



INSTITUTE FOR POLICY ALTERNATIVES

Narrative Report on:

**Training Programme on Community Monitoring of Poverty Reduction for
Parliamentary Staff & Civil Society Advocates**

February 28 – April 6 2005, Tamale, Ghana

1	Introduction.....	1
1.1	Background.....	1
2	Training Programme.....	2
2.1	Arrival/Orientation.....	2
2.2	Module 1: Parliament and the policy Framework for Pro-poor Development: MDGs, PRSPs and NEPAD.....	3
2.2.1	Changing context of development.....	3
2.2.2	Global development commitments – MDGs.....	3
2.2.3	Continental collaboration for Development – NEPAD.....	3
2.2.4	National public policy priorities – PRSP and others.....	3
2.2.5	Role of Parliament in oversight for these.....	3
2.3	Module 2: Poverty Monitoring and Evaluation –Concepts and Methods.....	4
2.3.1	Poverty and Social Impact Analysis (PSIA).....	4
2.4	Module 3: Poverty Monitoring Surveys Using the Public Expenditure Tracking (PET) and Citizen Report Card (CRC).....	4
2.4.1	Public Expenditure Tracking.....	4
2.4.2	Citizen Report Card Method.....	5
2.5	Field Engagement: Citizen Report Cards.....	5
2.5.1	Preparing for the Field.....	6
2.6	6
2.7	6
2.8	Module 4: Engaging Communities in Poverty Monitoring Using the Community Score Card.....	6
2.8.1	4a. Understanding the CSC.....	6
2.8.2	Community Score Card Overview.....	7
2.8.3	Community Score Card Details.....	7
2.8.3.1	Interface.....	7
2.8.4	Community Animation Skills.....	7
2.8.5	Field Engagement to Practice CSC.....	7
2.8.6	Producing Report from the Field Engagement.....	8
2.8.6	Producing Report from the Field Engagement.....	9
2.8.7	Interface with the Communities.....	9
2.9	Parliamentary Staff & CSOs Working on Issues of Poverty Monitoring in Ghana	10
2.10	Module 5: Review of Experiences, Development of Pilot Initiatives.....	10
2.10.1	Guidelines for the PRSP Community Monitoring Pilot Proposal.....	11
2.10.2	Guidelines for Financial Reporting and Preparing Financial Returns.....	11
3	Training Outputs.....	11

4	Course Evaluations	11
4.1	Evaluation Results	12
4.1.1	Breakdown of Module Evaluation Results (out of 5)	12
4.1.2	Positive things experienced in the training.....	13
4.1.3	Negative things experienced in the training	13
4.1.4	Suggestions for strengthening the training program for Parliamentary staff and civil society advocates	13
4.2	IPA Observations	14
5	Appendix 1: Names of Participants.....	15
6	Appendix 2 Detailed Course Outline.....	16

1 Introduction

Under the African Parliamentary Strengthening Programme coordinated by the Parliamentary Centre, Canada, and funded by the Canada Fund for Africa, Members of Parliament, their staff and leaders of civil society across Africa are trained on citizen engagement in the monitoring of poverty. As part of this initiative, the Institute for Policy Alternatives (IPA) hosted a Training Programme on Community Monitoring of Poverty Reduction for Parliamentary Staff & Civil Society Advocates from February 28 to April 6 2005. During this time three representatives each from Kenya, Uganda and Nigeria left their roles as parliamentary staff, civil society advocates to become students again. The nine participants became part of their new learning collective, showing remarkable group cohesion and willingness to learn. During their six-week stay, the group of nine undertook studies that ranged from community monitoring of poverty skills to basic and advanced computer skills, data analysis and finally sessions on pilot project proposal writing and design.

The following is a narrative report on the training, highlighting the learning that occurred for the participants and for IPA. The report covers the main course components, and provides a summary of the evaluations completed by the participants which point out the success and challenges they faced in the course of the six week training.

1.1 Background

Africa is currently witnessing a profound process of democratic development. Over the last decade, the continent has seen the emergence of representative Parliaments and the increase of voices and of capacities of civil society organizations to demand accountability from governments. In theory these institutions represent the voice of the public, the citizens; yet, in many cases the under-resourced representatives lack the capacity to gain full insight into the public policy choices that confront governments; what the public perspectives are on these policies; and most significantly, how to ensure social and public accountability for policies and the corresponding investments made, through budgets, on behalf of citizens. As African Parliaments grow in prominence, their interface with civil society becomes all the more crucial if they are to perform their oversight and accountability functions effectively. The mechanisms through which such links are fostered, between Parliament and Civil Society are therefore of crucial necessity for deepening democracy in general, and in particular for addressing pressing needs of poverty reduction among the increasingly despondent citizenry of Africa.

