with the numerical data
- Use of tools for the monitoring and evaluation of the implementation of the strategic plan
- Will guide the committee to be gender sensitive whenever the minister is having the pre-budget consultations with the committee and other stakeholders
- Analysing of the government priority on housing issues in the budget
- Issues to consider in budget will advice MPs how they can be analyse the Budget
- I think the CSC- community score card will help us evaluate the community's opinion after the educational tours and taking the parliament to the people during their fairs/exhibitions.
- The workshop has highlighted the relevance of the researchers and I think as a committee clerk I will work better with them.