In light of these challenges and potentials, the Institute for Policy Alternatives, in collaboration with the Parliamentary Centre in Canada, and with the generous support of the Canada Fund for Africa, CIDA and the Canadian Federal Government, has designed and has now implemented the third training capacity building programme for parliaments and civil society advocates from across the African Continent. The training has two components:

1. Increasing the awareness and skills of African MPs on issues of social and public accountability for PRSPs, through monitoring and evaluation; and;

2. Building a cadre of parliamentary staff, including advocates from civil society, that possesses the skills to work with MPs in shaping relations with civil society as part of the process of enhancing poverty-focused social and public accountability.

The MP training for this cohort occurred in September 2004, and targeted Poverty Reduction oversight committees from Kenya, Uganda and Nigeria. As a follow-up to this training, and to provide the oversight committees with the support needed to undertake monitoring of poverty reduction processes in their respective countries, parliamentary support staff training was conducted in February to April 2005. In order to help generate a synergy between parliament and civil society, civil society advocates were invited to join in the training.

A final step in the capacity building approach is the design of a pilot initiative, funded by the Parliamentary Centre, where the MPs, their Parliamentary staff and CSO advocates will collaborate and undertake a hands-on pilot project on community monitoring of poverty. This pilot event will be funded by the Parliamentary Centre and other partners, and facilitated through the African Parliamentary Network for Poverty Reduction. IPA will provide technical support for these pilot initiatives.

2 Training Programme

This section of the report is a detailed description of the processes adopted by the course and its contents.

2.1 Arrival/Orientation

Participants arrived in Ghana on Saturday, February 26 and drove north to Tamale on Sunday, February 27. On Monday, February 28 participants were given an orientation which was broken up into a morning and afternoon session. The morning session comprised the following:

- Geopolitical and economic information on Ghana in which participants were given a visual representation of the geographic location of Ghana and its subdivisions. The presentation also covered the governance structure of the country. The presentation also touched on Ghana's economic strengths.
- Overview of the context of poverty in northern Ghana. The goal of this session was to promote understanding of the socio-economic structural imbalances in northern Ghana. One participant observed that she had noted the disparities between the south and the north during the drive from Accra to Tamale.
- Health briefing from the Director of the Tamale Health Department. Participants were informed about some of the most critical health issues prevailing in Ghana. They also received information on precautions to take during their stay here. As part of the orientation participants were inoculated against meningitis.

In the afternoon participants were shown around Tamale. This tour included recommended eating and drinking establishments as well as a list of local sites of interest.

2.2 *Module 1: Parliament and the policy Framework for Pro-poor Development: MDGs, PRSPs and NEPAD*

At the beginning of this module, participants shared information about their personal and professional backgrounds, their roles in parliament or civil society and their expectations for the course. Later, participants were given an overview of the course. They received a hard copy of reference materials which they could refer to in order to delve deeper into the various tools and concepts. The first module consisted of five power point lectures. These included:

- Changing context of development
- Global development commitments – MDGs
- Continental collaboration for Development – NEPAD
- National public policy priorities – PRSP and others
- Role of Parliament in oversight for these

2.2.1 Changing context of development

This lecture sketched out the parameters of the changing context of development giving participants an opportunity to understand the basis from which current development paradigms have sprung.

2.2.2 Global development commitments – MDGs

This lecture discussed the global public policy pressures, trade and its impacts, migration and immigration, and coping with HIV AIDS.

2.2.3 Continental collaboration for Development – NEPAD

This lecture discussed the genesis and intent of NEPAD. Participants learned that it stemmed from the need to have an African agenda to promote accelerated growth and sustainable development, eradicate widespread and severe poverty and halt the marginalization of Africa in the globalization process.

2.2.4 National public policy priorities – PRSP and others

This lecture gave an overview of the Poverty Reduction Strategy Program. The lecture discussed the genesis of the program, its composition and its critiques. Connections and correlations were then drawn between the PRSP and civil society and citizen participation in the process and the potential impact of individual country's PRSP. The course also tied in the importance of parliamentary and civil society collaboration and participation in every stage in the PRSP process in order for community voices to actually affect the policy design process.

2.2.5 Role of Parliament in oversight for these

During this lecture participants discussed the role and responsibilities of parliaments, parliamentary staff and civil society in fulfilling the policy objectives of these development policies. An example was cited of Kenya where the Privatization Bill had to be taken back for further refinement due to MPs concern about the impact that it would have on the poor.

2.3 *Module 2: Poverty Monitoring and Evaluation –Concepts and Methods*

Having established the current development paradigms upon which the course is based, this lecture turned to poverty monitoring and evaluation. The fundamental thrust of the course, with its community monitoring of poverty reduction focus, was elaborated and a background of evaluation as a development practice was given. This gave participants an introduction to evaluation as a practice and, specifically, to the ways poverty reduction can be evaluated. In this lecture participants had an opportunity to do the following:

- Explore the boundless opportunities of evaluation as a discipline and as a profession, especially for Parliamentary staff.
- Explore the meaning of theory, as distinguished from methods and approaches in evaluation.
- Get an introduction to assumptions underpinning basic concepts of evaluation
- Review different components of evaluation theory
- Relate these to the monitoring of poverty

2.3.1 *Poverty and Social Impact Analysis (PSIA)*

Once evaluation as a practice had been delineated, the next lecture established one of the World Bank and IMF's most current poverty evaluation tools, the PSIA. The lecture:

- Examined the meaning of PSIA
- Explored the origins of methodology, and how it has become the main focus of IMF and World Bank
- Discussed the conceptual framework of the PSIA
- Reviewed the 10 essential elements for good PSIA
- Discussed how these influence the choice of which tools from the PSIA toolbox should be selected.

2.4 *Module 3: Poverty Monitoring Surveys Using the Public Expenditure Tracking (PET) and Citizen Report Card (CRC)*

This module started at the beginning of the second week. Before delving into the module, participants reviewed the topics they had learnt the previous week.

2.4.1 *Public Expenditure Tracking*

Whereas week one focused on conceptual tools related to monitoring the impact of poverty reduction strategies, week two would focus on the substantive tools. The first of these tools was the Public Expenditure tracking. The goal of this session was to help participants understand PET as a concept of accountability, be able to design a PET as a process of triangulating budgets with expenditures and be able to analyze information drawn from PET. This lecture covered the following areas:

- What is Public Expenditure Tracking?
- Key Questions (areas of interrogation)
- Triangulation

2.4.2 Citizen Report Card Method

At the beginning of this lecture, participants were asked for their experience in questionnaire development. All of them had some experience in this area. The lecture then explained the basic origin and composition of the citizen report card (CRC) PSIA tool. The lecture gave a brief explanation of how the CRC fits into debates over qualitative vs. quantitative research and monitoring tools. The lecture then went on to elucidate the uses of the tool, how to prepare for its use and then how to implement it. The following areas were covered in this topic.

- Identifying Scope, Actors and Purpose
- Choosing an Approach
- Designing Questionnaires
- Sampling
- Execution of Survey
- Data Analysis
- Dissemination of Findings
- Institutionalization

In the course of the module participants were given several examples of report cards that have been used successfully in various countries, and the impact that the use of the cards had. An example was the Karnataka Report Card whose goal was to provide independent assessment of key public services, build baseline database and benchmarks to track progress and create public awareness and mobilize responsiveness. The report card found that large expenditures on public services were not a guarantee for easy access, quality or efficiency.

2.5 Field Engagement: Citizen Report Cards

The citizen report card methodology involves developing parameters for service provision evaluation through interviews with service providers. This is then followed by questionnaire development and then distribution of the questionnaire in the target area. In the case of the course participants, West Mamprusi district was selected as the target site. Participants discussed the field work and decided that they would focus their interrogation on health exemptions. Participants were given some documents to read in order to gain some background on the health policies currently being implemented in Ghana. These documents were “Ghana Report on the Millennium Development Goals” and Common Country Assessment (CCS) and Ghana’s 2003 Annual Progress Report on the implementation of GPRS. After reading these materials participants decided to focus on two groups that are affected by the exemption policy; i.e. pregnant women and children under five.

2.5.1 Preparing for the Field

Before they left for the field participants received training on how to develop a questionnaire and how to analyze data. They then came up with some questions about health exemptions that would serve as a basis for their questionnaires. Participants were broken up into 3 groups.

- One would collect supply side information regarding health exemptions from the Department of Health,
- One would collect information from focus groups at the hospital and
- One would collect information randomly from people in town in order to validate the information they had on their questionnaires.

After validating the questions from these three groups, participants then worked together to develop a questionnaire that they would use in three different settings. One group visited Bugya, a rural community where they used the questionnaires to question households, the other group used the questionnaire in Wulugu, a peri-urban setting to question households and individuals and the third group used the questionnaire in Wale Wale, an urban setting. Each participant had an interpreter and was required to complete four questionnaires.

Participants adopted the CRC methodology quickly. The information they received from community respondents illustrated some of the clear gaps that exist between service providers and service users. One of the two parliamentary staff from Kenya, seen here filling out a questionnaire with a Wulugu resident, who said she had benefited little from the Ghana Government's new health insurance scheme.



2.8 Module 4: Engaging Communities in Poverty Monitoring Using the Community Score Card

2.8.1 4a. Understanding the CSC

Continuing with practical skill development, week three concentrated on a new skill. Like the CRC, the community score card is another PSIA tool. Yet, unlike its more quantitative focused, questionnaire driven counterpart, the CSC is more rural in focus (community based) and is much more about participatory engagement and process than about opinion polls on service delivery. The CSC tool development section consisted of three lectures

1. Community Score Card Overview – Power Point Presentation
2. Community Score Card Details – Power Point Presentation
3. Interface Meeting – Power Point presentation

Skill development was followed by a field engagement in the same three communities used for the Citizen Report Card in West Mamprusi District.

2.8.2 Community Score Card Overview

Like the CRC skill development lecture, this lecture laid out what the CSC means, how to prepare for it and how to go about running one in a community.

2.8.3 Community Score Card Details

Participants received information on the various types of score cards and how each should be used.

2.8.3.1 Interface

A critical component of both the CRC and the CSC is the moment where users of services and service providers come face to face to plan how better to deliver what users need. This process is difficult to bring about, and therefore it requires some preparation. The lecture on interface preparation went through the basic planning process for the interface and also included discussions on what to do prior to the meeting, at the meeting and how to plan on some actions post meeting.

2.8.4 Community Animation Skills

Putting the tools for social accountability in perspective, IPA began its preparation for field engagements which was to come later in the course by introducing participants with community animation techniques currently in practice. This session included:

- The definition of community animation
- Elements of community animation, including community entry techniques, the facilitator, the community, participation and tools for animation.
- Elements of Participatory learning approaches to community animation

2.8.5 Field Engagement to Practice CSC

Like the citizen report card, the community score card methodology involves acquiring basic information on service provision before community entry. In order to gain well-rounded information on the area and the communities in question at the same time, local NGOs who work in the area were invited to an information session at IPA on Wednesday March 14, 2005. After the information session, participants prepared for entering the community the next day. On Thursday, March 15th, 2005 they entered the three communities in the company of IPA staff and their NGO facilitators. All groups interrogated the issue of health exemptions for pregnant women and children under five.

2.8.6



The community score card is a great litmus method to gain a community's perception on a service or a facility. In the case of Wulugu, participants quickly found out that some community members were not pleased with the way in which health exemptions were being implemented. One woman said she took her child under 2 years to the hospital and she had 10,000 cedis on her. She was asked to pay an additional 30,000 cedis, so she left without receiving treatment. On the left a participant from Kenya gathers information on community perceptions.

Producing Report from the Field Engagement

The results of the field engagement exercises conducted were summarized into a simple report to be presented to a cross-section of the communities that participated in the surveys and the community score card. In the interest of time, the three groups (urban, peri-urban and rural) all focused their presentations on three key areas related to health exemptions for pregnant women and children under five. These areas were availability of drugs, attitude of staff and comprehensiveness of exemption services.

2.8.7 Interface with the Communities

As a final stage of both the CRC and CSC process, an interface session, where community members/service users get to meet with service providers face to face, is recommended. In shorter training sessions this meeting is not always possible, but given the length of time involved in the Parliamentary Staff and Civil Society Advocates training, an interface session became possible. On March 17, 2005, participants, back in their working groups, returned to the District Assembly Hall in Wale Wale. Key representatives from the health department, and District Assembly as well as five participants from each community were invited.

The program was planned so that each of the three groups had a chance to participate in the interface. Participants reported their findings from the Community Score Card and the Citizen Report Card which was what the community had told them and their analysis of this information. Community members were asked if that information was correct. Service providers then responded to the findings. The interface session clearly indicated the gaps between service provision and the expectations of the citizens who use the services, and there was some indication on the part of some of the service providers that a change in provision arrangements would ensue. However, some of the service providers were defensive and could be heard muttering under their breaths that the community members were just an ungrateful bunch.



Participants from Nigeria, Kenya and Uganda present findings at interface

Parliamentary Staff & CSOs Working on Issues of Poverty Monitoring in Ghana

Shortly after arrival participants received profiles of several Ghanaian CSOs so that they could acquaint themselves with the work of each organization in preparation for their internships. During Week 2 they had an opportunity to meet with representatives from those CSOs. Participants were then able to make informed decisions about the which of the CSOs would be a good match for them based on their individual interests.

During Week 4-5 which was March 21 to April 1, 2005 engaged in a two week internship. The following is a brief description of the placements.

- Three participants were hosted by the Afram Plains Development Organization (APDO) where they had an opportunity to interact with community members using participatory processes.
- Three participants worked with IPA staff on a research project to investigate the government's health exemptions policy/programme and the Damongo Mutual Health Insurance Scheme in Damongo.
- One participant was hosted by the Social Enterprise Development Foundation of West Africa (SEND). He acquainted himself with the general framework of the Ghana HIPIC Watch project, worked closely with the advocacy team and took part in a field activity to one of the districts involved in HIPIC Watch.
- One participant was hosted by SimliAid where he had an opportunity to engage with village based skilled political and social literacy facilitators who serve to promote the use of literacy to foster awareness of fundamental rights.
- One participant was hosted by Community Partnerships for Health and Development (CPHD) where he learned about Mutual Health Organizations (MHOs). He also participated in training sessions to provide technical support to existing MHOs to help them better manage their insurance programs.

Overall the comments on the internships were positive. Most participants noted that the field work experience is a vital component whereby theory and practice intersect. One participant said it gave him the opportunity to implement what he had learnt in class. One participant noted that there needs to be more liaisons with the CSOs to ensure that they have ongoing programmes before offering them as an option for participants to do their internships. Another noted that organizations should be contacted in good time so that they can prepare a detailed plan for the interns. Several participants noted that the time was too short – possibly because the Easter holiday occurred during the internship period.

2.10 Module 5: Review of Experiences, Development of Pilot Initiatives

The final week of the course began to look at the directions participants would be taking after they completed the course. As part of the overall Parliamentary Center design, graduates from this course are to support oversight committees and civil society organizations back in their home countries to begin a pilot monitoring of the PRSP process at the community level. The course content this week looked at how to make that happen. The module was composed of two lectures:

1. Guidelines for the PRSP Community Monitoring Pilot Proposal

2. Guidelines for Preparing Financial Returns

2.10.1 Guidelines for the PRSP Community Monitoring Pilot Proposal

This lecture informed participants of the basic guidelines for the upcoming pilot project they would help propose. The lecture dealt with:

- The context of the pilot: will it be policy focused, programme focused, budget focused or focused on services?
- The accountability parameters within which it is operating
- The methodology it will use
- The budget parameters of the pilot

2.10.2 Guidelines for Financial Reporting and Preparing Financial Returns

The final lecture gave participants detailed information on how to prepare financial reporting and financial returns for their pilot initiatives.

3 Training Outputs

Participants worked in their country groups to draft narrative and budget proposals. They later made presentations on the proposals and received feedback from IPA staff on ways to improve them. One of the groups needed to clarify their objectives, and all of them needed to work on their budgets and work plans.

Participants also had an opportunity to exchange ideas on how to handle certain issues regarding their pilot initiatives. One of the questions raised was what role the MPs should play. It was suggested that they could be invited to the field particularly to the interface session so that they could serve as a voice for the issues that arose when they returned to parliament.

The draft proposal from all three countries focused on social and public accountability monitoring of HIV/AIDS programmes.

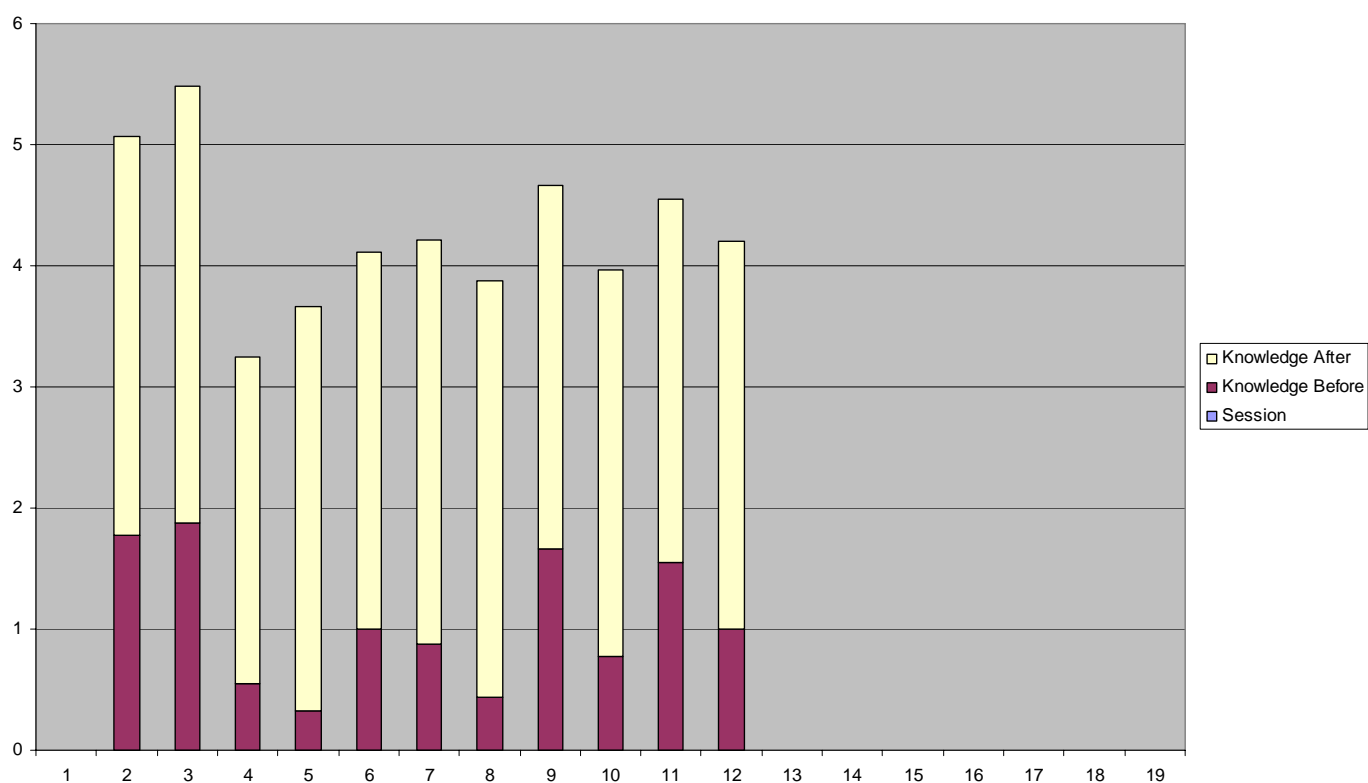
4 Course Evaluations

At the conclusion of the training program participants were asked to evaluate the second course on community monitoring of poverty reduction for parliamentary staff and civil society advocates. Overall participants were pleased with most aspects of the course and expressed gratitude for having had an opportunity to participate in the training program.

4.1 Evaluation Results

Session	Knowledge Before (average)	Knowledge After (average)	Number on Grid (Below)
Module 1: Parliament and the Policy Framework for pro-poor development: MDGs, PRSPs and NEPAD	1.77	3.3	2
Module 2: Poverty Monitoring and Evaluation	1.88	3.6	3
Module 3a: Poverty Monitoring Using the Public Expenditure Tracking (PET)	0.55	2.7	4
Module 3b: Poverty Monitoring Using the Citizen Report Card	0.33	3.33	5
Module 3c: Preparation for Field Practice	1	3.11	6
Module 3d: Field Practice of the CRC Surveys	0.88	3.33	7
Module 4a: Understanding the Community Score Card	0.44	3.44	8
Module 4b: Community animation skills	1.66	3	9
Module 4c: Field engagement to practice community score card	0.77	3.2	10
Module 4d: Producing report from the field	1.55	3	11
Module 4e: Interface and feedback techniques on community score card with communities	1	3.2	12

4.1.1 Breakdown of Module Evaluation Results (out of 5)



4.1.2 Positive things experienced in the training

- The relevance and importance of training tools acquired such as CRC, CSC, PET cannot be overemphasized.
- I was able to understand the use of CSC and community report card. The internship, though tedious was a good experience. I am now equipped with practical experiences to organize the pilot initiative and possibly my own NGO.
- Wonderful presentation skills i.e. Dr. Gariba and all the other colleagues. The feeling of personal conviction among facilitators in the concepts learnt.
- Very cooperative staff with high hospitality; a good enriched social program to go with the training.
- The openness of the discussions and interaction during and after sessions; introduction of new poverty monitoring methods and opportunity to practice them.
- Academic knowledge; practical skills acquisition; social etiquette; ability to tour Ghana.
- How to develop pro-poor policies; how to empower communities to assess service providers and services; how to galvanize service provision and accountability etc.
- The coordination and discipline of both the principal researcher and non formal staff (domestic); very good attitude at Gariba Lodge and the seriousness in training; orientation of staff was generally cordial.

4.1.3 Negative things experienced in the training

- Hardly any, at least that I can remember
- None that were unmanageable.
- The internship was delayed hence the time left seemed inadequate and subsequently the complexity of the practical experience.
- Occasional hot weather conditions.
- None.
- Lack of Internet facilities at the place of residence (lodge) requiring one to go to town.
- Nothing.
- The heat was at times unbearable; the course was intensive. It needed more time.
- None.

4.1.4 Suggestions for strengthening the training program for Parliamentary staff and civil society advocates

- Keep on the tempo and please less technical.
- The follow-up aspect to ensure that parliaments implement reports from such forms is essential for any tangible results to be achieved.

- Time allowances for computer should be lengthened; provision for in-door games.
- Get some criteria/guidelines for the kind of personnel to bring for maximum results back at country level.
- Avail recreation facilities; Avail more time for the proposals; enrich training materials on the poverty and govt. policies i.e. have information from as many countries as possible not just W. Africa.
- Improve Internet facilities; increase CSO participation to 2 from each country; increase time allocated for IT skills and practice.
- The course could be reduced a bit i.e. 5 weeks; method of budgeting is too tedious.
- Have a session on public policy formulation.
- When sending for participants please try to communicate to the management of parliament for proper identification of staff.

4.2 IPA Observations

This cohort of parliamentary staff and representatives from CSO had a very high calibre of participants. IPA staff was impressed by their level of enthusiasm, willingness to learn, and share their experiences. Interactions with participants were always positive and participants were flexible when situations called for that. There were no negative situations throughout the course and this led to a productive training experience.

One change that occurred this year was that time was set aside for participants to prepare a draft proposal before they departed. We feel that this will help the participants realize the pilot projects in a timely manner.

5 Appendix 1: Names of Participants

NAME	COUNTRY	GENDER
Samuel K. Nyamu	Kenya	Male
Sanusi Dauda A.	Nigeria	Male
Samuel L. Odondi	Kenya	Male
Ruth Ekirapa Byoona	Uganda	Female
Obatre A. Lumumba	Uganda	Male
Yusuf Ubale Muhammad	Nigeria	Male
Shehu Omar	Nigeria	Male
Peter Wandera	Uganda	Male

6 Appendix 2 Detailed Course Outline

INSTITUTE FOR POLICY ALTERNATIVES
Tamale, Ghana
**Training Programme for Parliamentary Staff & Civil Society Advocates in
 Community Monitoring of Poverty Reduction**

Course #2 (Ghana)
 February 28 to April 08, 2005
 Placement: March 21 – April 01, 2005

Module	Contents	Approach
Arrival and internal Travel: Most Participants arrive in Accra on Friday February 25th and Saturday February 26th		
Travel to Tamale by Coach: Sunday February 27th		
Week 1: February 28 – March 04		
Mon. Feb. 28	Orientation	
	<ul style="list-style-type: none"> ✓ Orientation and settling in to Tamale ✓ Health Briefings ✓ Tour of town ✓ Course materials supplied 	
Tues. March 01	<ul style="list-style-type: none"> ✓ Course Orientation -- Rationale, objectives and content of the training: explains why the course has been developed; Who the course is targeted at; ✓ Expected outcomes of the course ✓ Needs assessment for other skills – computer, language, etc. 	
March 01-02	Module 1: Parliament & the Policy Framework for Pro-poor Development: MDGs, PRSPs and NEPAD	
	<p>Introduction to the context of the course, in order to make participants aware of the theoretical debates underpinning the relations between Development and Poverty Reduction; How development policies are shaped at the global level (MDGs); at the continental level (NEPAD) and at the national level (PRSPs). The session will examine what roles and responsibilities Parliaments, Parliamentary Staff and Civil Society have in fulfilling the policy objectives of these development policies. This module covers the following:</p> <ul style="list-style-type: none"> ✓ Broad development concepts and how these shape the public policy choices that governments have made – MDGs, NEPAD, PRSP – examining their theory and practice ✓ Introduction to tools for research, including Poverty and Social Impact Assessment Web-based research 	Lectures & Presentations in the morning; Group Internet training exercises and tutorials in the afternoon

March 03-04	Module 2: Poverty Monitoring and Evaluation – Concepts and Methods	
	<p>Parliament's role in the oversight of public policy can be best exercised through the monitoring of policies made and implemented by the Executive. In this module, participants will:</p> <ul style="list-style-type: none"> ✓ Learn about the meaning of M&E in development ✓ Understand different types of M&E in the policy process ✓ Examine the variety of tools used in Poverty and Social Impact Analysis ✓ Review the use of Public Expenditure Tracking as a means of exercising oversight for budgets 	
Week 2: March 07-11		
	Module 3: Poverty Monitoring Surveys using the Public Expenditure Tracking (PET) & Citizen Report Card (CRC)	
Mon. March 07	Public Expenditure Tracking (PET)	
	<p>One of the main functions of Parliaments across Africa is the approval of budgets, through appropriations processes. While the normal, statutory process of accountability for these budgets are through the Auditor-General's reports, the tracking of public expenditures has become important functions of Parliaments. The Community Monitoring tools that allow Parliaments to engage in budget oversight include Public Expenditure Tracking (PET). At the end of this session participants will:</p> <ul style="list-style-type: none"> ✓ Understand PET as a concept of accountability ✓ Be able to design a PET as a process of triangulating budgets with expenditures ✓ Be able to analyze information drawn from PET 	
Tues. March 08	Citizen Report Card Survey (CRC)	
	<p>A fundamental step in engaging citizens is to understand the process of participatory monitoring and evaluation, and to be able to use the right tools for this engagement. At the end of this module, participants will be:</p> <ul style="list-style-type: none"> ✓ Able to engage stakeholders in identifying issues that need to be assessed and the indicators for assessing these ✓ Understand how to design a simple questionnaire for collecting data from communities ✓ How to conduct a survey ✓ How to analyze the results of survey <p>Additionally, in the afternoons, participants who do not have the skills will be given tutorials on basic computer skills, and how to analyze data using simple software.</p>	

Wed. March 09	CRC session completed; Preparation for Field Practice	
	Participants will learn how to design questionnaire and prepare for the field practice of the tools	
Thurs. & Friday March 10-11	<ul style="list-style-type: none"> ✓ Field Practice of the CRC Surveys in Walewale ✓ Analysis of CRS data ✓ Preparation of the CRC Report 	

Week 3: March 14 – 18		
	Module 4: Engaging Communities in Poverty Monitoring Using the Community Score Card	
March 14	A. Understanding the CSC	
	<p>Often, poverty assessment surveys only stop at the level of quantitative data. The Community Score Card provides a tool for more qualitative in-depth engagements with communities, to assess in detail, factors affecting their livelihoods in relation to the policies, programs and services that Parliament and Civil Society are interested in.</p> <p>This module introduces participants to:</p> <ul style="list-style-type: none"> ✓ The Community Score Card method (also known as community rating) ✓ How to develop a CSC ✓ What issues to “dig deeper” after conducting an analysis of the Citizen Report Card survey 	
March 15	B. Community Animation Skills	

March 16	C. Field Engagement to Practice CSC	
March 17	D. Producing Report from the Field Engagement	
March 18	<p>E. Interface with the Communities:</p> <p>The results of the field engagement exercises conducted in week 2 and week 3 will be summarized into a simple report to be presented to a cross-section of the communities that participated in the surveys and the community score card process. This half-day session will be organized in such a way as to provide citizens with feedback on their own assessment; and to allow the service providers and policy makers to witness, first-hand, how the communities assess their performance.</p>	

Week 4 – 5: March 21 to April 01		
	Placement with CSOs working on Issues of Poverty Monitoring in Ghana	
Week 6: April 04-08		
	Module 5: Review of Experiences; Development of Pilot Initiatives	
	<p>The final week of the Tamale-based course will center on the development of the pilot initiatives by using experience both from the course and the field placement. This segment of the course includes:</p> <ul style="list-style-type: none"> ✓ Understanding of how to develop a research agenda for your committee ✓ How to prepare a project proposal to look for funding for the proposal ✓ Identification of priorities for Pilot Projects ✓ Preparation of the methodology and work plan for the pilot initiative ✓ Estimating the budget for the pilot initiative ✓ Course evaluation ✓ Graduation 	
	<p>April 04 – April 08-09</p> <p>Travel to Accra, departure</p>	